



Australian Government

SIT Tourism, Travel and Hospitality Training Package

Release 2.1

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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>

SIT10122 Certificate I in Tourism (Australian Indigenous Culture)

Modification History

Not applicable.

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 Australian Indigenous focus. These include tour operators or operators of a site, 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.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

SITTGDE013 Interpret aspects of local Australian Indigenous culture

SITXWHS005 Participate in safe work practices

Elective Units

Cleaning

SITHACS009 Clean premises and equipment

Administration

BSBPEF202 Plan and apply time management

TLIE0009 Carry out basic workplace calculations

Client and Customer Service, and Sales

SIRXCEG001 Engage the customer

SIRXSLS001 Sell to the retail customer

SITXCCS009 Provide customer information and assistance

Communication and Teamwork

BSBCMM211 Apply communication skills

BSBTWK201 Work effectively with others

SITXCOM006 Source and present information

Computer Operations and ICT Management

BSBTEC101 Operate digital devices

FSKDIG001 Use digital technology for short and basic workplace tasks

Environmental Sustainability

BSBSUS211 Participate in sustainable work practices

Food Safety

SITXFSA005 Use hygienic practices for food safety

Qualification Mapping Information

Supersedes and is equivalent to SIT10116 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>

SIT10222 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.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

BSBTWK201	Work effectively with others
SITXCCS009	Provide customer information and assistance

SITXWHS005 Participate in safe work practices

Elective units

Group A - Hygiene

SITHIND005 Use hygienic practices for hospitality service

SITXFSA005 Use hygienic practices for food safety

Group B - Other electives

Administration

BSBPEF202 Plan and apply time management

TLIE0009 Carry out basic workplace calculations

Commercial Cookery and Catering

SITHCCC023* Use food preparation equipment

SITHCCC024* Prepare and present simple dishes

SITHCCC025* Prepare and present sandwiches

SITHCCC026* Package prepared foodstuffs

Communication and Teamwork

SITXCOM006 Source and present information

Cleaning

SITHACS009 Clean premises and equipment

SITHFAB022* Clean and tidy bar areas

SITHKOP009* Clean kitchen premises and equipment

Qualification Mapping Information

Supersedes and is equivalent to SIT10216 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>

SIT20122 Certificate II in Tourism

Modification History

Not applicable.

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, holiday parks and resorts, 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, in performing operational activities such as housekeeping, grounds maintenance and providing customer service, or a combination of these.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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:

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

Any combination of electives that meets the above rules can be selected for the award of the *Certificate II in Tourism*. Electives may be packaged to provide a qualification with a specialisation, as outlined below.

Packaging for specialisation:

For the award of the *Certificate II in Tourism (Holiday Parks and Resorts)*, the following packaging rules apply:

- 5 core units
- 6 elective units, consisting of:
 - 2 units from Group B, one of which must be *SITTIND004 Source and use information on the holiday park and resort industry*
 - 4 units from the list below, or any 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

SITTIND003	Source and use information on the tourism and travel industry
SITXCCS009	Provide customer information and assistance
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

Elective units

Group A - Tourism

Client and Customer Service, and Sales

SIRXPDK001	Advise on products and services
SIRXSLS001	Sell to the retail customer
SITXCCS010	Provide visitor information

Creative Services

CUACNM211	Monitor collections for changes in condition
CUAEVP211	Assist with the staging of public activities or events

Tourism Delivery

SITTGDE013	Interpret aspects of local Australian Indigenous culture
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SITTGDE015	Provide arrival and departure assistance
SITTVAF006	Load and unload a ride
SITTVAF007	Operate a ride location
SITXCOM008	Provide a briefing or scripted commentary
TLIC1051	Operate commercial vehicle

Tourism Sales and Operations

SITTTVL001	Access and interpret product information
SITTTVL006	Book tourism products and process documentation

Group B – Holiday Parks and Resorts

CPPCLO3100	Maintain cleaning storage areas
CPPCLO3101	Clean carpeted floors
CPPCLO3102	Clean hard floors
CPPCLO3103	Clean and maintain amenities
CPPCLO3105	Clean glass surfaces
CPPCLO3112	Clean walls, ceilings and fittings
RIISAM203E	Use hand and power tools
RIISAM204E	Operate small plant and equipment
SIFCBGM001	Provide general grounds care
SIFCBGM002	Maintain property and structures
SISCAQU001	Test pool water quality
SITHACS009	Clean premises and equipment
SITHACS010	Provide housekeeping services to guests
SITHACS011	Prepare rooms for guests
SITHACS016	Provide accommodation reception services
SITTIND004	Source and use information on the holiday park and

resort industry

Group C – General electives

Administration

BSBPEF202 Plan and apply time management

Communication and Teamwork

BSBCMM211 Apply communication skills

BSBTWK201 Work effectively with others

SITXCOM006 Source and present information

Computer Operations and ICT Management

BSBTEC201 Use business software applications

FSKDIG001 Use digital technology for short and basic workplace tasks

Customer Service

SIRXCEG008 Manage disrespectful, aggressive or abusive customers

E-business

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

Environmental Sustainability

BSBSUS211 Participate in sustainable work practices

Finance

SITXFIN007 Process financial transactions

First Aid

HLTAID011 Provide First Aid

Food and Beverage, Food Safety

SITHFAB021 Provide responsible service of alcohol

SITHFAB024* Prepare and serve non-alcoholic beverages

SITHFAB025* Prepare and serve espresso coffee

SITXFSA005 Use hygienic practices for food safety

Inventory

SITXINV006* Receive, store and maintain stock

Languages other than English

SITXLAN007 Conduct basic oral communication in a language other than English

SITXLAN008 Conduct oral communication in a language other than English

Qualification Mapping Information

Supersedes and is not equivalent to SIT20116 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>

SIT20322 Certificate II in Hospitality

Modification History

Not applicable.

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.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

BSBTWK201 Work effectively with others

SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

Elective units

Group A - Hygiene

SITHIND005	Use hygienic practices for hospitality service
SITXFSA005	Use hygienic practices for food safety

Group B - Hospitality

Accommodation Services – Housekeeping and Portering

CPPCLO3100	Maintain cleaning storage areas
CPPCLO3101	Clean carpeted floors
CPPCLO3102	Clean hard floors
CPPCLO3103	Clean and maintain amenities
CPPCLO3105	Clean glass surfaces
CPPCLO3112	Clean walls, ceilings and fittings
SITHACS009	Clean premises and equipment
SITHACS010	Provide housekeeping services to guests
SITHACS011	Prepare rooms for guests
SITHACS012	Launder linen and guest clothes
SITHACS013	Provide porter services

Administration

TLIE0009	Carry out basic workplace calculations
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Client and Customer Service, and Sales

SIRXSLS001 Sell to the retail customer

SITXCCS010 Provide visitor information

Communication and Teamwork

BSBCMM211 Apply communication skills

SITXCOM006 Source and present information

Commercial Cookery and Catering, and Kitchen Operations

SITHCCC024* Prepare and present simple dishes

SITHCCC025* Prepare and present sandwiches

SITHCCC026* Package prepared foodstuffs

SITHCCC028* Prepare appetisers and salads

SITHKOP009* Clean kitchen premises and equipment

Computer Operations and ICT Management

BSBTEC201 Use business software applications

Environmental Sustainability

BSBSUS211 Participate in sustainable work practices

Finance

BSBFIN302 Maintain financial records

SITXFIN007 Process financial transactions

First Aid

HLTAID011 Provide First Aid

Food and Beverage

SITHFAB021 Provide responsible service of alcohol

SITHFAB022* Clean and tidy bar areas

SITHFAB023* Operate a bar

SITHFAB024* Prepare and serve non-alcoholic beverages

SITHFAB025* Prepare and serve espresso coffee

SITHFAB026* Provide room service

SITHFAB027* Serve food and beverage

Food Safety

SITXFSA006 Participate in safe food handling practices

SITXFSA007* Transport and store food

Gaming

SITHGAM022 Provide responsible gambling services

SITHGAM023* Attend gaming machines

SITHGAM024* Operate a TAB outlet

SITHGAM025* Conduct Keno games

Inventory

SITXINV006 Receive, store and maintain stock

Languages other than English

SITXLAN007 Conduct basic oral communication in a language other than English

Qualification Mapping Information

Supersedes and is equivalent to SIT20316 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>

SIT20421 Certificate II in 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 food and menu items.

They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not meet the requirements for trade recognition as a cook, but can provide a pathway towards achieving that.

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

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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:

- 7 core units
- 6 elective units, consisting of:
 - 4 units from Group A, Group B or Group C below
 - 2 units from Group A, Group B, Group C or Group D below.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Note: Units marked with an *asterisk have one or more prerequisites. Refer to individual units for details.

Core Units

SITHCCC023* Use food preparation equipment

SITHCCC027* Prepare dishes using basic methods of cookery

SITHCCC034*	Work effectively in a commercial kitchen
SITHKOP009*	Clean kitchen premises and equipment
SITXFSA005	Use hygienic practices for food safety
SITXINV006*	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices

Elective units

Group A - Cookery and Catering

SITHCCC024*	Prepare and present simple dishes
SITHCCC025*	Prepare and present sandwiches
SITHCCC026*	Package prepared foodstuffs
SITHCCC028*	Prepare appetisers and salads
SITHCCC029*	Prepare stocks, sauces and soups
SITHCCC030*	Prepare vegetable, fruit, eggs and farinaceous dishes
SITXFSA006	Participate in safe food handling practices
SITXFSA007*	Transport and store food

Group B - Asian Cookery

SITHASC020*	Prepare dishes using basic methods of Asian cookery
SITHASC021*	Prepare Asian appetisers and snacks
SITHASC022*	Prepare Asian stocks and soups
SITHASC024*	Prepare Asian salads

Group C - Patisserie

SITHPAT011*	Produce cakes
SITHPAT013*	Produce pastries
SITHPAT014*	Produce yeast-based bakery products

Group D - General electives

HLTAID011	Provide First Aid
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers

Qualification Mapping Information

Supersedes and is equivalent to SIT20416 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>

SIT30122 Certificate III in Tourism

Modification History

Not applicable.

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, holiday parks and resorts, 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, in roles in the field where products are delivered or in performing operational activities such as housekeeping, grounds maintenance and providing customer service.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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:
 - 5 units from Group A
- OR
 - 6 units from Group B
 - OR
 - at least 3 units from Group C
 - OR
 - 6 units from Group D

The remaining units may be selected from any elective group below, elsewhere in the SIT Training Package, or any current Training Package or accredited course.

Any combination of electives that meets the above rules can be selected for the award of the *Certificate III in Tourism*. Electives may be packaged to provide a qualification with a specialisation, as outlined below.

Packaging for specialisations:

At least three units from Group C must be selected for award of the *Certificate III in Tourism (Marine Tourism)*.

At least six units from Group D must be selected for award of the *Certificate III in Tourism (Holiday Parks and Resorts)*, one of which must be *SITTIND004 Source and use information on the holiday park and resort industry*.

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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

SITTIND003	Source and use information on the tourism and travel industry
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

Elective units

Group A - Tourism Operations

SITTTOP006	Load touring equipment and supplies
SITTTOP007*	Provide outdoor catering
SITTTVL001	Access and interpret product information
SITTTVL003	Provide advice on Australian destinations
SITTTVL004	Sell tourism products or services
SITTTVL005	Prepare customer quotations
SITTTVL006	Book tourism products and process documentation
SITTTVL007	Use a computerised reservations or operations system

SITXCCS010 Provide visitor information

Group B - Tourism Delivery

CPPSEC2110 Monitor and control individual and crowd behaviour to maintain security

SITTGDE013 Interpret aspects of local Australian Indigenous culture

SITTGDE016 Lead tour groups

SITTGDE017 Prepare and present tour commentaries or activities

SITTGDE018 Develop and maintain the general and regional knowledge required by guides

SITTGDE019 Research and share information on Australian Indigenous cultures

SITTGDE020 Prepare specialised interpretive content on flora, fauna and landscape

SITTGDE021 Prepare specialised interpretive content on marine environments

SITTGDE022 Prepare specialised interpretive content on cultural and heritage environments

SITXCCS009 Provide customer information and assistance

SITXCCS010 Provide visitor information

SITXCCS012 Provide lost and found services

SITXCOM008 Provide a briefing or scripted commentary

SITTVAF006 Load and unload a ride

SITTVAF007 Operate a ride location

SITTVAF008 Operate a games location

SITXWHS006 Identify hazards, assess and control safety risks

TLIC0023 Operate four wheel drive vehicle

TLIC1051 Operate commercial vehicle

TLIC3042 Operate coach/bus

Group C - Marine Tourism

MARF027	Apply basic survival skills in the event of vessel abandonment
MARF043	Operate survival craft, rescue boats and lifesaving appliances (proficiency in survival craft)
SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB006	Perform diver rescues
SISOSCB010	Lead SCUBA diving activities
SITTGDE017	Prepare and present tour commentaries or activities
SITTGDE021	Prepare specialised interpretive content on marine environments

Group D – Holiday Parks and Resorts

AHCIRG338	Troubleshoot irrigation systems
AHCLSC207	Construct low-profile timber or modular retaining walls
AHCLSC209	Lay paving
AHCLSC311	Set out site for construction works
AHCLSC317	Construct landscape features using concrete
AHCPGD209	Prune shrubs and small trees
AHCPGD308	Plan and maintain plant displays
CPPCLO3100	Maintain cleaning storage areas
CPPCLO3101	Clean carpeted floors
CPPCLO3102	Clean hard floors
CPPCLO3103	Clean and maintain amenities
CPPCLO3105	Clean glass surfaces
CPPCLO3108	Clean window coverings
CPPCLO3111	Clean rooms, furniture and fittings

CPPCLO3112	Clean walls, ceilings and fittings
RIISAM203E	Use hand and power tools
RIISAM204E	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
SITHACS009	Clean premises and equipment
SITHACS010	Provide housekeeping services to guests
SITHACS011	Prepare rooms for guests
SITHACS016	Provide accommodation reception services
SITTIND004	Source and use information on the holiday park and resort industry
SITTTVL001	Access and interpret product information
SITTTVL004	Sell tourism products or services
SITTVAF009	Tow and site recreational vehicles
SITTVAF010	Fill LPG gas cylinders
SITXCCS017	Use a computerised booking system
SITXCCS018	Make bookings and process documentation
SITXCCS019	Prepare quotations

Group E - General electives

Administration

BSBPEF202 Plan and apply time management

Client and Customer Service, and Sales

SIRXCEG008 Manage disrespectful, aggressive or abusive customers

SIRXPDK001 Advise on products and services

SIRXSLS001 Sell to the retail customer

SITXCRI003 Respond to a customer in crisis

Communication and Teamwork

BSBTWK201 Work effectively with others

SITXCOM006 Source and present information

SITXCOM009 Address protocol requirements

Computer Operations and ICT Management

BSBTEC201 Use business software applications

BSBTEC301 Design and produce business documents

BSBTEC302 Design and produce spreadsheets

E-Business

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

SIRXOSM003* Use social media and online tools

Environmental Sustainability

BSBSUS211 Participate in sustainable work practices

Events

SITEEVT021 Administer event registrations

SITEEVT022 Provide event production support

Finance

BSBFIN302 Maintain financial records

SITXFIN007 Process financial transactions

First Aid

HLTAID011 Provide First Aid

HLTAID013 Provide First Aid in remote or isolated site

Food and Beverage, Food Safety

SITHFAB021	Provide responsible service of alcohol
SITHFAB024*	Prepare and serve non-alcoholic beverages
SITHFAB025*	Prepare and serve espresso coffee
SITHFAB027*	Serve food and beverage
SITHFAB029*	Conduct a product tasting for alcoholic beverage
SITHIND005	Use hygienic practices for hospitality service
SITXFSA005	Use hygienic practices for food safety

Gaming

SITHGAM022	Provide responsible gambling services
SITHGAM023*	Attend gaming machines
SITHGAM034*	Attend casino gaming machines

Human Resource Management

SITXHRM007	Coach others in job skills
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Inventory

SITXINV006*	Receive, store and maintain stock
SITXINV007	Purchase goods

Languages other than English

SITXLAN007	Conduct basic oral communication in a language other than English
SITXLAN008	Conduct oral communication in a language other than English

Qualification Mapping Information

Supersedes and is not equivalent to SIT30116 Certificate III in Tourism.

Links

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

SIT30222 Certificate III in Travel

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to metadata.

Qualification Description

This qualification reflects the role of individuals who use a range of travel sales, technical and operational skills to coordinate travel services. Using discretion and judgement and a knowledge of the industry, they work with some independence or under limited supervision to plan and book travel, using policies and procedures to guide work activities.

This qualification provides a pathway to work in the travel or tour wholesale sector for employers that specialise in leisure or corporate travel, event travel management, online travel agents and aggregators.

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

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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:

- 12 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

SITTIND003	Source and use information on the tourism and travel industry
SITTTVL001	Access and interpret product information
SITTTVL002	Provide advice on international destinations
SITTTVL003	Provide advice on Australian destinations
SITTTVL004	Sell tourism products or services
SITTTVL005	Prepare customer quotations
SITTTVL006	Book tourism products and process documentation
SITTTVL007	Use a computerised reservations or operations system
SITTTVL009	Construct international airfares
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

Elective units

Communication and Teamwork

BSBTWK401	Build and maintain business relationships
BSBTWK201	Work effectively with others
SITXCOM006	Source and present information

Computer Operations and ICT Management

BSBTEC301	Design and produce business documents
BSBTEC302	Design and produce spreadsheets
BSBXCS302	Identify and report online security threats
BSBXCS402	Promote workplace cyber security awareness and best

practices

E-Business

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

SIRXOSM003* Use social media and online tools

Environmental Sustainability

BSBSUS211 Participate in sustainable work practices

Finance

BSBFIN302 Maintain financial records

SITXFIN007 Process financial transactions

Human Resource Management

SITXHRM007 Coach others in job skills

Marketing and Public Relations

SITXMPR010 Create a promotional display or stand

Travel Sales and Operations

SITTTVL008 Source airfares and issue tickets for domestic flights

SITTTVL010* Construct advanced international airfares

SITTTVL011 Provide specialist advice on cruises

Work Health and Safety

SIRXCEG008 Manage disrespectful, aggressive or abusive customers

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is not equivalent to SIT30216 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>

SIT30322 Certificate III in Guiding

Modification History

Not applicable.

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.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

HLTAID011	Provide First Aid
SITTGDE014	Work as a guide
SITTGDE016	Lead tour groups
SITTGDE017	Prepare and present tour commentaries or activities
SITTGDE018	Develop and maintain the general and regional knowledge required by guides
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXWHS006	Identify hazards, assess and control safety risks

Elective units

Communication and Teamwork

SITXCOM009	Address protocol requirements
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Environmental Sustainability

BSBSUS211	Participate in sustainable work practices
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Finance

SITXFIN007	Process financial transactions
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Food and Beverage

SITHFAB021	Provide responsible service of alcohol
SITHFAB032*	Provide advice on Australian wines
SITXFSA005	Use hygienic practices for food safety

Guiding

SITTGDE013	Interpret aspects of local Australian Indigenous culture
SITTGDE015	Provide arrival and departure assistance
SITTGDE019	Research and share information on Australian Indigenous cultures

- SITTGDE020 Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE021 Prepare specialised interpretive content on marine environments
- SITTGDE022 Prepare specialised interpretive content on cultural and heritage environments

Human Resource Management

- SITXHRM007 Coach others in job skills

Languages other than English

- SITXLAN008 Conduct oral communication in a language other than English
- SITXLAN009 Read and write information in a language other than English

Merchandising and Sales

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

Touring Operations

- AHCWRK312 Operate in isolated and remote situations
- TLIC0023 Operate four wheel drive vehicle
- TLILIC2014 Licence to drive a light rigid vehicle
- TLILIC2015 Licence to drive a medium rigid vehicle
- TLILIC2016 Licence to drive a heavy rigid vehicle

Tourism Sales and Operations

- SITTTVL001 Access and interpret product information
- SITTTVL003 Provide advice on Australian destinations

Working in Industry

- SITTIND003 Source and use information on the tourism and travel industry

Qualification Mapping Information

Supersedes and is equivalent to SIT30316 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>

SIT30522 Certificate III in Events

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals who use a range of 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.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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
 - 3 units from Group A or Group B
 - 2 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

- BSBTWK201 Work effectively with others
- SITEEVT020 Source and use information on the events industry
- SITEEVT022 Provide event production support
- SITXCCS014 Provide service to customers
- SITXCOM007 Show social and cultural sensitivity
- SITXWHS005 Participate in safe work practices

Elective units**Group A - Events**

- SITEEVT021 Administer event registrations
- SITEEVT023 Plan in-house events
- SITEEVT024 Develop conference and event programs
- SITEEVT025 Select event venues and sites
- SITXCCS017 Use a computerised booking system
- SITXMPR010 Create a promotional display or stand

Group B - General electives**Communication and Teamwork**

- SITXCOM009 Address protocol requirements

Computer Operations and ICT Management

- BSBTEC201 Use business software applications
- BSBTEC301 Design and produce business documents
- BSBTEC302 Design and produce spreadsheets

BSBTEC303 Create electronic presentations

Creative and Technical Production

CUAEVP413 Install and dismantle exhibition elements

CUALGT211 Develop basic lighting skills

CUALGT311 Operate basic lighting

CUASET211 Develop basic skills in set construction

CUASOU211 Develop basic audio skills and knowledge

CUASTA211 Develop basic staging skills

CUASTA212 Assist with bump in and bump out of shows

CUASTA314 Maintain physical production elements

CUAVSS211 Develop basic vision system skills

E-Business

BSBTEC203 Research using the internet

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

SIRXOSM003* Use social media and online tools

Environmental Sustainability

BSBSUS211 Participate in sustainable work practices

Finance

BSBFIN302 Maintain financial records

SITXFIN007 Process financial transactions

Hospitality

SITHFAB021 Provide responsible service of alcohol

Venue and Facility Operations

CUAFOH511 Manage front of house services

Work Health and Safety

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is not equivalent to SIT30516 Certificate III in Events.

Links

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

SIT30622 Certificate III in Hospitality

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to metadata and unit code.

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 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.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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:

- 6 core units
- 9 elective units, consisting of:
 - 1 unit from Group A
 - 6 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices

Elective units**Group A - Hygiene**

SITHIND005	Use hygienic practices for hospitality service
SITXFSA005	Use hygienic practices for food safety

Group B - Hospitality**Accommodation Services - Front Office, Housekeeping and Portering**

CPPCLO3100	Maintain cleaning storage areas
CPPCLO3101	Clean carpeted floors
CPPCLO3102	Clean hard floors
CPPCLO3103	Clean and maintain amenities
CPPCLO3105	Clean glass surfaces
CPPCLO3108	Clean window coverings
CPPCLO3111	Clean rooms, furniture and fittings
CPPCLO3112	Clean walls, ceilings and fittings
SITHACS009	Clean premises and equipment
SITHACS010	Provide housekeeping services to guests
SITHACS011	Prepare rooms for guests
SITHACS012	Launder linen and guest clothes

SITHACS013	Provide porter services
SITHACS014	Provide valet services
SITHACS015	Conduct night audit
SITHACS016	Provide accommodation reception services
SITXCCS017	Use a computerised booking system

Client and Customer Service, and Sales

SIRXCEG008	Manage disrespectful, aggressive or abusive customers
SIRXPDK001	Advise on products and services
SIRXSLS001	Sell to the retail customer
SITXCCS010	Provide visitor information
SITXCCS012	Provide lost and found services
SITXCCS013	Provide club reception services

Commercial Cookery and Catering, and Kitchen Operations

SITHCCC024*	Prepare and present simple dishes
SITHCCC025*	Prepare and present sandwiches
SITHCCC026*	Package prepared foodstuffs
SITHCCC028*	Prepare appetisers and salads
SITHKOP009*	Clean kitchen premises and equipment

Food and Beverage

SITHFAB021	Provide responsible service of alcohol
SITHFAB022*	Clean and tidy bar areas
SITHFAB023*	Operate a bar
SITHFAB024*	Prepare and serve non-alcoholic beverages
SITHFAB025*	Prepare and serve espresso coffee
SITHFAB026*	Provide room service
SITHFAB027*	Serve food and beverage

SITHFAB028	Operate and monitor cellar systems
SITHFAB029*	Conduct a product tasting for alcoholic beverages
SITHFAB030*	Prepare and serve cocktails
SITHFAB031*	Provide advice on beers, spirits and liqueurs
SITHFAB032*	Provide advice on Australian wines
SITHFAB033*	Provide advice on imported wines
SITHFAB034*	Provide table service of food and beverage
SITHFAB035*	Provide silver service
SITHFAB036	Provide advice on food
SITHFAB037*	Provide advice on food and beverage matching

Food Safety

SITXFSA006	Participate in safe food handling practices
SITXFSA007*	Transport and store food

Gaming

SITHGAM022	Provide responsible gambling services
SITHGAM023*	Attend gaming machines
SITHGAM024*	Operate a TAB outlet
SITHGAM025*	Conduct Keno games
SITHGAM026*	Analyse and report on gaming machine data
SITHGAM027*	Deal Baccarat games
SITHGAM028*	Conduct Big Wheel games
SITHGAM029*	Deal Blackjack games
SITHGAM030*	Deal Poker games
SITHGAM031*	Deal Pontoon games
SITHGAM032*	Conduct Rapid Roulette games
SITHGAM033*	Conduct Roulette games

SITHGAM034*	Attend casino gaming machines
SITHGAM035*	Deal Caribbean Stud games
SITHGAM036*	Deal Casino War games
SITHGAM037*	Deal Mississippi Stud games
SITHGAM038*	Conduct Rapid Baccarat games
SITHGAM039*	Conduct Rapid Big Wheel games
SITHGAM040*	Deal Three Card Poker games

Group C – General electives

Administration

TLIE0009	Carry out basic workplace calculations
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Communication and Teamwork

BSBCM211	Apply communication skills
SITXCOM006	Source and present information
SITXCOM009	Address protocol requirements

Computer Operations and ICT Management

BSBTEC201	Use business software applications
BSBTEC301	Design and produce business documents
BSBTEC302	Design and produce spreadsheets

E-Business

SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXOSM003*	Use social media and online tools

Environmental Sustainability

BSBSUS211	Participate in sustainable work practices
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Finance

BSBFIN302	Maintain financial records
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SITXFIN007 Process financial transactions

First Aid

HLTAID011 Provide First Aid

Inventory

SITXINV006* Receive, store and maintain stock

SITXINV007 Purchase goods

Languages other than English

SITXLAN007 Conduct basic oral communication in a language other than English

SITXLAN008 Conduct oral communication in a language other than English

Security

CPPSEC2110 Monitor and control individual and crowd behaviour to maintain security

Work Health and Safety

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is not equivalent to SIT30616 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>

SIT30722 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 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.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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:

- 9 core units
- 11 elective units, consisting of:
 - 9 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

SITHFAB021 Provide responsible service of alcohol

SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXFIN007	Process financial transactions
SITXFSA005	Use hygienic practices for food safety
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices

Elective units

Customer Service

SIRXCEG008	Manage disrespectful, aggressive or abusive customers
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Finance

SITXFIN009	Manage finances within a budget
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Food and Beverage

SITHFAB022*	Clean and tidy bar areas
SITHFAB023*	Operate a bar
SITHFAB025*	Prepare and serve espresso coffee
SITHFAB027*	Serve food and beverage
SITHFAB030*	Prepare and serve cocktails
SITHFAB031*	Provide advice on beers, spirits and liqueurs
SITHFAB032*	Provide advice on Australian wines
SITHFAB033*	Provide advice on imported wines
SITHFAB034*	Provide table service of food and beverage
SITHFAB035*	Provide silver service
SITHFAB036	Provide advice on food
SITHFAB037*	Provide advice on food and beverage matching

SITHFAB039* Manage the sale or service of wine

SITHKOP009* Clean kitchen premises and equipment

Inventory

SITXINV006 Receive, store and maintain stock

SITXINV007 Purchase goods

Problem Solving

BSBCRT201 Develop and apply thinking and problem solving skills

Sustainability

BSBSUS211 Participate in sustainable work practices

Qualification Mapping Information

Supersedes and is not equivalent to SIT30716 Certificate III in Hospitality (Restaurant Front of House).

Links

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

SIT30821 Certificate III in Commercial Cookery

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of 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.

Completion of this qualification contributes to recognition as a trade cook.

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

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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:

- 20 core units
- 5 elective units, consisting of:
 - 3 units from Group A or Group B below
 - 2 units from Group A, Group B or Group C below.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Note: Units marked with an *asterisk have one or more prerequisites. Refer to individual units for details.

Core units

SITHCCC023* Use food preparation equipment

SITHCCC027* Prepare dishes using basic methods of cookery

SITHCCC028* Prepare appetisers and salads

- SITHCCC029* Prepare stocks, sauces and soups
- SITHCCC030* Prepare vegetable, fruit, eggs and farinaceous dishes
- SITHCCC031* Prepare vegetarian and vegan dishes
- SITHCCC035* Prepare poultry dishes
- SITHCCC036* Prepare meat dishes
- SITHCCC037* Prepare seafood dishes
- SITHCCC041* Produce cakes, pastries and breads
- SITHCCC042* Prepare food to meet special dietary requirements
- SITHCCC043* Work effectively as a cook
- SITHKOP009* Clean kitchen premises and equipment
- SITHKOP010 Plan and cost recipes
- SITHPAT016* Produce desserts
- SITXFSA005 Use hygienic practices for food safety
- SITXFSA006 Participate in safe food handling practices
- SITXHRM007 Coach others in job skills
- SITXINV006* Receive, store and maintain stock
- SITXWHS005 Participate in safe work practices

Elective units

Group A - Cookery and Catering

- SITHCCC025* Prepare and present sandwiches
- SITHCCC026* Package prepared foodstuffs
- SITHCCC032* Produce cook-chill and cook-freeze foods
- SITHCCC033* Re-thermalise chilled and frozen foods
- SITHCCC038* Produce and serve food for buffets
- SITHCCC039* Produce pates and terrines
- SITHCCC040* Prepare and serve cheese

- SITHCCC044* Prepare specialised food items
- SITHPAT014* Produce yeast-based bakery products
- SITXFSA007* Transport and store food

Group B - Asian Cookery

- SITHASC020* Prepare dishes using basic methods of Asian cookery
- SITHASC021* Prepare Asian appetisers and snacks
- SITHASC022* Prepare Asian stocks and soups
- SITHASC023* Prepare Asian sauces, dips and accompaniments
- SITHASC024* Prepare Asian salads
- SITHASC025* Prepare Asian rice and noodles
- SITHASC026* Prepare curry pastes and powders
- SITHASC027* Prepare Asian cooked dishes
- SITHASC028* Prepare Asian desserts
- SITHASC033* Prepare dim sum

Group C - General electives

- BSBSUS211 Participate in sustainable work practices
- HLTAID011 Provide First Aid
- SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms
- SIRXOSM003* Use social media and online tools
- SITXCCS014 Provide service to customers
- SITXCOM006 Source and present information
- SITXCOM007 Show social and cultural sensitivity
- SITXINV007 Purchase goods
- SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is equivalent to SIT30816 Certificate III in Commercial Cookery.

Links

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

SIT30921 Certificate III in Catering

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 meet the requirements for trade recognition as a cook, but can provide a pathway towards achieving that.

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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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:

- 10 core units
- 10 elective units, consisting of:
 - 6 units from Group A or Group B below.
 - 4 units from Group A, Group B, Group C or Group D below.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Note: Units marked with an *asterisk have one or more prerequisites. Refer to individual units for details.

Core units

SITHCCC023* Use food preparation equipment

SITHCCC024*	Prepare and present simple dishes
SITHCCC027*	Prepare dishes using basic methods of cookery
SITHCCC034*	Work effectively in a commercial kitchen
SITHKOP009*	Clean kitchen premises and equipment
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITXHRM007	Coach others in job skills
SITXINV006*	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices

Elective units

Group A - Cookery and Catering

SITHCCC025*	Prepare and present sandwiches
SITHCCC026*	Package prepared foodstuffs
SITHCCC028*	Prepare appetisers and salads
SITHCCC029*	Prepare stocks, sauces and soups
SITHCCC030*	Prepare vegetable, fruit, eggs and farinaceous dishes
SITHCCC031*	Prepare vegetarian and vegan dishes
SITHCCC032*	Produce cook-chill and cook-freeze foods
SITHCCC033*	Re-thermalise chilled and frozen foods
SITHCCC035*	Prepare poultry dishes
SITHCCC036*	Prepare meat dishes
SITHCCC037*	Prepare seafood dishes
SITHCCC038*	Produce and serve food for buffets
SITHCCC040*	Prepare and serve cheese
SITHCCC041*	Produce cakes, pastries and breads

SITHCCC042* Prepare food to meet special dietary requirements

SITXFSA007* Transport and store food

SITHKOP010 Plan and cost recipes

Group B - Patisserie

SITHPAT011* Produce cakes

SITHPAT013* Produce pastries

SITHPAT014* Produce yeast-based bakery products

SITHPAT016* Produce desserts

Group C - Food and Beverage

SITHFAB021 Provide responsible service of alcohol

SITHFAB023* Operate a bar

SITHFAB024* Prepare and serve non-alcoholic beverages

SITHFAB025* Prepare and serve espresso coffee

SITHFAB027* Serve food and beverage

SITHFAB036 Provide advice on food

Group D - General electives

BSBSUS211 Participate in sustainable work practices

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

HLTAID011 Provide First Aid

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

SIRXOSM003* Use social media and online tools

SITXCCS014 Provide service to customers

SITXFIN007 Process financial transactions

SITXINV007 Purchase goods

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is equivalent to SIT30916 Certificate III in Catering.

Links

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

SIT31021 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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:

- 15 core units
- 6 elective units, consisting of:
 - 4 units from Group A or Group B below
 - 2 units from Group A, Group B or Group C below.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Note: Units marked with an *asterisk have one or more prerequisites. Refer to individual units for details.

Core units

SITHCCC023* Use food preparation equipment

SITHCCC027* Prepare dishes using basic methods of

cookery

SITHCCC034*	Work effectively in a commercial kitchen
SITHKOP009*	Clean kitchen premises and equipment
SITHPAT011*	Produce cakes
SITHPAT012*	Produce specialised cakes
SITHPAT013*	Produce pastries
SITHPAT014*	Produce yeast-based bakery products
SITHPAT015*	Produce petits fours
SITHPAT016*	Produce desserts
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITXHRM007	Coach others in job skills
SITXINV006*	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices

Elective units

Group A - Cookery and Catering

FBPRBK3005	Produce basic bread products
FBPRBK3014	Produce sweet yeast products
FBPRBK4001*	Produce artisan bread products
SITHASC028*	Prepare Asian desserts
SITHASC032*	Produce Japanese desserts
SITHCCC038*	Produce and serve food for buffets
SITHCCC042*	Prepare food to meet special dietary requirements
SITHKOP010	Plan and cost recipes
SITHPAT017*	Prepare and model marzipan

SITXFSA007* Transport and store food

Group B - Food and Beverage

SITHFAB024* Prepare and serve non-alcoholic beverages

SITHFAB025* Prepare and serve espresso coffee

SITHFAB027* Serve food and beverage

Group C - General electives

HLTAID011 Provide First Aid

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

SIRXOSM003* Use social media and online tools

SITXCCS014 Provide service to customers

SITXCOM006 Source and present information

SITXCOM007 Show social and cultural sensitivity

SITXINV007 Purchase goods

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is equivalent to SIT31016 Certificate III in Patisserie.

Links

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

SIT31121 Certificate III in Asian Cookery

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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:

- 17 core units
- 7 elective units, consisting of:
 - 4 units from Group A below
 - 2 units from Group A or Group B below
 - 1 unit from Group A, Group B or Group C below.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Note: Units marked with an *asterisk have one or more prerequisites. Refer to individual units for details.

Core units

SITHASC020* Prepare dishes using basic methods of Asian cookery

SITHASC021* Prepare Asian appetisers and snacks

- SITHASC022* Prepare Asian stocks and soups
- SITHASC023* Prepare Asian sauces, dips and accompaniments
- SITHASC024* Prepare Asian salads
- SITHASC025* Prepare Asian rice and noodles
- SITHASC027* Prepare Asian cooked dishes
- SITHCCC023* Use food preparation equipment
- SITHCCC042* Prepare food to meet special dietary requirements
- SITHCCC043* Work effectively as a cook
- SITHKOP009* Clean kitchen premises and equipment
- SITHKOP010 Plan and cost recipes
- SITXFSA005 Use hygienic practices for food safety
- SITXFSA006 Participate in safe food handling practices
- SITXHRM007 Coach others in job skills
- SITXINV006* Receive, store and maintain stock
- SITXWHS005 Participate in safe work practices

Elective Units

Group A - Asian Cookery

- SITHASC026* Prepare curry pastes and powders
- SITHASC028* Prepare Asian desserts
- SITHASC029* Prepare Japanese cooked dishes
- SITHASC030* Prepare sashimi
- SITHASC031* Prepare sushi
- SITHASC032* Produce Japanese desserts
- SITHASC033* Prepare dim sum
- SITHASC034* Prepare Chinese roast meat and poultry dishes
- SITHASC035* Prepare tandoori dishes

- SITHASC036* Prepare Indian breads
- SITHASC037* Prepare Indian sweetmeats
- SITHASC038* Prepare Indian pickles and chutneys

Group B - Cookery and Catering

- SITHCCC026* Package prepared foodstuffs
- SITHCCC032* Produce cook-chill and cook-freeze foods
- SITHCCC033* Re-thermalise chilled and frozen foods
- SITHCCC038* Produce and serve food for buffets
- SITHCCC044* Prepare specialised food items
- SITXFSA007* Transport and store food

Group C - General electives

- HLTAID011 Provide First Aid
- SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms
- SIRXOSM003* Use social media and online tools
- SITXCOM007 Show social and cultural sensitivity
- SITXCCS014 Provide service to customers
- SITXINV007 Purchase goods
- SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is equivalent to SIT31116 Certificate III 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>

SIT40122 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 travel or tourism 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 workers 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, holiday parks and resorts, tourist attractions, visitor information centres and other tourism businesses.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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 or Group C, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

Any combination of electives that meets the above rules can be selected for the award of the *Certificate IV in Travel and Tourism*. Electives may be packaged to provide a qualification with a specialisation, as outlined below.

Packaging for specialisation:

For the award of the *Certificate IV in Travel and Tourism (Holiday Parks and Resorts)*, the following packaging rules apply:

- 7 core units

- 12 elective units, consisting of:
 - 2 units from Group B, one of which must be *SITTIND004 Source and use information on the holiday park and resort industry*
 - 5 units from Group A, Group B or Group C
 - 5 units from the list below, or any 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

SITTIND003	Source and use information on the tourism and travel industry
SITXCCS015	Enhance customer service experiences
SITXCOM007	Show social and cultural sensitivity
SITXCOM010	Manage conflict
SITXFIN008	Interpret financial information
SITXHRM007	Coach others in job skills
SITXWHS007	Implement and monitor work health and safety practices

Elective units

Group A - Travel and Tourism

Tourism Coordination

SITTTVL001	Access and interpret product information
SITTTVL002	Provide advice on international destinations
SITTTVL003	Provide advice on Australian destinations
SITTTVL004	Sell tourism products or services
SITTTVL005	Prepare customer quotations
SITTTVL006	Book tourism products and process documentation
SITTTVL007	Use a computerised reservations or operations system
SITTTVL008	Source airfares and issue tickets for domestic flights

SITTTVL009	Construct international airfares
SITTTVL010*	Construct advanced international airfares
SITTTVL011	Provide specialist advice on cruises
SITXCCS010	Provide visitor information

Tourism Delivery

MARF027	Apply basic survival skills in the event of vessel abandonment
MARF043	Operate survival craft, rescue boats and lifesaving appliances (proficiency in survival craft)
SITTGDE016	Lead tour groups
SITTGDE017	Prepare and present tour commentaries or activities
SITTGDE018	Develop and maintain the general and regional knowledge required by guides
SITTGDE019	Research and share information on Australian Indigenous cultures
SITTGDE020	Prepare specialised interpretive content on flora, fauna and landscape
SITTGDE021	Prepare specialised interpretive content on marine environments
SITTGDE022	Prepare specialised interpretive content on cultural and heritage environments
SITTGDE023	Coordinate and operate tours
SITTTOP006	Load touring equipment and supplies
SITTTOP007*	Provide outdoor catering
SITTTOP008	Allocate tour or activity resources
SITTTOP009	Set up and operate a camp site
SITTTOP010	Operate tours in a remote area
TLIC0023	Operate four wheel drive vehicle
TLIC1051	Operate commercial vehicle
TLIC3042	Operate coach/bus

Planning and Product Development

- SITTPPD012 Package tourism products
- SITTPPD013 Develop interpretive activities
- SITTPPD014 Coordinate and operate sustainable tourism activities
- SITTPPD015 Develop in-house recreational activities

Group B – Holiday Parks and Resorts

- SIFCBGM007 Evaluate building and grounds maintenance and development needs
- SIFCBGM008 Coordinate building and grounds maintenance and development
- SISCAQU004 Develop and implement pool water maintenance procedures
- SITTIND004 Source and use information on the holiday park and resort industry
- SITXINV007 Purchase goods

Group C – General electives**Administration**

- BSBPEF202 Plan and apply time management

Communication and Teamwork

- BSBCMM411 Make presentations
- BSBWRT411 Write complex documents
- SITXCOM009 Address protocol requirements

Computer Operations and ICT Management

- BSBTEC301 Design and produce business documents
- BSBTEC303 Create electronic presentations
- BSBTEC402 Design and produce complex spreadsheets
- BSBXCS402 Promote workplace cyber security awareness and best practices
- BSBXCS405 Contribute to cyber security incident responses

Customer Service

- SIRXCEG008 Manage disrespectful, aggressive or abusive customers

SIRXCEG009* Manage workplace responses to disrespectful aggressive or abusive customer behaviour

SITXCCS017 Use a computerised booking system

SITXCCS018 Make bookings and process documentation

SITXCCS019 Prepare quotations

Crisis Management

SITXCRI003 Respond to a customer in crisis

E-Business

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

SIRXOSM003* Use social media and online tools

SIRXOSM005 Develop a basic website for customer engagement

Environmental Sustainability

BSBSUS211 Participate in sustainable work practices

Finance

BSBFIN401 Report on financial activity

SITXFIN007 Process financial transactions

SITXFIN009 Manage finances within a budget

First Aid

HLTAID011 Provide First Aid

HLTAID013 Provide First Aid in remote or isolated site

Languages other than English

SITXLAN008 Conduct oral communication in a language other than English

SITXLAN009 Read and write information in a language other than English

Marketing and Public Relations

BSBMKG431 Assess marketing opportunities

BSBMKG442	Conduct e-marketing communications
BSBTWK401	Build and maintain business relationships
SITXMPR009	Coordinate production of brochures and marketing materials
SITXMPR010	Create a promotional display or stand
SITXMPR011	Plan and implement sales activities
SITXMPR012	Coordinate marketing activities
SITXMPR013	Participate in cooperative online marketing initiatives

Supervision

SITXHRM008	Roster staff
SITXHRM009	Lead and manage people
SITXMGT004	Monitor work operations

Work Health and Safety

SITXWHS006	Identify hazards, assess and control safety risks
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Qualification Mapping Information

Supersedes and is not equivalent to SIT40116 Certificate IV in Travel and Tourism.

Links

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

SIT40222 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.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

HLTAID011 Provide First Aid

SITTGDE014	Work as a guide
SITTGDE016	Lead tour groups
SITTGDE017	Prepare and present tour commentaries or activities
SITTGDE023	Coordinate and operate tours
SITTGDE024	Manage extended touring programs
SITXCCS015	Enhance customer service experiences
SITXCOM007	Show social and cultural sensitivity
SITXCOM010	Manage conflict
SITXWHS005	Participate in safe work practices
SITXWHS006	Identify hazards, assess and control safety risks

Elective units

Communication and Customer Service

SITXCOM009	Address protocol requirements
SITXCRI003	Respond to a customer in crisis

Environmental Sustainability

BSBSUS211	Participate in sustainable work practices
BSBSUS411	Implement and monitor environmentally sustainable work practices

First Aid

HLTAID013	Provide First Aid in remote or isolated site
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Food Safety

SITXFSA005	Use hygienic practices for food safety
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Guiding

SITTGDE013	Interpret aspects of local Australian Indigenous culture
SITTGDE015	Provide arrival and departure assistance
SITTGDE018	Develop and maintain the general and regional knowledge

	required by guides
SITTGDE019	Research and share information on Australian Indigenous cultures
SITTGDE020	Prepare specialised interpretive content on flora, fauna and landscape
SITTGDE021	Prepare specialised interpretive content on marine environments
SITTGDE022	Prepare specialised interpretive content on cultural and heritage environments

Human Resource Management

SITXHRM007	Coach others in job skills
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Languages other than English

SITXLAN008	Conduct oral communication in a language other than English
SITXLAN009	Read and write information in a language other than English

Marketing and Public Relations

BSBTWK401	Build and maintain business relationships
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Planning and Product Development

SITTPPD013	Develop interpretive activities
SITTPPD014	Coordinate and operate sustainable tourism activities
SITTPPD015	Develop in-house recreational activities

Tour Operations

SITTTOP006	Load touring equipment and supplies
SITTTOP007*	Provide outdoor catering
SITTTOP008	Allocate tour or activity resources
SITTTOP009	Set up and operate a camp site
SITTTOP010	Operate tours in a remote area
TLIC1051	Operate commercial vehicle

TLIC0023	Operate four wheel drive vehicle
TLIC3042	Operate coach/bus
TLILIC2014	Licence to drive a light rigid vehicle
TLILIC2015	Licence to drive a medium rigid vehicle
TLILIC2016	Licence to drive a heavy rigid vehicle

Tourism Sales and Operations

SITTTVL001	Access and interpret product information
SITTTVL002	Provide advice on international destinations
SITTTVL003	Provide advice on Australian destinations
SITTTVL004	Sell travel products or services
SITTTVL006	Book tourism products and process documentation

Working in Industry

CUAIND412	Provide freelance services
SITTIND003	Source and use information on the tourism and travel industry

Qualification Mapping Information

Supersedes and is equivalent to SIT40216 Certificate IV in Guiding.

Links

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

SIT40422 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 acquiring targeted skills in accommodation services, food and beverage, and gaming.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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
 - 8 units from Group B
 - 3 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

SITHIND008	Work effectively in hospitality service
SITXCCS015	Enhance customer service experiences
SITXCOM010	Manage conflict
SITXFIN009	Manage finances within a budget
SITXHRM007	Coach others in job skills
SITXHRM008	Roster staff
SITXHRM009	Lead and manage people
SITXMGT004	Monitor work operations
SITXWHS007	Implement and monitor work health and safety practices

Elective units**Group A - Hygiene**

SITHIND005	Use hygienic practices for hospitality service
SITXFSA005	Use hygienic practices for food safety

Group B - Hospitality**Accommodation Services – Front Office, Housekeeping and Portering**

CPPCLO3100	Maintain cleaning storage areas
CPPCLO3101	Clean carpeted floors
CPPCLO3102	Clean hard floors
CPPCLO3103	Clean and maintain amenities
CPPCLO3105	Clean glass surfaces
CPPCLO3108	Clean window coverings
CPPCLO3111	Clean rooms, furniture and fittings
CPPCLO3112	Clean walls, ceilings and fittings

SITHACS009	Clean premises and equipment
SITHACS010	Provide housekeeping services to guests
SITHACS011	Prepare rooms for guests
SITHACS012	Launder linen and guest clothes
SITHACS013	Provide porter services
SITHACS014	Provide valet services
SITHACS015	Conduct night audit
SITHACS016	Provide accommodation reception services
SITTTVL001	Access and interpret product information
SITTTVL004	Sell tourism products or services
SITXCCS017	Use a computerised booking system
SITXCCS019	Prepare quotations

Client and Customer Service

SITXCCS010	Provide visitor information
SITXCCS012	Provide lost and found services
SITXCCS013	Provide club reception services
SITXCRI003	Respond to a customer in crisis

Events

SITEEVT020	Source and use information on the events industry
SITEEVT021	Administer event registrations
SITEEVT022	Provide event production support
SITEEVT023	Plan in-house events

Food and Beverage

SITHFAB021	Provide responsible service of alcohol
SITHFAB022*	Clean and tidy bar areas
SITHFAB023*	Operate a bar

- SITHFAB024* Prepare and serve non-alcoholic beverages
- SITHFAB025* Prepare and serve espresso coffee
- SITHFAB026* Provide room service
- SITHFAB028 Operate and monitor cellar systems
- SITHFAB029* Conduct a product tasting for alcoholic beverages
- SITHFAB030* Prepare and serve cocktails
- SITHFAB031* Provide advice on beers, spirits and liqueurs
- SITHFAB032* Provide advice on Australian wines
- SITHFAB033* Provide advice on imported wines
- SITHFAB034* Provide table service of food and beverage
- SITHFAB035* Provide silver service
- SITHFAB036 Provide advice on food
- SITHFAB037* Provide advice on food and beverage matching
- SITHFAB038* Plan and monitor espresso coffee service

Food Safety

- SITXFSA006 Participate in safe food handling practices
- SITXFSA007* Transport and store food

Gaming

- SITHGAM022 Provide responsible gambling services
- SITHGAM023* Attend gaming machines
- SITHGAM024* Operate a TAB outlet
- SITHGAM025* Conduct Keno games
- SITHGAM026* Analyse and report on gaming machine data
- SITHGAM027* Deal Baccarat games
- SITHGAM028* Conduct Big Wheel games
- SITHGAM029* Deal Blackjack games

- SITHGAM030* Deal Poker games
- SITHGAM031* Deal Pontoon games
- SITHGAM032* Conduct Rapid Roulette games
- SITHGAM033* Conduct Roulette games
- SITHGAM034* Attend casino gaming machines
- SITHGAM035* Deal Caribbean Stud games
- SITHGAM036* Deal Casino War games
- SITHGAM037* Deal Mississippi Stud games
- SITHGAM038* Conduct Rapid Baccarat games
- SITHGAM039* Conduct Rapid Big Wheel games
- SITHGAM040* Deal Three Card Poker games

Kitchen Operations

- SITHKOP014 Plan catering for events or functions

Working in Industry

- SITHIND006 Source and use information on the hospitality industry

Group C - General electives

Communication and Teamwork

- BSBTWK501 Lead diversity and inclusion
- SITXCOM009 Address protocol requirements

Computer Operations and ICT Management

- BSBTEC301 Design and produce business documents
- BSBTEC302 Design and produce spreadsheets
- BSBTEC402 Design and produce complex spreadsheets

E-Business

- SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

SIRXOSM003* Use social media and online tools

Environmental Sustainability

BSBSUS411 Implement and monitor environmentally sustainable work practices

Finance

BSBFIN302 Maintain financial records

BSBFIN401 Report on financial activity

SITXFIN008 Interpret financial information

First Aid

HLTAID011 Provide First Aid

Inventory

SITXINV006* Receive, store and maintain stock

SITXINV007 Purchase goods

SITXINV008 Control stock

Languages other than English

SITXLAN008 Conduct oral communication in a language other than English

SITXLAN009 Read and write information in a language other than English

Marketing and Public Relations

SITXMPR009 Coordinate production of brochures and marketing materials

SITXMPR010 Create a promotional display or stand

SITXMPR011 Plan and implement sales activities

SITXMPR012 Coordinate marketing activities

SITXMPR013 Participate in cooperative online marketing initiatives

Security

CPPSEC2110 Monitor and control individual and crowd behaviour
to maintain security

CPPSEC3122 Plan provision of close protection services

Work Health and Safety

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is not equivalent to SIT40416 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>

SIT40521 Certificate IV in Kitchen Management

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of chefs and 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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:

- 27 core units
- 6 elective units, consisting of:
 - 3 units from Group A below
 - 3 units from the electives listed below or from any current endorsed Training Package or accredited course.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Note: Units marked with an *asterisk have one or more prerequisites. Refer to individual units for details.

Core units

SITHCCC023*	Use food preparation equipment
SITHCCC027*	Prepare dishes using basic methods of cookery
SITHCCC028*	Prepare appetisers and salads

SITHCCC029*	Prepare stocks, sauces and soups
SITHCCC030*	Prepare vegetable, fruit, eggs and farinaceous dishes
SITHCCC031*	Prepare vegetarian and vegan dishes
SITHCCC035*	Prepare poultry dishes
SITHCCC036*	Prepare meat dishes
SITHCCC037*	Prepare seafood dishes
SITHCCC041*	Produce cakes, pastries and breads
SITHCCC042*	Prepare food to meet special dietary requirements
SITHCCC043*	Work effectively as a cook
SITHKOP010	Plan and cost recipes
SITHKOP012*	Develop recipes for special dietary requirements
SITHKOP013*	Plan cooking operations
SITHKOP015*	Design and cost menus
SITHPAT016*	Produce desserts
SITXCOM010	Manage conflict
SITXFIN009	Manage finances within a budget
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITXFSA008*	Develop and implement a food safety program
SITXHRM008	Roster staff
SITXHRM009	Lead and manage people
SITXINV006*	Receive, store and maintain stock
SITXMGT004	Monitor work operations
SITXWHS007	Implement and monitor work health and safety

practices

Elective Units

Group A - Cookery and Catering

SITHCCC026*	Package prepared foodstuffs
SITHCCC032*	Produce cook-chill and cook-freeze foods
SITHCCC033*	Re-thermalise chilled and frozen foods
SITHCCC038*	Produce and serve food for buffets
SITHCCC039*	Produce pates and terrines
SITHCCC040*	Prepare and serve cheese
SITHCCC044*	Prepare specialised food items
SITXFSA007*	Transport and store food
SITHKOP011*	Plan and implement service of buffets
SITHKOP014	Plan catering for events or functions

Group B - Asian Cookery

SITHASC021*	Prepare Asian appetisers and snacks
SITHASC022*	Prepare Asian stocks and soups
SITHASC023*	Prepare Asian sauces, dips and accompaniments
SITHASC024*	Prepare Asian salads
SITHASC025*	Prepare Asian rice and noodles
SITHASC027*	Prepare Asian cooked dishes
SITHASC028*	Prepare Asian desserts
SITHASC033*	Prepare dim sum

Group C - Patisserie

SITHPAT012*	Produce specialised cakes
SITHPAT014*	Produce yeast-based bakery products

SITHPAT015*	Produce petits fours
SITHPAT017*	Prepare and model marzipan
SITHPAT018*	Produce chocolate confectionery
SITHPAT019*	Model sugar-based decorations
SITHPAT020*	Design and produce sweet showpieces

Group D - Food and Beverage

SITHFAB021	Provide responsible service of alcohol
SITHFAB023*	Operate a bar
SITHFAB025*	Prepare and serve espresso coffee
SITHFAB027*	Serve food and beverage
SITHFAB034*	Provide table service of food and beverage

Group E - General electives

BSBTWK501	Lead diversity and inclusion
HLTAID011	Provide First Aid
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXOSM003*	Use social media and online tools
SIRXOSM006*	Develop and manage social media and online strategies
SIRXOSM007*	Manage risk to organisational reputation in an online setting
SITXCCS014	Provide service to customers
SITXCCS015	Enhance customer service experiences
SITXFIN008	Interpret financial information
SITXHRM010	Recruit, select and induct staff
SITXINV007	Purchase goods
SITXINV008	Control stock

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is equivalent to SIT40516 Certificate IV in Commercial Cookery.

Links

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

SIT40621 Certificate IV in Catering Management

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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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:

- 15 core units
- 8 elective units, consisting of:
 - 5 units from Group A, Group B, Group C or Group D below
 - 3 units from the electives listed below or from any current endorsed Training Package or accredited course.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Note: Units marked with an *asterisk have one or more prerequisites. Refer to individual units for details.

Core units

BSBTWK501	Lead diversity and inclusion
SITHCCC023*	Use food preparation equipment
SITHCCC027*	Prepare dishes using basic methods of cookery

SITHCCC043*	Work effectively as a cook
SITHKOP013*	Plan cooking operations
SITXCOM010	Manage conflict
SITXFIN009	Manage finances within a budget
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITXHRM007	Coach others in job skills
SITXHRM008	Roster staff
SITXHRM009	Lead and manage people
SITXINV006*	Receive, store and maintain stock
SITXINV008	Control stock
SITXWHS007	Implement and monitor work health and safety practices

Elective units

Group A - Cookery and Catering

SITHCCC025*	Prepare and present sandwiches
SITHCCC026*	Package prepared foodstuffs
SITHCCC028*	Prepare appetisers and salads
SITHCCC029*	Prepare stocks, sauces and soups
SITHCCC030*	Prepare vegetable, fruit, eggs and farinaceous dishes
SITHCCC031*	Prepare vegetarian and vegan dishes
SITHCCC032*	Produce cook-chill and cook-freeze foods
SITHCCC033*	Re-thermalise chilled and frozen foods
SITHCCC035*	Prepare poultry dishes
SITHCCC036*	Prepare meat dishes
SITHCCC037*	Prepare seafood dishes

SITHCCC038*	Produce and serve food for buffets
SITHCCC039*	Produce pates and terrines
SITHCCC040*	Prepare and serve cheese
SITHCCC041*	Produce cakes, pastries and breads
SITHCCC042*	Prepare food to meet special dietary requirements
SITHCCC044*	Prepare specialised food items
SITXFSA007*	Transport and store food
SITXFSA008*	Develop and implement a food safety program

Group B - Patisserie

SITHPAT011*	Produce cakes
SITHPAT013*	Produce pastries
SITHPAT014*	Produce yeast-based bakery products
SITHPAT016*	Produce desserts
SITHPAT018*	Produce chocolate confectionery

Group C - Kitchen Operations and Management

HLTAHA019	Assist with the monitoring and modification of meals and menus according to individualised plans
SITHKOP010	Plan and cost recipes
SITHKOP011*	Plan and implement service of buffets
SITHKOP012*	Develop recipes for special dietary requirements
SITHKOP014	Plan catering for events or functions

Group D - Food and Beverage

SITHFAB021	Provide responsible service of alcohol
SITHFAB023*	Operate a bar
SITHFAB025*	Prepare and serve espresso coffee
SITHFAB027*	Serve food and beverage

SITHFAB034* Provide table service of food and beverage

Group E - General electives

BSBFIN401 Report on financial activity

HLTAID011 Provide First Aid

SITHKOP016 Select catering systems

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

SIRXOSM003* Use social media and online tools

SIRXOSM006* Develop and manage social media and online strategies

SIRXOSM007* Manage risk to organisational reputation in an online setting

SITXCCS014 Provide service to customers

SITXCCS015 Enhance customer service experiences

SITXFIN008 Interpret financial information

SITXINV007 Purchase goods

SITXMGT004 Monitor work operations

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is equivalent to SIT40616 Certificate IV in Catering Operations.

Links

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

SIT40721 Certificate IV in Patisserie

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to unit codes.

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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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:
 - 3 units from Group A or Group B below
 - 3 units from the electives listed below or from any current endorsed Training Package or accredited course.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Note: Units marked with an *asterisk have one or more prerequisites. Refer to individual units for details.

Core units

BSBTWK501	Lead diversity and inclusion
SITHCCC023*	Use food preparation equipment
SITHCCC027*	Prepare dishes using basic methods of cookery
SITHCCC034*	Work effectively in a commercial kitchen
SITHCCC042*	Prepare food to meet special dietary requirements
SITHKOP013*	Plan cooking operations
SITHPAT011*	Produce cakes
SITHPAT012*	Produce specialised cakes
SITHPAT013*	Produce pastries
SITHPAT014*	Produce yeast-based bakery products
SITHPAT015*	Produce petits fours
SITHPAT016*	Produce desserts
SITHPAT017*	Prepare and model marzipan
SITHPAT018*	Produce chocolate confectionery
SITHPAT019*	Model sugar-based decorations
SITHPAT020*	Design and produce sweet showpieces
SITXCOM010	Manage conflict
SITXFIN009	Manage finances within a budget
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITXHRM007	Coach others in job skills
SITXHRM008	Roster staff
SITXHRM009	Lead and manage people
SITXINV006*	Receive, store and maintain stock
SITXMGT004	Monitor work operations
SITXWHS007	Implement and monitor work health and safety

practices

Elective units

Group A: Cookery and Catering

FBPRBK3005	Produce basic bread products
FBPRBK3014	Produce sweet yeast products
FBPRBK4001*	Produce artisan bread products
FBPRBK4005	Apply advanced finishing techniques for specialty cakes
SITHCCC030*	Prepare vegetable, fruit, eggs and farinaceous dishes
SITHCCC038*	Produce and serve food for buffets
SITHCCC044*	Prepare specialised food items
SITHKOP010	Plan and cost recipes
SITHKOP011*	Plan and implement service of buffets
SITHKOP012*	Develop recipes for special dietary requirements
SITHKOP014	Plan catering for events or functions
SITXFSA007*	Transport and store food
SITXFSA008*	Develop and implement a food safety program

Group B - Food and Beverage

SITHFAB025*	Prepare and serve espresso coffee
SITHFAB027*	Serve food and beverage
SITHFAB038	Plan and monitor espresso coffee service

Group C - General electives

BSBFIN401	Report on financial activity
BSBSUS211	Participate in sustainable work practices
HLTAID011	Provide First Aid

SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXOSM003*	Use social media and online tools
SIRXOSM006*	Develop and manage social media and online strategies
SIRXOSM007*	Manage risk to organisational reputation in an online setting
SITXCCS014	Provide service to customers
SITXCCS015	Enhance customer service experiences
SITXFIN008	Interpret financial information
SITXINV007	Purchase goods
SITXINV008	Control stock
SITXWHS006	Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is equivalent to SIT40716 Certificate IV in Patisserie.

Links

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

SIT40821 Certificate IV in Asian Cookery

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of chefs and 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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:
 - 3 units from Group A below
 - 2 units from Group A, Group B or Group C below
 - 2 units from the electives listed below or from any current endorsed Training Package or accredited course.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Note: Units marked with an *asterisk have one or more prerequisites. Refer to individual units for details.

Core units

BSBTWK501	Lead diversity and inclusion
SITHASC020*	Prepare dishes using basic methods of Asian cookery
SITHASC021*	Prepare Asian appetisers and snacks

SITHASC022*	Prepare Asian stocks and soups
SITHASC023*	Prepare Asian sauces, dips and accompaniments
SITHASC024*	Prepare Asian salads
SITHASC025*	Prepare Asian rice and noodles
SITHASC027*	Prepare Asian cooked dishes
SITHCCC023*	Use food preparation equipment
SITHCCC042*	Prepare food to meet special dietary requirements
SITHCCC043*	Work effectively as a cook
SITHKOP010	Plan and cost recipes
SITHKOP013*	Plan cooking operations
SITXCOM010	Manage conflict
SITXFIN009	Manage finances within a budget
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITXHRM007	Coach others in job skills
SITXHRM008	Roster staff
SITXHRM009	Lead and manage people
SITXINV006*	Receive, store and maintain stock
SITXMGT004	Monitor work operations
SITXWHS007	Implement and monitor work health and safety practices

Elective units

Group A - Asian Cookery

SITHASC026*	Prepare curry pastes and powders
SITHASC028*	Prepare Asian desserts
SITHASC029*	Produce Japanese cooked dishes

SITHASC030*	Prepare sashimi
SITHASC031*	Prepare sushi
SITHASC032*	Prepare Japanese desserts
SITHASC033*	Prepare dim sum
SITHASC034*	Prepare Chinese roast meat and poultry dishes
SITHASC035*	Prepare tandoori dishes
SITHASC036*	Prepare Indian breads
SITHASC037*	Prepare Indian sweetmeats
SITHASC038*	Prepare Indian pickles and chutneys

Group B - Commercial Cookery and Catering

SITHCCC026*	Package prepared foodstuffs
SITHCCC032*	Produce cook-chill and cook-freeze foods
SITHCCC033*	Re-thermalise chilled and frozen foods
SITHCCC038*	Produce and serve food for buffets
SITHCCC044*	Prepare specialised food items
SITXFSA007*	Transport and store food
SITXFSA008*	Develop and implement a food safety program
SITHKOP011*	Plan and implement service of buffets
SITHKOP012*	Develop recipes for special dietary requirements
SITHKOP014	Plan catering for events or functions

Group C - Food and Beverage

SITHFAB021	Provide responsible service of alcohol
SITHFAB023*	Operate a bar
SITHFAB025*	Prepare and serve espresso coffee
SITHFAB027*	Serve food and beverage
SITHFAB034*	Provide table service of food and beverage

Group D - General electives

BSBFIN401	Report on financial activity
HLTAID011	Provide First Aid
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXOSM003*	Use social media and online tools
SIRXOSM006*	Develop and manage social media and online strategies
SIRXOSM007*	Manage risk to organisational reputation in an online setting
SITXCCS014	Provide service to customers
SITXCCS015	Enhance customer service experiences
SITXFIN008	Interpret financial information
SITXINV007	Purchase goods
SITXINV008	Control stock
SITXWHS006	Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is equivalent to SIT40816 Certificate IV 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>

SIT50122 Diploma of Travel and Tourism Management

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to unit title.

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, holiday parks and resorts, tourist attractions, visitor information centres, and other tourism businesses.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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:

- 13 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.

Any combination of electives that meets the above rules can be selected for the award of the *Diploma of Travel and Tourism Management*. Electives may be packaged to provide a qualification with a specialisation, as outlined below.

Packaging for specialisation:

For the award of the *Diploma of Travel and Tourism Management (Holiday Parks and Resorts)*, the following packaging rules apply:

- 13 core units
- 10 elective units, consisting of:
 - 3 units from Group B, one of which must be *SITTIND004 Source and use information on the holiday park and resort industry*
 - 4 units from Group A, Group B or Group C
 - 3 units from the list below, or any 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

BSBTWK501	Lead diversity and inclusion
SIRXOSM007	Manage risk to organisational reputation in an online setting
SITTIND003	Source and use information on the tourism and travel industry
SITXCCS015	Enhance customer service experiences
SITXCCS016	Develop and manage quality customer service practices
SITXCOM010	Manage conflict
SITXFIN008	Interpret financial information
SITXFIN009	Manage finances within a budget
SITXFIN010	Prepare and monitor budgets
SITXHRM009	Lead and manage people
SITXMGT004	Monitor work operations
SITXMGT005	Establish and conduct business relationships
SITXWHS007	Implement and monitor work health and safety practices

Elective units

Group A – Travel and Tourism

Tourism and Travel Coordination

SITTTOP008	Allocate tour or activity resources
SITTTVL001	Access and interpret product information
SITTTVL002	Provide advice on international destinations
SITTTVL003	Provide advice on Australian destinations
SITTTVL004	Sell tourism products or services
SITTTVL005	Prepare customer quotations
SITTTVL006	Book tourism products and process documentation
SITTTVL007	Use a computerised reservations or operations system
SITTTVL008	Source airfares and issue tickets for domestic flights
SITTTVL009	Construct international airfares
SITTTVL010*	Construct advanced international airfares
SITTTVL011	Provide specialist advice on cruises
SITXCCS010	Provide visitor information

Tourism Delivery

SITTGDE016	Lead tour groups
SITTGDE017	Prepare and present tour commentaries or activities
SITTGDE018	Develop and maintain the general and regional knowledge required by guides
SITTGDE019	Research and share information on Australian Indigenous cultures
SITTGDE020	Prepare specialised interpretive content on flora, fauna and landscape
SITTGDE021	Prepare specialised interpretive content on marine environments
SITTGDE022	Prepare specialised interpretive content on cultural and heritage environments
SITTGDE023	Coordinate and operate tours
SITTTOP006	Load touring equipment and supplies
SITTTOP007*	Provide outdoor catering

SITTTOP009	Set up and operate a camp site
SITTTOP010	Operate tours in a remote area
SITXMPR011	Plan and implement sales activities
SITXMPR012	Coordinate marketing activities
TLIC0023	Operate four wheel drive vehicle
TLIC1051	Operate commercial vehicle
TLIC3042	Operate coach/bus

Planning and Product Development

SITTPPD012	Package tourism products
SITTPPD013	Develop interpretive activities
SITTPPD014	Coordinate and operate sustainable tourism activities
SITTPPD015	Develop in-house recreational activities
SITTPPD016	Research and analyse tourism data

Group B – Holiday Parks and Resorts

BSBOPS504	Manage business risk
SITTIND004	Source and use information on the holiday park and resort industry
SITXFIN011	Manage physical assets
SITXGLC002	Identify and manage legal risks and comply with law
SITXMGT006	Manage projects
SITXMPR011	Plan and implement sales activities
SITXMPR014	Develop and implement marketing strategies

Group C – General electives

Administration and Communication

BSBCMM411	Make presentations
BSBTWK503	Manage meetings
BSBWRT411	Write complex documents

SITXCOM009 Address protocol requirements

Computer Operations and ICT Management

BSBTEC301 Design and produce business documents

BSBTEC303 Create electronic presentations

BSBTEC402 Design and produce complex spreadsheets

BSBXCS402 Promote workplace cyber security awareness and best practices

BSBXCS405 Contribute to cyber security incident responses

Crisis Management

SITXCRI003 Respond to a customer in crisis

Customer Service

SIRXCEG008 Manage disrespectful, aggressive or abusive customers

SIRXCEG009* Manage workplace responses to disrespectful aggressive or abusive customer behaviour

E-Business

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

SIRXOSM003* Use social media and online tools

SIRXOSM005 Develop a basic website for customer engagement

SIRXSTR001 Develop an ecommerce strategy

Environmental Sustainability

BSBSUS411 Implement and monitor environmentally sustainable work practices

Finance

BSBFIN401 Report on financial activity

SITXFIN007 Process financial transactions

First Aid

HLTAID011 Provide First Aid

HLTAID013 Provide First Aid in remote or isolated site

Governance and Legal Compliance

SITXGLC002 Identify and manage legal risks and comply with law

Human Resource Management

SITXHRM008 Roster staff

SITXHRM010 Recruit, select and induct staff

SITXHRM011 Manage volunteers

SITXHRM012 Monitor staff performance

Languages other than English

SITXLAN008 Conduct oral communication in a language other than English

SITXLAN009 Read and write information in a language other than English

Management and Leadership

BSBOPS504 Manage business risk

SITXMGT006 Manage projects

Marketing and Public Relations

BSBMKG431 Assess marketing opportunities

BSBMKG544 Plan and monitor direct marketing activities

BSBMKG552 Design and develop marketing communication plans

SITXMPR009 Coordinate production of brochures and marketing materials

SITXMPR010 Create a promotional display or stand

SITXMPR011 Plan and implement sales activities

SITXMPR012 Coordinate marketing activities

SITXMPR013 Participate in cooperative online marketing initiatives

SITXMPR014 Develop and implement marketing strategies

SITXMPR015 Obtain and manage sponsorship

SITXMPR016 Prepare and present proposals

Work Health and Safety

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is not equivalent to SIT50116 Diploma of Travel and Tourism Management.

Links

Companion Volume implementation guides are found in VETNet -

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

SIT50322 Diploma of Event Management

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to metadata and electives.

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.

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

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

20 units must be completed:

- 13 core units
- 7 elective units, consisting of:
 - 4 units from Group A
 - 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core Units

SITEEVT020	Source and use information on the events industry
SITEEVT026	Manage event production components
SITEEVT028	Manage on-site event operations
SITXCCS015	Enhance customer service experiences
SITXFIN009	Manage finances within a budget
SITXHRM009	Lead and manage people
SITXHRM010	Recruit, select and induct staff
SITXMGT005	Establish and conduct business relationships
SITXMGT006	Manage projects
SITXMPR011	Plan and implement sales activities
SITXMPR012	Coordinate marketing activities
SITXMPR016	Prepare and present proposals
SITXWHS006	Identify hazards, assess and control safety risks

Electives

Group A - Event Management

Creative and Technical Production

CUAACD312	Produce computer-aided drawings
CUA EVP511	Coordinate installation and dismantling of exhibitions
CUAPPM422	Organise and facilitate rehearsals
CUAPPM431	Compile production schedules
CUAPPM513	Incorporate creative and technical needs into management processes
CUAPPM514	Manage bump in and bump out of shows

CUASMT513 Develop and maintain production documents

Events

SITEEVT021 Administer event registrations

SITEEVT023 Plan in-house events

SITEEVT024 Develop conference and event programs

SITEEVT025 Select event venues and sites

SITEEVT027 Organise event infrastructure

SITEEVT029 Research event industry trends and practice industry

SITEEVT030 Develop event concepts

SITEEVT033 Develop event transport plans

SITEEVT034 Develop crowd management plans

SITEEVT035 Develop multi-venue event plans

SITEEVT036 Plan and allocate exhibition space

SITEEVT037 Recruit and manage exhibitors

SITXCCS017 Use a computerised booking system

Environmental Sustainability

BSBSUS411 Implement and monitor environmentally sustainable work practices

Governance and Legal Compliance

SITXGLC002 Identify and manage legal risks and comply with law

Venue and Facility Operations

CUAFOH511 Manage front of house services

Group B - General electives

Communication and Customer Service

BSBCMM411 Make presentations

BSBTWK503 Manage meetings

- BSBWRT411 Write complex documents
- SITXCOM009 Address protocol requirements
- SITXCOM010 Manage conflict
- SITXCRI003 Respond to a customer in crisis

Computer Operations and ICT Management

- BSBTEC402 Design and produce complex spreadsheets
- BSBXCS402 Promote workplace cyber security awareness and best practices
- BSBXCS405 Contribute to cyber security incident responses

E-Business

- SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms
- SIRXOSM004 Analyse performance of social media and online business tools
- SIRXOSM006* Develop and manage social media and online strategies
- SIRXOSM007 Manage risk to organisational reputation in an online setting
- SIRXSTR001 Develop an ecommerce strategy

Finance

- BSBFIN301 Process financial transactions
- BSBFIN401 Report on financial activity
- SITXFIN008 Interpret financial information
- SITXFIN010 Prepare and monitor budgets

Governance and Legal Compliance

- BSBESB402 Establish legal and risk management requirements of new business ventures

Human Resource Management

BSBTWK501 Lead diversity and inclusion

SITXHRM008 Roster staff

SITXHRM011 Manage volunteers

SITXHRM012 Monitor staff performance

Management and Leadership

BSBESB401 Research and develop business plans

BSBOPS502 Manage business operational plans

BSBOPS504 Manage business risk

Marketing and Public Relations

BSBESB404 Market new business ventures

BSBMKG431 Assess marketing opportunities

BSBMKG441 Develop public relations documents

BSBMKG544 Plan and monitor direct marketing activities

BSBMKG553 Develop public relations campaigns

BSBMKG624 Manage market research

BSBTWK401 Build and maintain business relationships

SITXMPR009 Coordinate production of brochures and marketing materials

SITXMPR010 Create a promotional display or stand

SITXMPR015 Obtain and manage sponsorship

Work Health and Safety

SITXWHS007 Implement and monitor work health and safety practices

Qualification Mapping Information

Supersedes and not equivalent to SIT50316 Diploma of Event Management.

Links

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

SIT50422 Diploma of Hospitality Management

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to metadata and elective unit title.

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 acquiring targeted skills in accommodation services, cookery, food and beverage and gaming.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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:

- 11 core units
- 17 elective units, consisting of:
 - 1 unit from Group A
 - 1 unit from Group B
 - 11 units from Group C
 - 4 units from Group C, Group D, 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

SITXCCS015	Enhance customer service experiences
SITXCCS016	Develop and manage quality customer service practices
SITXCOM010	Manage conflict
SITXFIN009	Manage finances within a budget
SITXFIN010	Prepare and monitor budgets
SITXGLC002	Identify and manage legal risks and comply with law
SITXHRM008	Roster staff
SITXHRM009	Lead and manage people
SITXMGT004	Monitor work operations
SITXMGT005	Establish and conduct business relationships
SITXWHS007	Implement and monitor work health and safety practices

Elective units

Group A - Hygiene

SITHIND005	Use hygienic practices for hospitality service
SITXFSA005	Use hygienic practices for food safety

Group B - Operations

SITHCCC043*	Work effectively as a cook
SITHIND008	Work effectively in hospitality service
SITHKOP013*	Plan cooking operations

Group C - Hospitality

Accommodation Services– Front Office, Housekeeping and Portering

CPPCLO3100	Maintain cleaning storage areas
CPPCLO3101	Clean carpeted floors
CPPCLO3102	Clean hard floors
CPPCLO3103	Clean and maintain amenities
CPPCLO3105	Clean glass surfaces
CPPCLO3108	Clean window coverings
CPPCLO3111	Clean rooms, furniture and fittings
CPPCLO3112	Clean walls, ceilings and fittings
SITHACS009	Clean premises and equipment
SITHACS010	Provide housekeeping services to guests
SITHACS011	Prepare rooms for guests
SITHACS012	Launder linen and guest clothes
SITHACS013	Provide porter services
SITHACS014	Provide valet services
SITHACS015	Conduct night audit
SITHACS016	Provide accommodation reception services
SITTTVL001	Access and interpret product information
SITTTVL004	Sell tourism products or services
SITXCCS017	Use a computerised booking system
SITXCCS019	Prepare quotations
Asian Cookery	
SITHASC020*	Prepare dishes using basic methods of Asian cookery
SITHASC021*	Prepare Asian appetisers and snacks
SITHASC022*	Prepare Asian stocks and soups
SITHASC023*	Prepare Asian sauces, dips and accompaniments
SITHASC024*	Prepare Asian salads

SITHASC025*	Prepare Asian rice and noodles
SITHASC026*	Prepare curry pastes and powders
SITHASC027*	Prepare Asian cooked dishes
SITHASC028*	Prepare Asian desserts
SITHASC029*	Prepare Japanese cooked dishes
SITHASC030*	Prepare sashimi
SITHASC031*	Prepare sushi
SITHASC032*	Produce Japanese desserts
SITHASC033*	Prepare dim sum
SITHASC034*	Prepare Chinese roast meat and poultry dishes
SITHASC035*	Prepare tandoori dishes
SITHASC036*	Prepare Indian breads
SITHASC037*	Prepare Indian sweetmeats
SITHASC038*	Prepare Indian pickles and chutneys

Client and Customer Service, Crisis Management

SITXCCS010	Provide visitor information
SITXCCS012	Provide lost and found services
SITXCCS013	Provide club reception services
SITXCRI003	Respond to a customer in crisis

Commercial Cookery and Catering

SITHCCC023*	Use food preparation equipment
SITHCCC025*	Prepare and present sandwiches
SITHCCC026*	Package prepared foodstuffs
SITHCCC027*	Prepare dishes using basic methods of cookery
SITHCCC028*	Prepare appetisers and salads
SITHCCC029*	Prepare stocks, sauces and soups

SITHCCC030*	Prepare vegetable, fruit, eggs and farinaceous dishes
SITHCCC031*	Prepare vegetarian and vegan dishes
SITHCCC032*	Produce cook-chill and cook-freeze foods
SITHCCC033*	Re-thermalise chilled and frozen foods
SITHCCC035*	Prepare poultry dishes
SITHCCC036*	Prepare meat dishes
SITHCCC037*	Prepare seafood dishes
SITHCCC038*	Produce and serve food for buffets
SITHCCC039*	Produce pates and terrines
SITHCCC040*	Prepare and serve cheese
SITHCCC041*	Produce cakes, pastries and breads
SITHCCC042*	Prepare food to meet special dietary requirements
SITHCCC044*	Prepare specialised food items

E-Business

SIRXSTR001	Develop an ecommerce strategy
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXOSM004	Analyse performance of social media and online business tools
SIRXOSM006*	Develop and manage social media and online strategies
SIRXOSM007	Manage risk to organisational reputation in an online setting

Events

SITEEVT020	Source and use information on the events industry
SITEEVT023	Plan in-house events
SITEEVT026	Manage event production components
SITEEVT028	Manage on-site event operations

Food and Beverage

SITHFAB021	Provide responsible service of alcohol
SITHFAB023*	Operate a bar
SITHFAB024*	Prepare and serve non-alcoholic beverages
SITHFAB025*	Prepare and serve espresso coffee
SITHFAB026*	Provide room service
SITHFAB027*	Serve food and beverage
SITHFAB028	Operate and monitor cellar systems
SITHFAB029*	Conduct a product tasting for alcoholic beverages
SITHFAB030*	Prepare and serve cocktails
SITHFAB031*	Provide advice on beers, spirits and liqueurs
SITHFAB032*	Provide advice on Australian wines
SITHFAB033*	Provide advice on imported wines
SITHFAB034*	Provide table service of food and beverage
SITHFAB035*	Provide silver service
SITHFAB036	Provide advice on food
SITHFAB037*	Provide advice on food and beverage matching
SITHFAB038	Plan and monitor espresso coffee service
SITHFAB039*	Manage the sale or service of wine

Food Safety

SITXFSA006	Participate in safe food handling practices
SITXFSA007*	Transport and store food
SITXFSA008*	Develop and implement a food safety program

Gaming

SITHGAM022	Provide responsible gambling services
SITHGAM023*	Attend gaming machines

SITHGAM024*	Operate a TAB outlet
SITHGAM025*	Conduct Keno games
SITHGAM026*	Analyse and report on gaming machine data
SITHGAM027*	Deal Baccarat games
SITHGAM028*	Conduct Big Wheel games
SITHGAM029*	Deal Blackjack games
SITHGAM030*	Deal Poker games
SITHGAM031*	Deal Pontoon games
SITHGAM032*	Conduct Rapid Roulette games
SITHGAM033*	Conduct Roulette games
SITHGAM034*	Attend casino gaming machines
SITHGAM035*	Deal Caribbean Stud games
SITHGAM036*	Deal Casino War games
SITHGAM037*	Deal Mississippi Stud games
SITHGAM038*	Conduct Rapid Baccarat games
SITHGAM039*	Conduct Rapid Big Wheel games
SITHGAM040*	Deal Three Card Poker games

Inventory

SITXINV006*	Receive, store and maintain stock
SITXINV007	Purchase goods
SITXINV008	Control stock

Kitchen Operations

SITHKOP011*	Plan and implement service of buffets
SITHKOP012*	Develop recipes for special dietary requirements
SITHKOP014	Plan catering for events or functions
SITHKOP015*	Design and cost menus

SITHKOP016 Select catering systems

Patisserie

SITHPAT011* Produce cakes

SITHPAT012* Produce specialised cakes

SITHPAT013* Produce pastries

SITHPAT014* Produce yeast-based bakery products

SITHPAT015* Produce petits fours

SITHPAT016* Produce desserts

SITHPAT017* Prepare and model marzipan

SITHPAT018* Produce chocolate confectionery

SITHPAT019* Model sugar-based decorations

SITHPAT020* Design and produce sweet showpieces

Working in Industry

SITHIND006 Source and use information on the hospitality industry

Group D – General electives

Administration

BSBINS401 Analyse and present research information

BSBTWK503 Manage meetings

Communication and Teamwork

BSBCMM411 Make presentations

BSBTWK501 Lead diversity and inclusion

SITXCOM009 Address protocol requirements

Computer Operations and ICT Management

BSBTEC301 Design and produce business documents

BSBTEC303 Create electronic presentations

BSBTEC402 Design and produce complex spreadsheets

Environmental Sustainability

BSBSUS511 Develop workplace policies and procedures for sustainability

Finance

BSBFIN401 Report on financial activity

BSBHRM416 Process payroll

BSBHRM526 Manage payroll

SITXFIN007 Process financial transactions

SITXFIN008 Interpret financial information

First Aid

HLTAID011 Provide First Aid

Franchising

BSBESB406 Establish operational strategies and procedures for new business ventures

Human Resource Management

SITXHRM010 Recruit, select and induct staff

SITXHRM011 Manage volunteers

SITXHRM012 Monitor staff performance

Languages other than English

SITXLAN008 Conduct oral communication in a language other than English

SITXLAN009 Read and write information in a language other than English

Management and Leadership

BSBOPS502 Manage business operational plans

BSBOPS504 Manage business risk

Marketing and Public Relations

BSBMKG431	Assess marketing opportunities
SITXMPR009	Coordinate production of brochures and marketing materials
SITXMPR010	Create a promotional display or stand
SITXMPR011	Plan and implement sales activities
SITXMPR012	Coordinate marketing activities
SITXMPR013	Participate in cooperative online marketing initiatives
SITXMPR014	Develop and implement marketing strategies
SITXMPR015	Obtain and manage sponsorship

Planning and Product Development

SITTPPD012	Package tourism products
SITTPPD014	Coordinate and operate sustainable tourism activities
SITTPPD015	Develop in-house recreational activities
SITTPPD016	Research and analyse tourism data

Security

CPPSEC2109	Monitor and control access and exit of persons and vehicles from premises
CPPSEC2110	Monitor and control individual and crowd behaviour to maintain security
CPPSEC3122	Plan provision of close protection services

Work Health and Safety

SITXWHS006	Identify hazards, assess and control safety risks
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Qualification Mapping Information

Supersedes and is not equivalent to SIT50416 Diploma of Hospitality Management.

Links

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

SIT60122 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.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

BSBOPS504	Manage business risk
BSBOPS601	Develop and implement business plans
BSBTWK501	Lead diversity and inclusion
BSBWRT411	Write complex documents
SITTIND003	Source and use information on the tourism and travel industry
SITTPPD017	Develop tourism products
SITXCCS015	Enhance customer service experiences
SITXCCS016	Develop and manage quality customer service practices
SITXFIN008	Interpret financial information
SITXFIN009	Manage finances within a budget
SITXFIN010	Prepare and monitor budgets
SITXGLC002	Identify and manage legal risks and comply with law
SITXHRM009	Lead and manage people
SITXMGT004	Monitor work operations
SITXMGT005	Establish and conduct business relationships
SITXMPR014	Develop and implement marketing strategies
SITXWHS008	Establish and maintain a work health and safety system

Elective units

Group A - Travel and Tourism

Travel

SITTTVL001	Access and interpret product information
SITTTVL002	Provide advice on international destinations
SITTTVL003	Provide advice on Australian destinations
SITTTVL004	Sell tourism products or services
SITTTVL005	Prepare customer quotations

SITTTVL006	Book tourism products and process documentation
SITTTVL007	Use a computerised reservations or operations system
SITTTVL008	Source airfares and issue tickets for domestic flights
SITTTVL009	Construct international airfares
SITTTVL010*	Construct advanced international airfares
SITTTVL011	Provide specialist advice on cruises

Tourism Delivery

SITTGDE016	Lead tour groups
SITTGDE017	Prepare and present tour commentaries or activities
SITTGDE018	Develop and maintain the general and regional knowledge required by guides
SITTGDE019	Research and share information on Australian Indigenous cultures
SITTGDE020	Prepare specialised interpretive content on flora, fauna and landscape
SITTGDE021	Prepare specialised interpretive content on marine environments
SITTGDE022	Prepare specialised interpretive content on cultural and heritage environments
SITTGDE023	Coordinate and operate tours
SITTTOP006	Load touring equipment and supplies
SITTTOP007*	Provide outdoor catering
SITTTOP008	Allocate tour or activity resources
SITTTOP009	Set up and operate a camp site
SITTTOP010	Operate tours in a remote area
SITXCCS010	Provide visitor information
SITXCCS017	Use a computerised booking system
SITXCCS018	Make bookings and process documentation

SITXCCS019	Prepare quotations
TLIC0023	Operate four wheel drive vehicle
TLIC1051	Operate commercial vehicle
TLIC3042	Operate coach/bus

Planning and Product Development

SITTPPD016	Research and analyse tourism data
SITTPPD018	Develop environmentally sustainable tourism operations
SITTPPD019	Develop culturally appropriate tourism operations

Group B - General electives

Administration

SITXMGT006	Manage projects
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Computer Operations and ICT Management

BSBXCS402	Promote workplace cyber security awareness and best practices
BSBXCS405	Contribute to cyber security incident responses

Crisis Management

SITXCRI004	Manage a business continuity crisis
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E-Business

SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXOSM003*	Use social media and online tools
SIRXOSM005	Develop a basic website for customer engagement
SIRXSTR001	Develop an ecommerce strategy

Environmental Sustainability

BSBSUS511	Develop workplace policies and procedures for sustainability
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Finance

SITXFIN011 Manage physical assets

SITXFIN012 Manage revenue

First Aid

HLTAID011 Provide First Aid

HLTAID013 Provide First Aid in remote or isolated site

Human Resource Management

BSBHRM612 Contribute to the development of employee and industrial relations strategies

SITXHRM010 Recruit, select and induct staff

SITXHRM011 Manage volunteers

SITXHRM012 Monitor staff performance

Marketing and Public Relations

BSBMKG441 Develop public relations documents

BSBMKG552 Design and develop marketing communication plans

SITXMPR015 Obtain and manage sponsorship

SITXMPR016 Prepare and present proposals

Work Health and Safety

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is equivalent to SIT60116 Advanced Diploma of Travel and Tourism Management.

Links

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

SIT60222 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 use commercial acumen to make 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.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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:

- 17 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 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

BSBOPS504	Manage business risk
BSBSTR601	Manage innovation and continuous improvement
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBWRT411	Write complex documents
SITEEVT026	Manage event production components
SITEEVT029	Research event industry trends and practice
SITEEVT030	Develop event concepts
SITEEVT031	Determine event feasibility
SITEEVT032	Develop and implement event management plans
SITXCCS016	Develop and manage quality customer service practices
SITXFIN010	Prepare and monitor budgets
SITXGLC002	Identify and manage legal risks and comply with law
SITXHRM009	Lead and manage people
SITXMGT005	Establish and conduct business relationships
SITXMGT006	Manage projects
SITXMPR014	Develop and implement marketing strategies
SITXWHS008	Establish and maintain a work health and safety system

Elective units**Communication and Teamwork**

BSBCMM411	Make presentations
SITXCOM009	Address protocol requirements
SITXCOM010	Manage conflict

Creative and Technical Production

CUAEVP511	Coordinate installation and dismantling of exhibitions
CUAPPM422	Organise and facilitate rehearsals

CUAPPM431	Compile production schedules
CUAPPM513	Incorporate creative and technical needs into management processes
CUAPPM611	Manage pre-production for shows and events
CUASMT511	Stage manage productions and events
CUASMT513	Develop and maintain production documents

Crisis Management

SITXCRI004	Manage a business continuity crisis
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E-Business

BSBTEC501	Develop and implement an e-commerce strategy
BSBXCS402	Promote workplace cyber security awareness and best practices
BSBXCS405	Contribute to cyber security incident responses
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXOSM004	Analyse performance of social media and online business tools
SIRXOSM006*	Develop and manage social media and online strategies
SIRXOSM007	Manage risk to organisational reputation in an online setting

Events and Exhibitions

SITEEVT024	Develop conference and event programs
SITEEVT025	Select event venues and sites
SITEEVT027	Organise event infrastructure
SITEEVT028	Manage on-site event operations
SITEEVT033	Develop event transport plans
SITEEVT034	Develop crowd management plans
SITEEVT035	Develop multi-venue event plans
SITEEVT036	Plan and allocate exhibition space
SITEEVT037	Recruit and manage exhibitors

Finance

BSBFIN601	Manage organisational finances
SITXFIN008	Interpret financial information
SITXFIN011	Manage physical assets
SITXFIN012	Manage revenue

Human Resource Management

BSBTWK501	Lead diversity and inclusion
SITXHRM010	Recruit, select and induct staff
SITXHRM011	Manage volunteers
SITXHRM012	Monitor staff performance

Management and Leadership

BSBOPS601	Develop and implement business plans
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Marketing and Public Relations

BSBMKG544	Plan and monitor direct marketing activities
BSBMKG553	Develop public relations campaigns
BSBMKG624	Manage market research
SITXMPR015	Obtain and manage sponsorship
SITXMPR016	Prepare and present proposals

Venue and Facility Operations

CPPDSM5027	Provide facilities and amenities for property users
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Qualification Mapping Information

Supersedes and is not equivalent to SIT60216 Advanced Diploma of Event Management.

Links

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

SIT60322 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 acquiring targeted skills in accommodation services, cookery, food and beverage and gaming.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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:

- 14 core units
- 19 elective units, consisting of:
 - 1 unit from Group A
 - 1 unit from Group B
 - 11 units from Group C
 - 6 units from Group C, Group D, 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.

Note: Units marked with * have one or more prerequisites. Refer to individual units for details.

Core units

BSBFIN601	Manage organisational finances
BSBOPS601	Develop and implement business plans
SITXCCS016	Develop and manage quality customer service practices
SITXFIN009	Manage finances within a budget
SITXFIN010	Prepare and monitor budgets
SITXFIN011	Manage physical assets
SITXGLC002	Identify and manage legal risks and comply with law
SITXHRM009	Lead and manage people
SITXHRM010	Recruit, select and induct staff
SITXHRM012	Monitor staff performance
SITXMGT004	Monitor work operations
SITXMGT005	Establish and conduct business relationships
SITXMPR014	Develop and implement marketing strategies
SITXWHS008	Establish and maintain a work health and safety system

Elective units**Group A - Hygiene**

SITHIND005	Use hygienic practices for hospitality service
SITXFSA005	Use hygienic practices for food safety

Group B - Operations

SITHCCC043*	Work effectively as a cook
SITHIND008	Work effectively in hospitality service
SITHKOP013*	Plan cooking operations

Group C - Hospitality**Accommodation Services – Front Office, Housekeeping and Portering**

CPPCLO3100	Maintain cleaning storage areas
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CPPCLO3101	Clean carpeted floors
CPPCLO3102	Clean hard floors
CPPCLO3103	Clean and maintain amenities
CPPCLO3105	Clean glass surfaces
CPPCLO3108	Clean window coverings
CPPCLO3111	Clean rooms, furniture and fittings
CPPCLO3112	Clean walls, ceilings and fittings
SITHACS009	Clean premises and equipment
SITHACS010	Provide housekeeping services to guests
SITHACS011	Prepare rooms for guests
SITHACS012	Launder linen and guest clothes
SITHACS013	Provide porter services
SITHACS014	Provide valet services
SITHACS015	Conduct night audit
SITHACS016	Provide accommodation reception services
SITTTVL001	Access and interpret product information
SITTTVL004	Sell tourism products and services
SITXCCS017	Use a computerised booking system
SITXCCS019	Prepare quotations

Asian Cookery

SITHASC020*	Prepare dishes using basic methods of Asian cookery
SITHASC021*	Prepare Asian appetisers and snacks
SITHASC022*	Prepare Asian stocks and soups
SITHASC023*	Prepare Asian sauces, dips and accompaniments
SITHASC024*	Prepare Asian salads
SITHASC025*	Prepare Asian rice and noodles

- SITHASC026* Prepare curry pastes and powders
- SITHASC027* Prepare Asian cooked dishes
- SITHASC028* Prepare Asian desserts
- SITHASC029* Prepare Japanese cooked dishes
- SITHASC030* Prepare sashimi
- SITHASC031* Prepare sushi
- SITHASC032* Produce Japanese desserts
- SITHASC033* Prepare dim sum
- SITHASC034* Prepare Chinese roast meat and poultry dishes
- SITHASC035* Prepare tandoori dishes
- SITHASC036* Prepare Indian breads
- SITHASC037* Prepare Indian sweetmeats
- SITHASC038* Prepare Indian pickles and chutneys

Client and Customer Service

- SITXCCS010 Provide visitor information
- SITXCCS012 Provide lost and found services
- SITXCCS013 Provide club reception services

Commercial Cookery and Catering

- SITHCCC023* Use food preparation equipment
- SITHCCC025* Prepare and present sandwiches
- SITHCCC026* Package prepared foodstuffs
- SITHCCC027* Prepare dishes using basic methods of cookery
- SITHCCC028* Prepare appetisers and salads
- SITHCCC029* Prepare stocks, sauces and soups
- SITHCCC030* Prepare vegetable, fruit, eggs and farinaceous dishes
- SITHCCC031* Prepare vegetarian and vegan dishes

- SITHCCC032* Produce cook-chill and cook-freeze foods
- SITHCCC033* Re-thermalise chilled and frozen foods
- SITHCCC035* Prepare poultry dishes
- SITHCCC036* Prepare meat dishes
- SITHCCC037* Prepare seafood dishes
- SITHCCC038* Produce and serve food for buffets
- SITHCCC039* Produce pates and terrines
- SITHCCC040* Prepare and serve cheese
- SITHCCC041* Produce cakes, pastries and breads
- SITHCCC042* Prepare food to meet special dietary requirements
- SITHCCC043* Work effectively as a cook
- SITHCCC044* Prepare specialised food items

E-Business

- SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms
- SIRXOSM004 Analyse performance of social media and online business tools
- SIRXOSM006* Develop and manage social media and online strategies
- SIRXOSM007 Manage risk to organisational reputation in an online setting
- SIRXSTR001 Develop an ecommerce strategy

Events

- SITEEVT023 Plan in-house events
- SITEEVT026 Manage event production components
- SITEEVT028 Manage on-site event operations
- SITEEVT029 Research event industry trends and practice
- SITEEVT031 Determine event feasibility

Food and Beverage

- SITHFAB021 Provide responsible service of alcohol
- SITHFAB023* Operate a bar
- SITHFAB024* Prepare and serve non-alcoholic beverages
- SITHFAB025* Prepare and serve espresso coffee
- SITHFAB026* Provide room service
- SITHFAB027* Serve food and beverage
- SITHFAB028 Operate and monitor cellar systems
- SITHFAB029* Conduct a product tasting for alcoholic beverages
- SITHFAB030* Prepare and serve cocktails
- SITHFAB031* Provide advice on beers, spirits and liqueurs
- SITHFAB032* Provide advice on Australian wines
- SITHFAB033* Provide advice on imported wines
- SITHFAB034* Provide table service of food and beverage
- SITHFAB035* Provide silver service
- SITHFAB036 Provide advice on food
- SITHFAB037* Provide advice on food and beverage matching
- SITHFAB038 Plan and monitor espresso coffee service
- SITHFAB039* Manage the sale or service of wine

Food Safety

- SITXFSA006 Participate in safe food handling practices
- SITXFSA007* Transport and store food
- SITXFSA008* Develop and implement a food safety program

Gaming

- SITHGAM022 Provide responsible gambling services
- SITHGAM023* Attend gaming machines

- SITHGAM024* Operate a TAB outlet
- SITHGAM025* Conduct Keno games
- SITHGAM026* Analyse and report on gaming machine data
- SITHGAM027* Deal Baccarat games
- SITHGAM028* Conduct Big Wheel games
- SITHGAM029* Deal Blackjack games
- SITHGAM030* Deal Poker games
- SITHGAM031* Deal Pontoon games
- SITHGAM032* Conduct Rapid Roulette games
- SITHGAM033* Conduct Roulette games
- SITHGAM034* Attend casino gaming machines
- SITHGAM035* Deal Caribbean Stud games
- SITHGAM036* Deal Casino War games
- SITHGAM037* Deal Mississippi Stud games
- SITHGAM038* Conduct Rapid Baccarat games
- SITHGAM039* Conduct Rapid Big Wheel games
- SITHGAM040* Deal Three Card Poker games

Inventory

- SITXINV006* Receive, store and maintain stock
- SITXINV007 Purchase goods
- SITXINV008 Control stock
- SITXINV009 Establish stock purchasing and control systems

Kitchen Operations

- SITHKOP011* Plan and implement service of buffets
- SITHKOP012* Develop recipes for special dietary requirements
- SITHKOP014 Plan catering for events or functions

SITHKOP015* Design and cost menus

SITHKOP016 Select catering systems

Patisserie

SITHPAT011* Produce cakes

SITHPAT012* Produce specialised cakes

SITHPAT013* Produce pastries

SITHPAT014* Produce yeast-based bakery products

SITHPAT015* Produce petits fours

SITHPAT016* Produce desserts

SITHPAT017* Prepare and model marzipan

SITHPAT018* Produce chocolate confectionery

SITHPAT019* Model sugar-based decorations

SITHPAT020* Design and produce sweet showpieces

Working in Industry

SITHIND006 Source and use information on the hospitality industry

SITHIND008 Work effectively in hospitality service

Group D – General electives

Administration

BSBINS401 Analyse and present research information

BSBTWK503 Manage meetings

Communication and Teamwork

BSBCMM411 Make presentations

BSBTWK501 Lead diversity and inclusion

SITXCOM009 Address protocol requirements

SITXCOM010 Manage conflict

Computer Operations and ICT Management

BSBTEC301	Design and produce business documents
BSBTEC302	Design and produce spreadsheets
BSBTEC303	Create electronic presentations
BSBTEC402	Design and produce complex spreadsheets

Crisis Management

SITXCRI003	Respond to a customer in crisis
SITXCRI004	Manage a business continuity crisis

Environmental Sustainability

BSBSUS511	Develop workplace policies and procedures for sustainability
MSS405088	Plan, implement and monitor energy management

Finance

BSBFIN401	Report on financial activity
BSBHRM416	Process payroll
BSBHRM526	Manage payroll
SITXFIN008	Interpret financial information
SITXFIN012	Manage revenue

First Aid

HLTAID011	Provide First Aid
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Franchising

BSBESB406	Establish operational strategies and procedures for new business ventures
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Human Resource Management

BSBHRM612	Contribute to the development of employee and industrial relations strategies
SITXHRM008	Roster staff
SITXHRM011	Manage volunteers

Management and Leadership

BSBOPS502 Manage business operational plans

BSBOPS504 Manage business risk

Marketing and Public Relations

BSBMKG431 Assess marketing opportunities

SITXMPR009 Coordinate production of brochures and marketing materials

SITXMPR010 Create a promotional display or stand

SITXMPR011 Plan and implement sales activities

SITXMPR012 Coordinate marketing activities

SITXMPR013 Participate in cooperative online marketing initiatives

SITXMPR015 Obtain and manage sponsorship

Planning and Product Development

SITTPPD016 Research and analyse tourism data

SITTPPD017 Develop tourism products

SITTPPD018 Develop environmentally sustainable tourism operations

SITTPPD019 Develop culturally appropriate tourism operations

Security

CPPSEC2109 Monitor and control access and exit of persons and vehicles from premises

CPPSEC2110 Monitor and control individual and crowd behaviour to maintain security

CPPSEC3122 Plan provision of close protection services

Work Health and Safety

SITXWHS006 Identify hazards, assess and control safety risks

Qualification Mapping Information

Supersedes and is not equivalent to SIT60316 Advanced Diploma of Hospitality Management.

Links

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

SITSS00071 Responsible service of alcohol

Modification History

Not applicable.

Description

A set of skills to equip an individual to sell, serve or supply alcohol responsibly.

Pathways Information

Achievement of this unit provides credit towards qualifications in tourism, travel, hospitality and 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, promotional service, delivery and supply of alcohol. Certification in some States relies on the achievement of SITHFAB021 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
SITHFAB021	Provide responsible service of alcohol

Target Group

This skill set is for personnel involved in the sale, service, promotional service, delivery and supply of alcohol to customers. 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, serve or supply alcohol.

SITSS00072 Airfare Construction

Modification History

Not applicable.

Description

A set of skills to equip individuals to construct domestic and international airfares.

Pathways Information

Achievement of these units provides credit towards qualifications 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.

Units marked with * have one or more prerequisites. Please see individual units for details.

Skill Set Requirements

Unit code	Unit title
SITTTVL008	Source airfares and issue tickets for domestic flights
SITTTVL009	Construct international airfares
SITTTVL010*	Construct advanced international airfares

Target Group

This skill set is for 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 domestic and international airfares.

SITSS00073 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 qualifications 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
SITTTVL002	Provide advice on international destinations
SITTTVL003	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.

SITSS00074 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 qualifications 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
SITTTVL001	Access and interpret product information
SITTTVL005	Prepare customer quotations
SITTTVL006	Book tourism products and process 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.

SITSS00075 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 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.

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.

Units marked with * have one or more prerequisites. Please see individual units for details.

Skill Set Requirements

Unit code	Unit title
SITHFAB021	Provide responsible service of alcohol
SITHFAB031*	Provide advice on beers, spirits and liqueurs
SITHFAB032*	Provide advice on Australian wines
SITHFAB037*	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 other alcoholic beverages.

SITSS00076 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 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
BSBWRT411	Write complex documents
SITXCCS016	Develop and manage quality customer service practices
SITXCOM010	Manage conflict
SITXFIN009	Manage finances within a budget
SITXFIN010	Prepare and monitor budgets
SITXHRM009	Lead and manage people
SITXMGT004	Monitor work operations
SITXMGT005	Establish and conduct business relationships
SITXWHS007	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 and BSB Business Services Training Package provide a set of business management skills to work in the tourism, travel and hospitality industry.

SITSS00077 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 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
SITXCCS015	Enhance customer service experiences
SITXCCS016	Develop and manage quality customer service practices
SITXCOM010	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.

SITSS00078 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 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
SITXCCS014	Provide service to customers
SITXCOM007	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.

SITSS00079 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 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
BSBSUS411	Implement and monitor environmentally sustainable work practices
BSBSUS511	Develop workplace policies 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.

SITSS00080 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 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.

Units marked with * have one or more prerequisites. Please see individual units for details.

Skill Set Requirements

Unit code	Unit title
SITHFAB025*	Prepare and serve espresso coffee
SITXCCS014	Provide service to customers
SITXFIN007	Process financial transactions
SITXFSA005	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.

SITSS00081 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 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
BSBESB406	Establish operational strategies and procedures for new business ventures
SITXFIN010	Prepare and monitor budgets
SITXFIN012	Manage revenue
SITXHRM012	Monitor staff performance
SITXWHS008	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 and BSB Business Services Training Package provide a set of skills to manage franchise operations in the tourism, travel and hospitality industry.

SITSS00082 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 the SIT Tourism, Travel and Hospitality Training Package and 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. Certification requirements also apply to the licensee who is ultimately responsible for responsible service of alcohol (RSA) management.

Those developing training to support RSA 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.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support the food safety training 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
BSBOPS502	Manage business operational plans
SITHFAB021	Provide responsible service of alcohol
SITXCCS016	Develop and manage quality customer service practices
SITXFSA005	Use hygienic practices for food safety

SITXHRM009	Lead and manage people
SITXHRM010	Recruit, select and induct staff
SITXWHS007	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 and Business Services Training Package provide a set of skills for restaurant management.

SITSS00083 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 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.

Responsible service of alcohol (RSA) legislative and knowledge requirements differ across borders. Those developing training to support RSA must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

Units marked with * have one or more prerequisites. Please see individual units for details.

Skill Set Requirements

Unit code	Unit title
SITHFAB021	Provide responsible service of alcohol
SITHFAB036	Provide advice on food
SITHFAB037*	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.

SITSS00084 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 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
BSBOPS406	Participate in organisational governance
SITXCOM010	Manage conflict
SITXFIN008	Interpret financial information
SITXGLC002	Identify and manage legal risks and comply with law

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 and BSB Business Services 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.

SITSS00085 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 the SIT Tourism, Travel and Hospitality Training Package and the RII Resources and Infrastructure Industry 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
RIISAM203E	Use hand and power tools
SIFCBGM001	Provide general grounds care
SIFCBGM002	Maintain property and structures
SITXCCS014	Provide service to customers
SITXWHS005	Participate in safe work practices

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 and the RII Resources and Infrastructure Industry Training Package provide a set of skills in grounds keeping and maintenance.

SITSS00086 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 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
SITHACS009	Clean premises and equipment
SITHACS010	Provide housekeeping services to guests
SITHACS011	Prepare rooms for guests
SITXWHS005	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.

SITSS00087 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 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
SITXCOM010	Manage conflict
SITXHRM007	Coach others in job skills
SITXHRM009	Lead and manage people
SITXMGT004	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.

SITSS00088 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 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.

Units marked with * have one or more prerequisites. Please see individual units for details.

Skill Set Requirements

Unit code	Unit title
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXOSM003*	Use social media and online tools
SIRXOSM005	Develop a basic website for customer engagement

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 SIR Retail Services 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.

SITSS00089 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 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
BSBMKG625	Implement and manage international marketing programs
SITTPPD016	Research and analyse tourism data
SITTPPD017	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 and BSB Business Services Training Package provide a set of skills to develop tourism products tailored to international visitor markets.

SITSS00090 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 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
SITTPPD012	Package tourism products
SITTTVL004	Sell tourism products or 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.

SITSS00091 Service for International Visitors

Modification History

Not applicable.

Description

A set of skills to equip individuals in conducting cross-cultural communication and providing customer service for international visitors.

Pathways Information

Achievement of these units provides credit towards qualifications 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
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXLAN007	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 a quality service tailored to the cultural and language needs of international visitors.

SITSS00092 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 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
SITEEVT021	Administer event registrations
SITEEVT026	Manage event production 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.

SITSS00093 Event Development

Modification History

Not applicable.

Description

A set of skills to equip individuals in developing and obtaining sponsorship for event concepts.

Pathways Information

Achievement of these units provides credit towards qualifications 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
SITEEVT030	Develop event concepts
SITEEVT031	Determine event feasibility
SITXMPR015	Obtain and manage sponsorship

Target Group

This skill set is for event personnel who work on event development and obtaining sponsorship 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.

SITSS00094 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 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.

Some responsible service of alcohol (RSA) legislative and knowledge requirements differ across borders. Those developing training to support RSA must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

Units marked with * have one or more prerequisites. Please see individual units for details.

Skill Set Requirements

Unit code	Unit title
SITHFAB021	Provide responsible service of alcohol
SITHFAB031*	Provide advice on beers, spirits and liqueurs
SITHFAB032*	Provide advice on Australian wines
SITHFAB033*	Provide advice on imported wines
SITHFAB037*	Provide advice on food and beverage matching
SITHFAB039*	Manage the sale or service of wine
SITXFIN009	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.

SITSS00095 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 qualifications in the SIT Tourism, Travel and Hospitality Training Package.

Units marked with * have one or more prerequisites. Please see individual units for details.

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
SITTIND003	Source and use information on the tourism and travel industry
SITTTVL004	Sell tourism products or services
SITTTVL011	Provide specialist advice on cruises
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXOSM003*	Use social media and online tools

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 SIR Retail Services Training Packages and the SIT Tourism, Travel and Hospitality Training Package provide a set of skills in travel sales, customer communication and customer service.

SITSS00096 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 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
SITXFIN008	Interpret financial information
SITXFIN009	Manage finances within a budget
SITXFIN010	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 apply an understanding of basic financial concepts to effectively prepare and manage budgets.

SITSS00097 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 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
SITTIND003	Source and use information on the tourism and travel industry
SITTTVL001	Access and interpret product information
SITTTVL003	Provide advice on Australian destinations
SITXCCS010	Provide visitor information
SITXCCS014	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.

SITSS00098 Driver Guide Services

Modification History

Not applicable.

Description

A set of skills to equip individuals to provide driver guide services to visitors to the local area on tours.

Pathways Information

Achievement of these units provides credit towards qualifications in the SIT Tourism, Travel and Hospitality Training Package.

Licensing/Regulatory Information

Drivers of passenger vehicles must have the relevant licence, issued by State/Territory governments, to operate tour vehicles for the relevant number of passengers.

Skill Set Requirements

Unit code	Unit title
SITTGDE014	Work as a guide
SITTGDE016	Lead tour groups
SITTGDE017	Prepare and present tour commentaries or activities
SITXCCS014	Provide service to customers

Target Group

This skill set is for individuals who already have the required passenger vehicle licence and require skills in tour guiding to operate as a driver guide.

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 driver guide services to visitors to the local area on tours.

SITEEVT020 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Source and interpret relevant industry information.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify sources of information on the structure, products and services of the events industry.
- 1.2. Access and interpret specific information of relevance to the events industry to assist operational duties.

- | | |
|---|--|
| | 1.3. Apply events industry information to enhance quality of work performance. |
| 2. Source and use compliance information. | 2.1. Obtain and interpret information on laws and regulations specifically relevant to events, and use to work compliantly.
2.2. Source and interpret information on industry quality assurance schemes and apply 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 and interpret 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 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • read the content of plain English information about laws and quality assurance processes • research and sort events industry information relevant to own work.
Writing skills to:	<ul style="list-style-type: none"> • write and summarise notes, and record information in basic documents, information sheets and files.
Oral communication skills to:	<ul style="list-style-type: none"> • use open and closed questioning to interact effectively and obtain information from: <ul style="list-style-type: none"> • experienced industry personnel • colleagues • external stakeholders • suppliers • industry bodies.
Learning skills to:	<ul style="list-style-type: none"> • continuously update, review and maintain own knowledge of the events industry.

- Teamwork skills to:
- collaborate with colleagues and external stakeholders.
- Self-management skills to:
- provide timely reports to meet event deadlines.
- Technology skills to:
- use online information systems to search for information.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT001 Source and use information on the events 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 SITEEVT020 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:

- identify ways to integrate current events industry information into daily work activities on at least one occasion to enhance the quality of work performance
- source and document current and emerging events industry information using at least three different information sources.

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:
 - industry associations
 - government and regulatory bodies
 - industry publications
 - colleagues
 - suppliers
 - consultants and advisors
- types of events:
 - business and corporate
 - community
 - entertainment and leisure
 - exhibitions, expositions and fairs
 - festivals
 - fundraising
 - government and civic
 - meetings and conventions
 - social
 - sports
- methods of delivering events:
 - face-to-face

- virtual
- hybrid
- indoor
- outdoor
- structure of the events industry:
 - key characteristics
 - main functions
 - features and services of businesses within the industry
 - business relationships
 - event supply chain
 - event products and services
- economic and social significance of the events industry:
 - community role in events
 - effect on local amenities and facilities
 - business and employment
 - role of and impacts on local communities
 - interactions and cross-over with allied industries
- roles and general responsibilities for different jobs in the industry and career opportunities
- basic aspects of the stages of event management from concept development through to execution
- basic aspects of environmental and social sustainability when operating events
- basic aspects of laws relevant to the events industry, and actions that must be adhered to or managed by organisations staging events:
 - contract law
 - duty of care and negligence
 - privacy and confidentiality
 - intellectual property, copyright and trademarks
 - e-commerce and social media
 - work health and safety
 - Australian consumer law
 - liability for and obligations of employees, agents and independent contractors
 - anti-discrimination, harassment and equal employment opportunity
 - unethical practices and consequences
- current and emerging technology used by event organisations.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace; or
- a simulated industry environment.

Assessment must ensure access to:

- communication technology and information programs used to source industry 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>

SITEEVT021 Administer 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, and to prepare event registration materials and set-up and process on-site event registrations.

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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Process and update registrations.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Interpret and accurately process event registrations according to organisational procedures and timelines.
- 1.2. Identify, collect and process missing client information within appropriate timelines.

- 1.3. Offer alternatives for unavailable registrations or provide information on waitlist options.
 - 1.4. Answer client enquiries about costs and other event details.
 - 1.5. Record client details and financial status of registrations using relevant systems and technology.
 - 1.6. Accept, process and record requests for amendments or cancellations.
 - 1.7. Provide details of amendment or cancellation conditions and charges and confirm client understanding.
 - 1.8. File event registrations according to organisational procedures.
2. Monitor and report on registrations.
 - 2.1. Check and finalise event registration details within designated timelines.
 - 2.2. Monitor registrations and generate registration reports for relevant personnel.
 - 2.3. Identify and report on potential attendance issues emerging from registration information.
 - 2.4. Prepare and issue client documentation, checking for accuracy and amending as required, within designated timeframes.
 - 2.5. Generate and distribute final registration reports in agreed formats and styles according to organisational procedures and timelines.
3. Prepare event registration materials.
 - 3.1. Prepare and check all registration materials and equipment prior to event.
 - 3.2. Source and prepare required resources to address contingencies.
 - 3.3. Check and reconfirm arrangements for event access.
4. Set up on-site registration area.
 - 4.1. Establish contact with venue or site personnel and conduct site inspection, to establish familiarity and facilitate effective communication during event.
 - 4.2. Locate and check registration set-up against pre-arranged agreements, ensuring traffic management is considered and optimised.
 - 4.3. Identify registration area safety and access issues and resolve with venue or site personnel.
 - 4.4. Check efficiency and working order of registration equipment and resolve or report deficiencies.
5. Process on-site registrations.
 - 5.1. Check attendee registration details and provide event information and admission according to organisational procedures and event deadlines.
 - 5.2. Identify, record and resolve registration discrepancies according to individual responsibility and organisational

procedures.

5.3. Process on-site event payments.

5.4. Finalise and store registration records and resources.

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"> interpret documents detailing name, payment status and booking details for attendees interpret event information regarding event schedules, costs and conditions of sale.
Writing skills to:	<ul style="list-style-type: none"> create accurate and succinct notes for special requests and event operational details.
Oral communication skills to:	<ul style="list-style-type: none"> elicit information from clients about registration requirements liaise with event coordinators and managers on attendance issues.
Numeracy skills to:	<ul style="list-style-type: none"> administer the accounting processes for event registrations interpret payment details for registrations and calculate under and over payments.
Teamwork skills to:	<ul style="list-style-type: none"> work with venue or site personnel for smooth service delivery to attendees.
Planning and organising skills to:	<ul style="list-style-type: none"> coordinate set-up of registration area for operational efficiency.
Self-management skills to:	<ul style="list-style-type: none"> coordinate own workflow for processing and monitoring registrations within deadlines.
Technology skills to:	<ul style="list-style-type: none"> use technology for processing event registrations.

Unit Mapping Information

Supersedes and is not equivalent to SITEEVT002 Process and monitor event registrations and SITEEVT003 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 SIT E EVT021 Administer 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 attendees through to finalisation for at least two different types of events
- produce registration reports for each of the above events on:
 - payment status
 - special needs or requests
 - demographics of attendees
 - attendance
 - tracking progress towards attendance forecasts
 - sources of registrations
- coordinate registrations at event commencement for at least two different events, one of which must be a face-to-face event, including undertaking each of the following:
 - preparing registration materials and equipment
 - setting up registration and access
 - testing equipment functionality prior to event opening
 - processing attendee registrations
 - providing event information
 - resolving registration discrepancies
- complete the above activities 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
- information required to administer registrations
- registration processes for different event types
- event registration materials and resources required for:
 - face-to-face events
 - hybrid events
 - virtual events

- features of event programs, schedules, inclusions and specific costs
- formats for, inclusions, and uses of:
 - financial administration documents for payments
 - event attendance documents
 - event registration reports
- procedures for processing payments:
 - generating and issuing invoices and credit notes for changed registrations
 - receiving and recording payments
- considerations for on-site registration areas:
 - adequate space for gathering or moving large numbers of people
 - access and egress
 - adequate sun and weather protection
 - emergency exits
 - profile of registration area for arriving attendees
 - safe positioning
 - safety of electrical cables
 - agreements with venue or site for registration set-up
- considerations for virtual events:
 - internet access and bandwidth
 - information sharing protocols
 - technical requirements for client and attendees
 - capacity of event platforms.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace; or
- a simulated event set up for the purposes of assessment.

Assessment must ensure access to:

- event registration documentation
- registration equipment and materials
- venues or sites where events are operated with a designated on-site registration area
- operational and capacity information for event venues and sites
- organisational procedures for processing event registrations
- industry current templates for:
 - attendee lists
 - financial administration of payments
 - registration reports
- industry current technology and software for processing event registrations

- event registrants and venue and site personnel 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>

SITEEVT022 Provide event production support

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assist with production requirements during event set up, operation and break down. It requires the ability to integrate fundamental knowledge of event production and technical production requirements.

This unit is relevant to events that are diverse in nature and may include on-site, hybrid or online events. They may be 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 production and technical production specialists. They may work in event management or technical production companies, in event venues, or in organisations which organise their own events.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Prepare for event

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Interpret operational documentation and clarify details of

- | | |
|--|---|
| production. | production requirements and resources with supervisor. |
| 2. Provide production assistance. | <ol style="list-style-type: none"> 1.2. Participate in event briefings to confirm own and team roles, responsibilities and timelines. 1.3. Obtain production resources according to plans and within budget. 2.1. Participate in event set-up, operation and break-down using plans and procedures to guide production activities. 2.2. Provide assistance with production requirements as directed and take opportunities to acquire new skills. 2.3. Liaise with colleagues to maximise work efficiency and effectiveness. 2.4. Identify operational problems and resolve within scope of individual responsibility or refer to relevant personnel. 2.5. Comply with environmental and social sustainability procedures. |
| 3. Provide feedback on event operations. | <ol style="list-style-type: none"> 3.1. Review event operations and factors affecting efficiency and success, including own role. 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret event production documentation.
Writing skills to:	<ul style="list-style-type: none"> • record basic notes, messages and simple reports on production problems and requirements.
Oral communication skills to:	<ul style="list-style-type: none"> • actively listen to instructions from event management personnel and seek clarification of issues • interact with other personnel according to organisational standards.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate required production resources • monitor time against running sheets.
Planning and organising skills to:	<ul style="list-style-type: none"> • prepare and check production resources in advance of events.
Self-management skills to:	<ul style="list-style-type: none"> • manage own speed and timing to meet designated timeframes for event set-up, operation and break-down.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT004 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 SITEEVT022 Provide event production 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 production requirements and work within budget for at least one face-to-face, virtual or hybrid event
- provide event production support for the above event within commercially realistic timeframes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of events
- basic aspects of different types of events, their format and running order:
 - face-to-face
 - hybrid
 - virtual
- roles and general responsibilities in event production of:
 - internal event team members
 - venue personnel
 - external contractors
 - event manager
- basic aspects of event production products and services:
 - catering
 - displays, stands and signage
 - talent:
 - entertainers
 - speakers
 - technical equipment and services:
 - audio-visual
 - lighting
 - sound

- venue or site:
 - layouts
 - registration areas and equipment
 - styling
- features of and processes for preparation of event operational documentation used in event production:
 - 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
 - risk assessment and safety plans
 - running sheets for delivery of event
 - signage
 - site maps
 - staffing rosters
 - venue access rules
- 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:
 - venue
 - permanent infrastructure
 - pop-up site
 - studio
- environmental and social sustainability procedures for:
 - 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 industry workplace; or
- a simulated event set up for the purpose of skills assessment.

Assessment must ensure access to:

- operational documentation used to manage event production

- technical equipment and production services as required for the event
- venue personnel, event production 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>

SITEEVT023 Plan in-house events

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan the delivery of commercial events. It requires the ability to identify client 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 venues, such as hotels, clubs, theatres, and convention and exhibition centres.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Liaise with event client to satisfy service expectations.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Discuss and confirm purpose and scope of event with client.
- 1.2. Liaise with client 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 production 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. Collaborate 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 client invoices and check and authorise payment of supplier invoices.
 - 4.2. Obtain feedback from clients and seek input from personnel and contractors on event operations.
 - 4.3. Evaluate operational problems to identify potential solutions.
 - 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"> interpret unfamiliar and detailed product and technical information from event production supply organisations research new product and service options for event production.
Writing skills to:	<ul style="list-style-type: none"> write complex and detailed event operational documents.
Numeracy skills to:	<ul style="list-style-type: none"> calculate number of products and services required for an event estimate timings for the delivery of the event.
Learning skills to:	<ul style="list-style-type: none"> seek and assimilate new knowledge of event production options from external suppliers.
Problem-solving skills to:	<ul style="list-style-type: none"> analyse event production requirements and consider and determine practicality of various options anticipate and analyse service difficulties for proposed options, and resolve or abandon ideas before submitting proposals.
Planning and organising skills to:	<ul style="list-style-type: none"> access and sort required information to submit event proposal within designated deadlines.
Technology skills to:	<ul style="list-style-type: none"> use event industry operations systems and other business technology for word processing, presentations and spreadsheets.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT005 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 SITEEVT023 Plan in-house events

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 one face-to-face, virtual or hybrid event
- prepare and present accurate and comprehensive event proposals and operational documentation for the above event
- for the above event:
 - collaborate 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
- characteristics of different types of events staged in commercial venues:
 - purpose and format
 - roles and responsibilities of different event clients
 - event running order
 - entertainment and speeches
 - service order and timing for food and beverage items to complement event activities
- key features and functions of event production 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, their purpose and their benefits and drawbacks
- different formats for, inclusions, and uses of:

- event proposals
- event documentation issued to clients:
 - 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:
 - 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 industry workplace; or
- 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 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 clients:

- booking conditions
- confirmation letters
- contracts
- invoices
- event operational documentation
- floor plans
- menus
- technical equipment and services required for the event from the following:
 - audio-visual
 - stage design and construction
 - venue styling
- event operations team, internal personnel, external suppliers and clients 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>

SITEEVT024 Develop conference and event programs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop conference and event programs that include a significant business component. It requires the application of detailed knowledge of conference and event formats and options as well as a sound understanding of learning and development issues that impact on program design.

This unit is relevant to conferences and events that are diverse in nature and are coordinated in many industry contexts.

It applies to workers 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Establish program requirements.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Analyse conference or event context, scope and objectives in consultation with stakeholders to determine program parameters and structure.

- 1.2. Develop and agree on program requirements in consultation with relevant stakeholders.
- 1.3 Assess internal and external factors for impact on program design.
2. Design conference or event program.
 - 2.1. Develop conference or event format within known budget, venue and production constraints.
 - 2.2. Research and analyse options for different program components and investigate ways to incorporate innovative approaches.
 - 2.3. Identify and integrate use of appropriate technologies into program development.
 - 2.4. Include activities that integrate learning and development principles appropriate to the target audience.
3. Finalise program details.
 - 3.1. Create cohesive conference or event programs by integrating program components and scheduling.
 - 3.2. Prepare realistic program cost estimates.
 - 3.3. Present proposed conference or event program to appropriate stakeholders.
 - 3.4. Negotiate program details with stakeholders and gain appropriate approvals.
 - 3.5. Initiate actions for publication of conference or event program in the context of broader conference 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"> • research and interpret potentially wide-ranging and complex information sources about conference and event programming options. |
| Writing skills to: | <ul style="list-style-type: none"> • develop clear program documentation. |
| Oral communication skills to: | <ul style="list-style-type: none"> • communicate effectively with the stakeholder group. |
| Numeracy skills to: | <ul style="list-style-type: none"> • work within conference or event scheduling and timing requirements. |
| Learning skills to: | <ul style="list-style-type: none"> • develop and maintain knowledge of conference and event programming options. |

Unit Mapping Information

Supersedes and is equivalent to SITEEVT006 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 SIT EEV T024 Develop conference and event 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 or event program in consultation with stakeholders
- determine and document the following operational and program requirements for the above program:
 - accommodation
 - budget
 - catering
 - date
 - delegate numbers and profile
 - duration
 - event running sheet
 - venue and production 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 and event market segments and relevant stakeholders:
 - associations
 - corporate
 - government
- conference and event session formats, and the features, advantages and disadvantages of different options
- current, emerging and innovative approaches to conference and event program design
- processes for publicising event as outlined in conference or event management plan
- processes for ensuring material used to promote event aligns with conference or event management plan

- different conference and event program components and their impact on program design:
 - breaks
 - business program:
 - plenary
 - break-outs
 - catering
 - exhibitions
 - links with other parallel events
 - pre- and post-touring elements
 - social program
- scheduling options and issues for conferences and events of varying durations
- options for conference and event production:
 - key production components
 - room layouts
 - current technologies
 - virtual conferencing and event 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:

- a live conference or event; or
- a simulated conference or event, set up for the purpose of skills assessment.

Assessment must ensure access to:

- dedicated conference or event budget
- current industry documentation relating to different conference or event venues for:
 - audio-visual
 - banquet event orders
 - floors plans
 - insurance and indemnity
 - menus
 - venue access information
 - venue requirements
- computers and word processing software to produce conference or event programs
- organisational templates for:

- booking forms
- running sheets
- registration reports
- risk assessments
- sign-in and sign-out records
- stakeholders with whom the individual consults and develops a conference or event 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>

SITEEVT025 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 workers 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Determine venue or site requirements.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 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"> • interpret complex event plans and product and service specifications for venues and sites. |
| Writing skills to: | <ul style="list-style-type: none"> • articulate venue and site selections based on the client brief. |
| Oral communication skills to: | <ul style="list-style-type: none"> • communicate client needs with the venues and sites. |
| Numeracy skills to: | <ul style="list-style-type: none"> • calculate: <ul style="list-style-type: none"> • attendee capacity • size of assembly, storage and maintenance areas for event production items • size and capacity of various areas for seating, stands and on-site registration • pricing strategy and contract implications. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • evaluate venue or site options against complex specifications and make substantiated selection. |
| Planning and organising | <ul style="list-style-type: none"> • access and collate all information required for venue or site |

skills to: selection and to source and select venues or sites within designated deadlines.

Self-management skills to: • address timelines and meet client expectations.

Technology skills to: • use calculators, computers, printers, word processing and spreadsheet software packages and other business technology.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT007 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 SITEEVT025 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 or site requirements for at least one event with 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
- processes for undertaking virtual site inspections
- key features of local event venues or sites and their capacity to service different types of events

- event production 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:
 - audio-visual
 - 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 production of events
- venue or site contracts.

Assessment Conditions

Skills must be demonstrated in:

- a live event; or
- 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
- 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>

SITEEVT026 Manage event production components

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to analyse event production requirements and organise and monitor different production 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 workers who 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 skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Analyse production requirements.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Analyse event production requirements based on detailed review of proposed event.

- 1.2. Develop an accurate summary of production requirements for each event component in consultation with key stakeholders.
- 1.3. Develop a work schedule to address production requirements, identifying key activities, interrelationships and timelines.
- 1.4. Incorporate regulatory, safety, risk and sustainability issues into planning processes.
2. Source and organise production contractors.
 - 2.1. Identify and source contractors according to work schedule.
 - 2.2. Provide production specifications detailing contractor requirements.
 - 2.3. Obtain quotations for provision of products and services.
 - 2.4. Evaluate quotations against specifications and relevant quality criteria.
 - 2.5. Select contractors or suppliers to acquire goods and services.
3. Monitor production 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 production adjustments to maintain event quality and integrity.
4. Evaluate production components.
 - 4.1. Obtain feedback from stakeholders according to predetermined evaluation criteria.
 - 4.2. Evaluate production 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.

SKILLS

DESCRIPTION

Reading skills to:

- interpret complex event documentation.

Oral communication skills to:

- conduct negotiations for the supply of products and services.

Numeracy skills to:

- evaluate event budgets
- assess contractor quotations and negotiate costs.

- Learning skills to:
- maintain and expand knowledge of production services.
- Planning and organising skills to:
- integrate potentially competing operational and management requirements.
- Self-management skills to:
- take responsibility for the complete process of organising event production and contractor management.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT008 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 SIT E EVT026 Manage event production 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 production requirements for at least one event with multiple operational components
- source and select contractors for the above event to provide production components that meet stakeholder and event requirements
- monitor and evaluate event production components for the above event by:
 - ensuring work is completed against event requirements and schedules
 - confirming production 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 production
- suppliers of production products and services
- sources of information on production services and products
- product and service terminology, features and options, current technology and risk considerations in these key areas of event production:
 - catering
 - displays, stands and signage

- exhibitor services
- security
- talent
- technical equipment and services:
 - audio-visual
 - lighting
 - sets
 - sound
 - stage design
 - rigging
 - special effects
- venue or site requirements
- venue layout and styling
- regulatory considerations for organising event production:
 - contractor licensing
 - food safety
 - liquor licensing
 - local government authorities
- factors affecting production 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:

- a live event; or
- 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 production products and services
- interaction with contractors to select and manage event production 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>

SITEEVT027 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.

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 workers 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 skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Analyse infrastructure requirements.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

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 production 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 production 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.

SKILLS

DESCRIPTION

Reading skills to:

- interpret complex event documentation.

Oral communication skills to:

- conduct negotiations for the supply of products and services
- manage relationships with infrastructure contractors and

- other stakeholders.
- Numeracy skills to:
- evaluate event budgets
 - negotiate costs.
- Learning skills to:
- maintain and expand knowledge of infrastructure options and services.
- Planning and organising skills to:
- integrate potentially competing operational and management requirements.
- Self-management skills to:
- take responsibility for the complete process of organising infrastructure and contractor management.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT009 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 SITEEVT027 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 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 the above 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 production of events
- types of events
- infrastructure and facility requirements for different event types:
 - emergency services
 - parking
 - signage
 - temporary structures:
 - access
 - accommodation
 - camp-sites
 - 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
- organisational procedures to evaluate event infrastructure operations.

Assessment Conditions

Skills must be demonstrated in:

- a live event; or
- 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>

SITEEVT028 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 production 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Finalise event preparations.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Check final arrangements for event and address discrepancies or outstanding matters.

- 1.2. Analyse event requirements and develop plans and procedures for event production.
 - 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"> interpret complex event planning documentation.
Writing skills to:	<ul style="list-style-type: none"> write complex and detailed, yet easily accessible, event operational documents.
Oral communication skills to:	<ul style="list-style-type: none"> negotiate solutions and provide clear instructions when problems arise.
Numeracy skills to:	<ul style="list-style-type: none"> interpret event budgets and event service agreement costings to determine correct on-site supply of contracted services work quickly and accurately with budget figures to calculate effect on event profitability when resolving on-site problems.
Problem-solving skills to:	<ul style="list-style-type: none"> negotiate solutions with clients, and internal and external personnel under pressure where time constraints play a key factor.
Teamwork skills to:	<ul style="list-style-type: none"> lead a team of event production personnel and external contractors to effectively deliver events consult with team members and take account of suggested solutions to on-site production problems.
Self-management skills to:	<ul style="list-style-type: none"> take responsibility for the finalisation of event plans and on-site coordination of the delivery of the event.
Technology skills to:	<ul style="list-style-type: none"> use calculators, computers, software programs and printers for processing event documentation use two-way communication equipment for on-site management.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT010 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 SITEEVT028 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 with multiple operational components, overseeing event:
 - set-up
 - operation
 - break-down
- develop comprehensive plans, procedures and operational documentation for production at above event
- conduct event briefings prior to and following the above event
- liaise and consult with contractors and other relevant personnel during the above event finalisation, operation and break-down to ensure service agreements are met and potential risks are mitigated
- manage above on-site event operations in live time where commercially realistic time pressures and constraints apply.

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 including 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 production 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 production products and services:
 - catering
 - displays, stands and signage
 - exhibitor services
 - security
 - talent
 - technical equipment and services:
 - audio-visual
 - lighting
 - rigging
 - sets

- sound
- special effects
- stage design
- venue or site:
 - furniture
 - layouts
 - registration areas and equipment
 - styling
- styles used in venue 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:
 - maintaining natural and cultural integrity
 - recycling and disposing of waste, including 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
- organisational procedures to evaluate events and report on improvements.

Assessment Conditions

Skills must be demonstrated in:

- a live event; or
- a simulated industry event set up for the purpose of 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
- industry current operational documents used to facilitate effective on-site management
- 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>

SITEEVT029 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

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. Research event ideas and management practice.

- 1.1. Assess and select research strategies for exploration of event ideas and concepts.
- 1.2. Explore potential new and alternative sources of information.

- 1.3. Research information on the history 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • analyse varied information sources dealing with complex ideas and strategic management practice.
Learning skills to:	<ul style="list-style-type: none"> • extend individual research capability through self-directed projects.
Technology skills to:	<ul style="list-style-type: none"> • use business technology to conduct research.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT011 Research event industry 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 SITEEVT029 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 at least once in each of 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
- 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 industry workplace; or
- 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. 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>

SITEEVT030 Develop event concepts

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to performance criteria.

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. The concept development phase may be 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 workers 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 skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

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. Evaluate and explore needs and opportunities for events. | <ul style="list-style-type: none"> 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. Develop creative approaches to event concepts. | <ul style="list-style-type: none"> 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. Refine event concepts. | <ul style="list-style-type: none"> 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. Progress event concept to operational stage. | <ul style="list-style-type: none"> 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> analyse complex information from varied sources.
Oral communication skills to:	<ul style="list-style-type: none"> consult and liaise on potentially complex concepts and planning issues engage in a collaborative process of ideas generation and refinement convey complex ideas to both the internal and external stakeholder group.
Numeracy skills to:	<ul style="list-style-type: none"> estimate costs and develop broad budgetary scenarios.
Problem-solving skills to:	<ul style="list-style-type: none"> develop and adjust ideas in response to varied creative, management and operational challenges.
Planning and organising skills to:	<ul style="list-style-type: none"> integrate practical considerations into the concept development process.
Technology skills to:	<ul style="list-style-type: none"> use business technology to conduct research.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT012 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 SITEEVT030 Develop event concepts

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to performance criteria.

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 creative event 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 above selected event concept which includes:
 - briefs for work
 - concept specification
 - operational plan
 - resource breakdown
 - production 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
- 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:

- a live event; or
- 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
 - production 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>

SITEEVT031 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

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 | 1.1. Confirm event rationale and objectives through consultation |
|--------------------------|--|

- and rationale. with key stakeholders and evaluation of event concept information.
- 1.2. Determine place of proposed event in relation to other events and its economic, environmental and social sustainability.
 - 1.3. Assess marketability of proposed event through research and consultation.
 - 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.
 - 2.2. Identify potential sources of revenue and other resources, and develop realistic estimates.
 - 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.
 - 3.2. Evaluate operational requirements for each event component.
 - 3.3. Identify compliance requirements and impact on event management and operations.
 - 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.
 - 4.2. Develop planning, management and operational recommendations for overall event and key event components.
 - 4.3. Clearly articulate contingency planning requirements.
 - 4.4. Present accurate and complete income and expenditure estimates to inform future decision making.
 - 4.5. Offer different models and options, and provide details of benefits and risks of suggested models.
 - 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">• analyse complex event information.
Writing skills to:	<ul style="list-style-type: none">• express complex arguments, scenarios and recommendations.
Oral communication skills to:	<ul style="list-style-type: none">• consult and liaise with stakeholders on strategic event management proposals and issues.
Problem-solving skills to:	<ul style="list-style-type: none">• analyse complex information from varying sources and develop strategic positions and recommendations as a result of analysis• develop strategic positions and recommendations.
Initiative and enterprise skills to:	<ul style="list-style-type: none">• develop innovative models and recommendations for event management.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT013 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 SITEEVT031 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 above 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 above 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 production 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
 - profitability
 - sustainability
 - technology
- operational requirements for event components:
 - minimal impact practices for the construction, maintenance and disposal of event production components
 - paid and voluntary staff requirements
 - specialist assistance
 - production 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 event feasibility analysis
- organisational procedures for evaluation.

Assessment Conditions

Skills must be demonstrated in:

- 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>

SITEEVT032 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 workers 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 skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Define planning requirements.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">• interpret complex and varied event information from diverse sources.
Writing skills to:	<ul style="list-style-type: none">• write complex event plans and performance measurement documents to facilitate event planning and evaluation.
Numeracy skills to:	<ul style="list-style-type: none">• interpret diverse components of event budgets and develop resource specifications within budgetary parameters.
Problem-solving skills to:	<ul style="list-style-type: none">• address operational issues at a management level.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT014 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 SITEEVT032 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 one event with multiple operational components
- document the above event management plan, 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 the above 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 above 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:

- a live event; or
- 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:
 - event budgets
 - event concept documents
 - evaluation criteria
- an events team with which the individual can interact and 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>

SITEEVT033 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 workers 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 skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Analyse transport needs.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

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"> • interpret complex event documentation, transport schedules and maps. |
| Oral communication skills | <ul style="list-style-type: none"> • consult with diverse stakeholders on complex management and operational issues. |

to:

- Numeracy skills to:
- work within event budgets
 - interpret at times conflicting transport timetables.
- Problem-solving skills to:
- anticipate and respond to potential transport risks and problems with effective strategies and procedures.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT015 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 SITEEVT033 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, including analysis of:
 - event constraints and issues:
 - event objectives
 - budget
 - human resources
 - other production 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 including emergency services, land management and protection agencies
 - dates, times and duration of event
 - general nature of event
 - level of government involvement including local and state
 - location
 - numbers attending
 - scope of physical production 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
- evaluation and performance measurement systems for events:
 - formats and systems
 - qualitative and quantitative evaluation criteria and ways to evaluate having achieved them.

Assessment Conditions

Skills must be demonstrated in:

- a live event; or
- a simulated industry event set up for the purpose of assessment.

Assessment must ensure access to:

- 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>

SITEEVT034 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 workers who operate with significant autonomy and who are responsible for making strategic management decisions.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Analyse risks associated with large crowds.

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. Develop crowd management strategies.
 - 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. Develop crowd management operational plan.
 - 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. Develop emergency crowd management procedures.
 - 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">• calculate venue or site capacity. |
| Problem-solving skills to: | <ul style="list-style-type: none">• anticipate and respond to potential crowd control risks and problems with effective strategies and procedures. |

Unit Mapping Information

Supersedes and is equivalent to SITEEVT016 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 SITEEVT034 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 one event
- determine venue or site capacity and anticipated numbers for the above event
- develop a crowd management strategy for the above event, including 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 the above event which documents specific details for:
 - emergency situations:
 - drug or alcohol affected 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
- 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 event, intensity and impact on crowd
 - special needs of audience, attendees and participants
 - timing in regard to external factors
 - venue constraints and capacity
- organisational procedures to evaluate crowd management strategy and plan.

Assessment Conditions

Skills must be demonstrated in:

- a live event; or
- a simulated industry event set up for the purpose of 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 including 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>

SITEEVT035 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 planning and evaluating 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 workers 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Conduct multi-venue selection process.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify parameters for venue selection based on client and event requirements.

- 1.2. Incorporate multi-venue considerations into the venue or site selection process.
- 1.3. Determine best combination of venues to meet event needs.
2. Analyse multi-venue planning and management implications.
 - 2.1. Determine potential impact of multi-venue operations through analysis of event requirements.
 - 2.2. Analyse risks associated with multi-venue events.
 - 2.3. Assess and respond to geographical factors arising from multi-venue operations.
 - 2.4. Assess inter-venue communication needs and determine most appropriate forms of communication.
 - 2.5. Evaluate need for consistency across venues and develop guidelines in consultation with venue personnel.
 - 2.6. Integrate multi-venue considerations into broader event management structures and processes.
3. Develop operational plan to address multi-venue issues.
 - 3.1. Develop and document multi-venue operational procedures and contingency procedures.
 - 3.2. Identify critical tasks and allocate responsibilities and timelines.
 - 3.3. Obtain approval for plan from relevant stakeholders.
 - 3.4. Provide operational information to staff, venues and other stakeholders.
4. Evaluate success of multi-venue operations.
 - 4.1. Obtain feedback from stakeholders according to predetermined evaluation criteria.
 - 4.2. Evaluate multi-venue operations 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.

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

Supersedes and is equivalent to SITEEVT017 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 SITEEVT035 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 one multi-venue event with multiple operational components
- conduct planning and risk analysis for the above event, 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 the above multi-venue event:
 - 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 that require the use of multiple venues
- implications of multi-venue 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 production requirements of a multi-venue event
- organisational procedures to gather stakeholder feedback to evaluate events and report on improvements.

Assessment Conditions

Skills must be demonstrated in:

- a live event; or
- a simulated industry event set up for the purpose of assessment.

Assessment must ensure access to:

- multiple venues and sites where events are operated
- event budgets
- 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 and 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>

SITEEVT036 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 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 workers 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

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

1.1. Consult with stakeholders to clarify exhibition purpose and

scope of the exhibition.	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 exhibitor formats and sizes to meet 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:

- interpret complex exhibition planning documents.

Writing skills to:

- document criteria for the allocation of exhibitor space.

- Numeracy skills to:
- calculate complex spatial designs for exhibitor formats and sizes.
- Initiative and enterprise skills to:
- identify exhibition profit expectations and establish floor plans that maximise profitability.
- Teamwork skills to:
- integrate the needs of all stakeholders when establishing floor plans.
- Planning and organising skills to:
- access and collate all information required to establish floor plans and to allocate space within designated deadlines.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT018 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 SITEEVT036 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 exhibition
- 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
- analyse of the following in developing the above floor plan:
 - access limitations
 - food safety requirements
 - noise
 - spacing of exhibition stands and visitor traffic areas to avoid overcrowding
 - protection from weather

- access to safe cabling and power sources
- theft prevention measures
- apply evaluation criteria and seek feedback on the above 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, purpose and objectives of different types of exhibitions:
 - 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
- evaluation and performance measurement systems for events:
 - formats and systems
 - qualitative and quantitative evaluation criteria and ways to evaluate having achieved them.

Assessment Conditions

Skills must be demonstrated in:

- a live exhibition; or
- a simulated exhibition set up for the purpose of assessment.

Assessment must ensure access to:

- venues and sites where exhibitions are staged
- exhibition budgets
- exhibition objectives
- exhibitor profiles
- current and comprehensive exhibition venue information:

- site specifications, floor plans, operational and capacity information
- technical production and production specifications
- formal communication plans
- an exhibition operations team and 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>

SITEEVT037 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, production 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 workers 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Confirm exhibition scope and format.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Assess proposed exhibition concept to determine planning and operational requirements.

- 1.2. Clarify exhibition objectives with key stakeholders.
- 1.3. Develop overall format in consultation with stakeholders.
- 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.
 - 2.2. Establish and monitor procedures and systems for one-to-one appointment scheduling when required.
 - 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.
 - 3.2. Distribute and present exhibitor prospectus according to agreed targets and marketing plan.
 - 3.3. Maximise take-up of space and profitability through follow-up promotion and negotiation as required.
 - 3.4. Execute exhibitor contracts and agreements including full details of commitments made by both parties.
- 4. Support exhibitors.
 - 4.1. Organise or provide exhibitor support services.
 - 4.2. Develop and distribute accurate and complete exhibitor kits at appropriate time.
 - 4.3. Organise or provide exhibitor operational support, briefings and debriefings according to agreements.
 - 4.4. Liaise with exhibitors to identify issues and resolve as required.
- 5. Manage post-exhibition activities.
 - 5.1. Evaluate effectiveness of buyer and seller interactions based on agreed evaluation criteria.
 - 5.2. Follow up with exhibitors according to agreements, and seek feedback on exhibition operation.
 - 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.

SKILLS

DESCRIPTION

- Reading skills to:
- interpret and develop complex and varied exhibition management documentation.
- Writing skills to:
- develop comprehensive, cohesive and complex exhibitor documentation.
- Oral communication skills to:
- articulate stakeholder requirements and conduct meetings.
- Problem-solving skills to:
- anticipate and respond to operational challenges when developing exhibition formats
 - take responsibility for resolving exhibitor problems during the exhibition.
- Initiative and enterprise skills to:
- maximise return on investment and deliver on metrics for stakeholder groups.
- Planning and organising skills to:
- establish and manage cohesive operational procedures and systems.
- Self-management skills to:
- meet required timelines.

Unit Mapping Information

Supersedes and is equivalent to SITEEVT019 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 SITEEVT037 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 for above exhibition that includes information on:
 - attendance expectations and profile
 - bump in and 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 for above exhibition
- develop evaluation criteria and evaluate exhibition effectiveness for the above exhibition 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
- evaluation and performance measurement systems for events:
 - formats and systems
 - qualitative and quantitative evaluation criteria and ways to evaluate having achieved them.

Assessment Conditions

Skills must be demonstrated in:

- a live exhibition; or
- a simulated exhibition set up for the purpose of assessment.

Assessment must ensure access to:

- venues and sites where exhibitions are staged
- exhibition budgets
- 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 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>

SITHACS009 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.

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.

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 agents or chemicals for cleaning, according to manufacturer instructions 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 safety policies and 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 use.
 - 3.5. Store chemicals according to work health and 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"> • read and interpret organisational documents and diagrams: <ul style="list-style-type: none"> • safety and waste disposal procedures • safety data sheets (SDS) and product instructions for cleaning agents and chemicals.
Writing skills to:	<ul style="list-style-type: none"> • complete orders to replace out of stock cleaning materials.
Numeracy skills to:	<ul style="list-style-type: none"> • follow simple dilution requirements for chemicals and cleaning products and calculate ratios prepare.

- Learning skills to:
- locate key information in cleaning schedules and procedures manuals.
- 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.

Unit Mapping Information

Supersedes and is equivalent to SITHACS001 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 SITHACS009 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 required personal protective equipment (PPE)
 - using hygienic cleaning 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:
 - wet:
 - toilets
 - basins
 - sinks
 - walls
 - dry:

- carpet
- laminate
- soft furnishings
- woodwork
- processes for routine maintenance of equipment:
 - dismantling and reassembling
 - drying out
 - emptying
 - sanitising
 - washing and rinsing
 - wiping down and cleaning
- 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 moving luggage:
 - 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 including cross contamination of areas
- ways of minimising negative environmental impacts in the cleaning process:
 - resource conservation for energy and water
 - waste disposal
- standards for presentation of premises and organisational procedures to achieve them.

Assessment Conditions

Skills must be demonstrated in a commercial environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- wet and dry areas to be cleaned including different hard and soft surfaces
- fixtures and small equipment that require cleaning
- cleaning equipment
- cleaning agents and chemicals for hard and soft surfaces

- personal protective clothing appropriate to the cleaning task being undertaken
- 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>

SITHACS010 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.

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.

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. Apologise to guest where a request has arisen from breakdown in room servicing.

- 1.4 Confirm timelines for meeting requests with guests.
- 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. Proactively offer information to meet guest requirements.
2. Advise guests on room and housekeeping equipment.
 - 2.1. Set up equipment for guests when requested.
 - 2.2. Advise guests courteously on correct use of equipment.
 - 2.3. Report equipment malfunctions promptly and where possible, make alternative arrangements to meet guest needs.
 - 2.4. Agree on suitable time to collect equipment or provide options for alternative collection processes.

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"> • follow basic equipment instructions.
Writing skills to:	<ul style="list-style-type: none"> • complete workplace checklists.
Oral communication skills to:	<ul style="list-style-type: none"> • interact with guests from diverse cultural and social backgrounds, listening to their requests and asking questions to clarify or confirm requirements • discuss delays in service matters with guests and colleagues.
Problem-solving skills to:	<ul style="list-style-type: none"> • apply practical solutions to a range of common customer housekeeping requests.
Planning and organising skills to:	<ul style="list-style-type: none"> • respond to requests in a logical and efficient way.

Unit Mapping Information

Supersedes and is equivalent to SITHACS002 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 SITHACS010 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 on at least one occasion:
 - providing additional in-room items
 - meeting special needs or requests
 - 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
- operating instructions for in-room equipment:
 - air conditioning unit
 - alarm clocks or wake-up calls
 - hair dryer
 - in-room technology
 - telephone
 - television
- security and safety procedures relevant to housekeeping services:
 - accessing rooms
 - interacting with guests
 - securing supplies and equipment

- safe handling of room equipment
- organisational standards for customer service.

Assessment Conditions

Skills must be demonstrated in a commercial accommodation environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- small equipment:
 - bed linen and pillows
 - consumables
 - guest literature and information
 - hair dryers
 - in-room technology
 - iron and ironing board
 - laundry bags and lists
- 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>

SITHACS011 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.

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.

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 for room servicing.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 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 for room servicing requirements.
 - 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 policies and procedures.
 - 2.3. Make beds according to organisational procedures.
 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 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 required action according to organisational policies and procedures.
 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:
- interpret and follow schedules for room servicing
 - read and interpret workplace documents and diagrams:
 - 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.

Unit Mapping Information

Supersedes and is equivalent to SITHACS003 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 SITHACS011 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
- use correct procedures to complete the following tasks according to organisational standards while servicing the above rooms:
 - 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 on at least one occasion when servicing the above rooms:
 - bathroom
 - bedroom
 - lounge area
 - storage areas, wardrobes, cupboards, and drawers
- report suspicious items or occurrences according to organisational requirements when servicing the above rooms
- 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
 - using required personal protective equipment
 - working within commercially-realistic timeframes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- processes for preparing guest rooms:
 - making up beds

- cleaning furniture, fixtures and equipment:
 - desks
 - floor surfaces
 - light fittings
 - mirrors and glassware
 - refrigerators
 - shelving
 - soft furnishings
 - telephones
 - televisions
 - wardrobes
- guest room supplies and their functions and uses:
 - bathroom supplies
 - discretionary supplies and gifts
 - coffee and tea supplies
 - crockery, cutlery and glassware
 - in-room technology
 - kitchen equipment
 - linen
 - guest information and stationery
- cleaning chemicals, equipment and procedures for wet and dry surfaces and materials
- types of protective clothing used for different cleaning tasks
- safe manual-handling techniques
- security and safety issues for guest rooms:
 - handling of guest property
 - appropriate interactions with guests
 - room access and departure
 - privacy considerations
 - legal obligations
- safe handling requirements for hazardous cleaning products:
 - use of safety data sheets (SDS)
 - disposal of waste and surplus cleaning products
 - storage procedures
- processes for identifying and reporting room cleaning hazards
- hygiene procedures and requirements:
 - hygiene responsibilities of cleaning staff and hygienic personal contact with food and food contact surfaces
 - hygiene hazards for room cleaning:
 - human waste
 - sharp items

- surgical dressings
- 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
- presentation standards for guest rooms.

Assessment Conditions

Skills must be demonstrated in a commercial accommodation environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and small equipment found in guest rooms
- cleaning equipment
- cleaning agents and chemicals for hard and soft surfaces
- personal protective clothing and equipment appropriate to the task being undertaken
- guest rooms to be cleaned including hard and soft surfaces and different sized beds
- organisational specifications:
 - equipment and supply checklists for cleaning trolleys
 - manufacturer instructions for using equipment
 - 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>

SITHACS012 Launder linen and guest 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.

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.

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.
 - 2.1. Use cleaning agents to treat stains according to correct process, manufacturer instructions, safety procedures, and specific laundry equipment.
 - 2.2. Operate laundry equipment according to manufacturer instructions.
 - 2.3. Reduce negative environmental impacts through efficient use of energy, water and other resources.
 - 2.4. Safely dispose of waste and hazardous substances to minimise negative environmental impacts.
 3. Finish laundry items.
 - 3.1. Complete mending and minor repairs as required.
 - 3.2. Complete quality check, and record and report damage arising from laundering process according to organisational procedures.
 - 3.3. Complete ironing or pressing and finishing processes.
 4. Package and store laundry items.
 - 4.1. Package and present guest laundry and linen according to organisational standards and procedures.
 - 4.2. Complete records and billing information.
 - 4.3. Return finished items to guest within required timeframes.
 - 4.4. Store processed guest laundry where required according to guest requests or where return to guest is not possible.

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"> • comprehend information about the use of laundry chemicals • interpret textile labels and washing instructions.
Writing skills to:	<ul style="list-style-type: none"> • complete simple laundry documentation.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate dilution strengths of laundry chemicals • calculate charges for laundry services.
Learning skills to:	<ul style="list-style-type: none"> • locate key information to inform stain removal methods.
Problem-solving skills to:	<ul style="list-style-type: none"> • treat difficult stains while maintaining the integrity of dye fastness in fabric.
Planning and organising skills to:	<ul style="list-style-type: none"> • coordinate laundry workflow to meet guest requirements, required linen stock levels and laundry timelines.

Technology skills to:

- use laundering equipment, heat sealing equipment, roll plastic and steam presses.

Unit Mapping Information

Supersedes and is equivalent to SITHACS004 Launder linen and guests 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 SITHACS012 Launder linen and guest 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
- treat any stains on the above textiles
- 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:
 - folding
 - hanging
 - wrapping
 - heat sealing
 - labelling
 - providing quality reports.

Assessment Conditions

Skills must be demonstrated in a commercial laundry. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- laundering equipment
- cleaning agents and chemicals for different types of textiles
- linen and clothing with different types and amounts of soilage
- organisational specifications for laundry operations:
 - manufacturer instructions for equipment and products
 - 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>

SITHACS013 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.

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.

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 arrivals and departures.

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 major guest movements.

- 1.2. Welcome guests and direct to check-in area.
- 1.3. Escort guests to rooms and explain and promote organisation and room features.
2. Handle guest luggage.
 - 2.1. Assist guests with luggage and luggage storage according to organisational policies and procedures and security requirements.
 - 2.2. Safely transport and deliver guest luggage to correct locations within appropriate timeframes using safe manual handling techniques and moving equipment as required.
 - 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.
 - 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.

DESCRIPTION

SKILLS

- | | |
|------------------------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> • interpret: <ul style="list-style-type: none"> • luggage identification labels • storage and security procedures • reservation data and rooming lists. |
| Oral communication skills to: | <ul style="list-style-type: none"> • explain organisation and room features to guests • interact with guests from socially and culturally diverse environments. |
| Numeracy skills to: | <ul style="list-style-type: none"> • count multiple luggage items and reconcile against operational documentation. |
| Planning and organising skills to: | <ul style="list-style-type: none"> • move and store luggage in a logical and efficient way. |

Unit Mapping Information

Supersedes and is equivalent to SITHACS005 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 SITHACS013 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 the following on three occasions each:
 - individual luggage
 - group luggage
- safely move guest luggage in each of the following operational situations on at least one occasion:
 - take luggage to check-in area on guest arrival
 - take guest luggage to room on registration
 - collect guest luggage from room on departure
- complete luggage tags for above guest luggage according to organisational procedures
- 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 porters and practices that minimise hygiene risks
- relationships between porter services and other areas of work in commercial accommodation establishments and their impact on porter activities
- range of information typically provided by porters regarding:
 - venue facilities
 - room facilities
 - ancillary services.

Assessment Conditions

Skills must be demonstrated in a commercial accommodation environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- luggage and luggage moving equipment
- 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>

SITHACS014 Provide valet services

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 valet or butler services to clients, usually in commercial accommodation establishments. They work independently with limited guidance from others.

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.

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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret product and service information.
Learning skills to:	<ul style="list-style-type: none"> • access relevant resources to locate and plan goods and services that meet client needs.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • ensure continuity of service • respond flexibly to unplanned or changed client requirements.
Planning and organising skills to:	<ul style="list-style-type: none"> • maintain and care for client property • ensure necessary tasks are organised thoroughly.
Technology skills to:	<ul style="list-style-type: none"> • source a range of information online within required timeframes.

Unit Mapping Information

Supersedes and is equivalent to SITHACS006 Provide valet 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 SITHACS014 Provide valet 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 six different client requests including at least one of each of the following:
 - organisation of bookings or arrangements for services
 - provision of recommendations for accessing a service from the list in the knowledge evidence
 - parking or retrieval of a vehicle
 - care and maintenance of client property
- provide the following professional valet services when responding to the above requests:
 - effective communication to determine guest needs
 - adherence to organisational personal hygiene, presentation and grooming standards.

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
 - parking or retrieval of a vehicle
 - care and maintenance of client property
- etiquette, protocols and organisational 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 a commercial accommodation environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- clothing and other personal items
- sewing equipment
- 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>

SITHACS015 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.

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.

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. Review financial transactions. | 1.1. Check that transactions comply with organisational policies and procedures.
1.2. Check that balances prepared by others are accurate and comply with organisational policies and procedures.
1.3. Identify financial and system discrepancies and resolve according to level of own 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 required 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret information about service charges.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate and interpret large amounts of numerical data to identify and rectify variances and discrepancies • reconcile individual and whole operating period transactions.
Planning and organising skills to:	<ul style="list-style-type: none"> • prioritise reporting duties to allow for timely provision to appropriate colleagues or department.
Technology skills to:	<ul style="list-style-type: none"> • work with accounting or front office software.

Unit Mapping Information

Supersedes and is equivalent to SITHACS007 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 SITHACS015 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
- organisational policies and procedures for:
 - recording financial transactions
 - processing transactions
 - preparing account balances
 - implementing financial systems and financial controls
 - preparing financial reports.

Assessment Conditions

Skills must be demonstrated in a commercial accommodation environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and electronic equipment
- cashiering facilities
- industry-current front office reservations, accounting and reporting system
- computer software and applications used in hotel front office operations
- 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>

SITHACS016 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.

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.

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 for guest arrival.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 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 for registering guests.
 - 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 if required.
 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">record guest and accounting information in front office systems.
Oral communication skills to:	<ul style="list-style-type: none">interact positively with guestsrespond to queries regarding guest accounts and service charges.
Technology skills to:	<ul style="list-style-type: none">enter and retrieve information using computerised front office systems and software.

Unit Mapping Information

Supersedes and is equivalent to SITHACS008 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 SITHACS016 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:
 - 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:

- accommodation reservations terminology
- standard details collected for reservations:
 - arrival and departure times
 - length of stay
 - payment details
 - personal details
 - rates and discounts

- special requests
- type of accommodation and bed configuration
- relationship between front desk and other operational areas:
 - housekeeping
 - food and beverage service
 - maintenance
- processes for accounting procedures carried out by front desk staff:
 - processing credit card payments
 - processing deposits
 - allocating group rates
 - issuing receipts
 - processing pre-payments
 - issuing and redeeming vouchers and discount rates
- organisational policies and procedures for handling or generating the following front office reports:
 - accounting reports
 - arrival and departure data
 - occupancy rates
 - guest feedback summaries
 - lost and found information
- 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 a commercial accommodation environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and electronic equipment
- cashiering facilities
- reception desk or sales counter
- organisational reports:
 - 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 -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

SITHASC020 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 processes 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:	<ul style="list-style-type: none">locate information in standard recipes to determine food preparation requirementsinterpret manufacturer instructions for equipmentlocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperaturesmeasure quantities of ingredients using simple measuring instruments.
Teamwork skills to:	<ul style="list-style-type: none">discuss process improvements and food production requirements.

Unit Mapping Information

Supersedes and is not equivalent to SITHASC001 Prepare 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 SITHASC020 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 use of each of the following ingredients at least once:
 - dairy products
 - dry goods
 - eggs
 - fruit
 - general food items
 - meat that is culturally appropriate
 - poultry
 - rice and farinaceous items
 - seafood
 - vegetables
- use all of the following cookery processes at least once 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, plate and present the above dishes:
 - 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 at least one special customer request.

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 processes on them
- essential culinary terms in, and key principles and practices of, the cookery processes described in the performance evidence
- contents of date codes and rotation labels for stock
- safe operational practices using essential functions and features of equipment used in the above cookery processes.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:

- burners, grillers, ovens or salamanders as required for the particular type of cuisine
- 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
- sink
- gas electric or induction stove tops (two burners per person)
- microwave
- storage facilities
- wok burner
- small equipment:
 - containers for hot and cold food
 - cutting boards
 - food processor
 - graters and peelers
 - electric rice cooker
 - knives and cleavers
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - pans and pots:
 - stainless steel, cast iron and non-stick fry pans
 - stock pots
 - woks
 - 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
- spoons and ladles
- steamer
- spice grinder
- temperature probe
- thermometer
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

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>

SITHASC021 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 processes for appetisers and snacks.
 - 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.
 - 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:	<ul style="list-style-type: none">locate information in standard recipes to determine food preparation requirementsinterpret manufacturer instructions for equipmentlocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperaturesmeasure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC002 Prepare 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 SITHASC021 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 or snacks from at least three different Asian cuisines from the following list (across the preparation of the six dishes):
 - Chinese
 - Indian
 - Indonesian
 - Japanese
 - Korean
 - Malay and Nonya
 - Thai
 - Vietnamese
- complete mise en place activities and use at least eight of the cookery processes listed in the knowledge evidence when preparing above six dishes
- prepare, plate and present above dishes:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing appetisers or snacks
 - responding to at least one special customer request.

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 date codes and rotation labels for stock
- characteristics of Asian appetisers and snacks:
 - appearance and presentation

- freshness and other quality indicators
- service style
- taste
- texture
- cookery processes 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blenders and food mills
 - food processors
 - 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
- sink
- gas electric or induction stove tops (two burners per person)
- storage facilities
- small equipment:
 - containers for hot and cold food
 - cutting boards
 - graters and peelers
 - knives and cleavers:
 - Asian carving knife set
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - 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
 - sets of stainless steel bowls
 - sharpening steels and stones
 - skewers
 - small utensils:
 - scoops, skimmers and spiders
 - strainers
 - scrapers
 - tongs
 - whisks
 - spoons and ladles
 - spice grinder
 - temperature probe
 - thermometer
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

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>

SITHASC022 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 processes 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:	<ul style="list-style-type: none"> • locate information in 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:	<ul style="list-style-type: none"> • record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate the number of portions • determine cooking times and temperatures • measure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC003 Prepare 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 SITHASC022 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 three of the following Asian cuisines (across the preparation of the five stocks and five soups):
 - Chinese
 - Indian
 - Indonesian
 - Japanese
 - Korean
 - 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 stocks
- prepare the above soups:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing soups
 - responding to at least one special customer request.

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 date codes and rotation labels for stock
- characteristics of stocks and soups and their ingredients:
 - appearance and presentation
 - combinations of spices
 - quality indicators
 - service style
 - strength of flavours
 - taste
 - texture
- mise en place requirements for stocks and soups
- preparation and cookery processes for Asian stocks and soups
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:
 - freezer
 - fridge

- designated storage area for dry goods and perishables
- sink
- gas electric or induction stove tops (two burners per person)
- grills and griddles
- storage facilities
- small equipment:
 - containers for hot and cold food
 - cutting boards
 - graters and peelers
 - knives and Asian cleavers
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - pans and pots:
 - stainless steel, cast iron and non-stick fry pans
 - stock pots
 - woks
 - scales
 - service-ware:
 - platters, dishes and bowls
 - cutlery
 - sets of stainless steel bowls
 - small utensils:
 - scoops, skimmers and spiders
 - strainers
 - scrapers
 - tongs
 - whisks
 - spoons and ladles
 - steamer
 - spice grinder
 - temperature probe
 - thermometer
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

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>

SITHASC023 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 regional 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:	<ul style="list-style-type: none">locate information in standard recipes to determine food preparation requirementsinterpret manufacturer instructions for equipmentlocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperaturesmeasure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and finished product and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Teamwork skills to:	<ul style="list-style-type: none">work with other team members to meet food production and service requirements.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC004 Prepare 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 SITHASC023 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, three different dips and three different accompaniments from at least three of the following Asian cuisines (across the preparation of the nine sauces, dips and accompaniments):
 - Chinese
 - Indian
 - Indonesian
 - Japanese
 - Korean
 - Malay and Nonya
 - Thai
 - Vietnamese
- prepare the above nine sauces, dips and accompaniments:
 - 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 at least one special customer request.

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 date codes and rotation labels for stock
- 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
 - 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 processes
 - 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - food processor
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:

- freezer
- fridge
- designated storage area for dry goods and perishables
- sink
- gas electric or induction stove tops (two burners per person)
- small equipment:
 - containers for hot and cold food
 - cutting boards
 - drum sieve
 - graters and peelers
 - knives
 - measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops
 - 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
 - spoons and ladles
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

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>

SITHASC024 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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. Prepare 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

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">locate information in standard recipes to determine food preparation requirementsinterpret manufacturer instructions for equipmentlocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperaturesmeasure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC005 Prepare 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 SITHASC024 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 three of the following Asian cuisines (across the preparation of the six salads):
 - Indian
 - Indonesian
 - Japanese
 - Korean
 - Malay and Nonya
 - Thai
 - Vietnamese
- prepare, plate and present above six salads:
 - within commercial time constraints
 - reflecting required quantities to be produced
 - following procedures for portion control and food safety practices when handling and storing salads
 - responding to at least one special customer request.

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 date codes and rotation labels for stock
- characteristics of salad ingredients and finished dishes:
 - appearance and presentation
 - combinations of spices
 - quality indicators

- service style
- strength of flavours
- taste
- texture
- characteristics of 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - designated storage area for dry goods and perishables
 - 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:
 - containers for hot and cold food
 - cutting boards
 - graters and peelers
 - knives
 - mortar and pestle
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - 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
 - spoons and ladles
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for 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>

SITHASC025 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
SITXFSA005	Use hygienic practices for food safety

Competency Field

Asian Cookery

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
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<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select ingredients.	<ul style="list-style-type: none">1.1. Confirm food production requirements from 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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">4.1. Select and use cookery processes 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.	<ul style="list-style-type: none">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:	<ul style="list-style-type: none"> • locate information in 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:	<ul style="list-style-type: none"> • record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate the number of portions • determine cooking times and temperatures • measure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> • manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC006 Prepare 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 SITHASC025 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 three different noodle dishes, selecting from at least three of the following Asian cuisines (across the preparation of the six dishes):
 - Chinese
 - Indonesian
 - Japanese
 - Korean
 - Malay and Nonya
 - Thai
 - Vietnamese
- prepare, plate and present the above six dishes:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing Asian style rice and noodles
 - responding to at least one special customer request.

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 rice and noodle dishes:
 - herbs and spices
 - rice varieties
 - noodle varieties
- contents of date codes and rotation labels for stock
- 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
- quality indicators
- service style
- strength of flavours
- taste
- texture
- preparation methods for Asian rice and noodle dishes:
 - marinating
 - soaking
 - washing
- cookery processes 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)

- commercial refrigeration facilities:
 - freezer
 - fridge
- designated storage area for dry goods and perishables
- sink
- gas, electric or induction stove tops (two burners per person)
- grillers, burners, ovens or salamanders as appropriate for the type of cuisine
- wok burner
- storage facilities
- small equipment:
 - colanders
 - containers for hot and cold food
 - cutting boards
 - deep and shallow pots and pans
 - electric rice cooker
 - graters and peelers
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - scales
 - service-ware:
 - platters, dishes, and bowls
 - cutlery and serving utensils
 - chopsticks
 - spoons and ladles
 - temperature probe
 - thermometer
 - tongs and serving utensils
 - steamer
- diverse and comprehensive range of perishable food supplies for Asian cookery
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for 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>

SITHASC026 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 include Indonesian, Indian, Malay, Nonya or Thai.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 processes 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:	<ul style="list-style-type: none">locate information in standard recipes to determine food preparation requirementsinterpret manufacturer instructions for equipmentlocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperaturesmeasure quantities of ingredients using simple measuring instruments.
Teamwork skills to:	<ul style="list-style-type: none">listen to instructions and ask questions to ensure timely and efficient mise en place.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC007 Prepare 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 SITHASC026 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 three curry powders from at least three of the following Asian cuisines (across the preparation of the six curry pastes and powders):
 - 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.

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:
 - coconut milk
 - ghee
 - herbs and spices
 - oils:
 - coconut
 - mustard
 - peanut
 - sesame

- required changes to curry pastes and powders to reflect cultural and regional considerations and variations
- contents of date codes and rotation labels for stock
- characteristics of curry pastes and powders ingredients and finished dishes:
 - appearance and presentation
 - combinations of spices
 - plant structure and parts used for herbs and spices
 - quality indicators
 - service style
 - strength of flavours
 - taste
 - texture
- characteristics of dishes other than curries that use curry pastes and powders:
 - fish cakes
 - 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; or
- a simulated industry environment, such as an industry-realistic 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
 - sink
 - gas electric or induction stove tops (two burners per person)
- small equipment:
 - containers for hot and cold food
 - cutting boards
 - graters and peelers
 - knives
 - measures:
 - 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
 - spoons and ladles
 - spice grinder
 - temperature probe
 - thermometer
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

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>

SITHASC027 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
SITXFSA005	Use hygienic practices for food safety

Competency Field

Asian Cookery

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
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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 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 processes 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:	<ul style="list-style-type: none">locate information in standard recipes to determine food preparation requirementsinterpret manufacturer instructions for equipmentlocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperaturesmeasure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC008 Prepare 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 SITHASC027 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 three of the following types of cuisine (across the preparation of the six dishes):
 - Chinese
 - Indian
 - Indonesian
 - Japanese
 - Korean
 - Malay and Nonya
 - Thai
 - Vietnamese
- prepare the above six dishes using each of the following ingredients at least once (across the preparation of the six dishes):
 - meat
 - poultry
 - seafood
 - vegetables
 - meat analogues or substitutes
- prepare the above six dishes demonstrating all of the preparation techniques and using each of the cookery processes listed in the knowledge evidence at least once (across the preparation of the six dishes)
- prepare, plate and present the above dishes:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing Asian cooked dishes
 - responding to at least one special customer request.

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
 - 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
 - humanely slaughtering shellfish or live fish
- cookery processes used for Asian cooked dishes:
 - marinating
 - pickling
 - smoking
 - steaming
 - wok
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - designated area for dry goods and perishables
 - sink
 - gas electric or induction stove tops (two burners per person)
 - commercial ovens
 - flat top grill or char grill
- small equipment:
 - containers for hot and cold food
 - cutting boards
 - electric rice cookers
 - graters and peelers
 - knives and cleavers
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - pans and pots:
 - stainless steel, cast iron and non-stick fry pans
 - stock pots
 - scales
 - service-ware:
 - platters, dishes, and bowls
 - cutlery and serving utensils
 - chopsticks
 - sets of stainless steel bowls
 - sharpening steels and stones

- small utensils:
 - scoops, skimmers and spiders
 - strainer
 - scraper
 - tongs and serving utensils
 - whisk
- spoons and ladles
- steamer
- temperature probe
- thermometer
- wok burner
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for 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>

SITHASC028 Prepare Asian desserts

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to select and 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code **Unit Title**

SITXFSA005 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 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 processes for Asian desserts according to recipe.
 - 4.3. Follow safe procedures for re-heated items.
 - 4.4. 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	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">• locate information in 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:	<ul style="list-style-type: none">• record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">• calculate the number of portions• determine cooking times and temperatures• measure quantities of ingredients using simple measuring instruments
Problem-solving skills to:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">• manage own speed, timing and productivity

Unit Mapping Information

Supersedes and is equivalent to SITHASC009 Prepare 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 SITHASC028 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 three of the following types of cuisine (across the preparation of the six desserts):
 - Chinese
 - Indian
 - Indonesian
 - Korean
 - Malay and Nonya
 - Thai
 - Vietnamese
- prepare the above six desserts demonstrating at least eight of the preparation and cookery processes listed in the knowledge evidence (across the preparation of the six desserts)
- at least one of the dessert items prepared must be:
 - hot
 - cold
 - for a special occasion
- prepare, plate and present the above six desserts:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and
 - storing Asian desserts
 - responding to at least one special customer request.

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 date codes and rotation labels for stock
- characteristics of ingredients and finished dishes:

- accompaniments and garnishes
- appearance and presentation
- freshness and other quality indicators
- service style
- special occasion desserts
- taste
- texture and consistency
- preparation and cookery processes 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; or
- a simulated industry environment, such as an industry-realistic 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
- sink
- gas electric or induction stove tops (two burners per person)
- grillers, burners, ovens or salamanders as required 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
 - knives:
 - bread knives
 - carving knives
 - large serrated cake knives
 - utility knives
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - moulds and forms
 - piping bags and attachments
 - small utensils:
 - sieve
 - strainer
 - scraper
 - spatula
 - pastry brush
 - fruit corer
 - whisk
 - scales
 - service-ware:
 - platters, dishes and bowls

- cutlery and serving utensils
- sets of stainless steel bowls
- spoons and ladles
- steamer
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

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>

SITHASC029 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 processes.
 - 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:	<ul style="list-style-type: none">locate information in standard recipes to determine food preparation requirementsinterpret manufacturer instructions for equipmentlocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperaturesmeasure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of meat and finished dishes and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC010 Prepare 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 SITHASC029 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 twelve dishes using each of the following cookery processes at least once (across the preparation of the twelve dishes):
 - deep-frying
 - grilling
 - one-pot cookery
 - pan fry
 - simmering
 - steaming
- prepare, plate and present the above twelve dishes:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing Japanese cooked dishes
 - responding to at least one special customer request.

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
- vegetables:
 - beans
 - leafy
 - root
- required changes to dishes to reflect cultural and regional considerations and variations
- contents of date codes and rotation labels for stock
- characteristics of Japanese cooked dishes:
 - appearance and presentation
 - freshness and other quality indicators
 - historical and cultural derivations
 - service style
 - taste
 - texture
- cookery processes 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; or

a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - designated storage area for dry goods and perishables
 - 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:
 - containers for hot and cold food
 - cutting boards
 - graters and peelers
 - electric rice cookers
 - knives:
 - yanagiba
 - deba
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - pans and pots:
 - stainless steel, cast iron and non-stick fry pans
 - stock pots
 - woks
 - scoops and skimmers
 - scales
 - service-ware:
 - platters, dishes, and bowls
 - cutlery and serving utensils
 - chopsticks
 - sets of stainless steel bowls
 - sieve
 - sharpening steels and stones
 - spoons and ladles
 - steamer
 - strainer

- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

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>

SITHASC030 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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">• locate information in 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:	<ul style="list-style-type: none">• record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">• calculate the number of portions• determine cooking times and temperatures• measure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none">• evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product• adjust flavourings where sauces and accompaniments are not balanced.
Teamwork skills to:	<ul style="list-style-type: none">• efficiently sequence the stages of food preparation and production.
Planning and organising skills to:	<ul style="list-style-type: none">• manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC011 Prepare 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 SITHASC030 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
- use each of the following processes when preparing sashimi:
 - cutting
 - portioning
 - uniformity
- prepare, plate and present the above sashimi:
 - within commercial time constraints
 - reflecting required quantities to be produced
 - following procedures for food safety practices when handling and storing sashimi
 - responding to at least one special customer request.

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
- flavouring agents
- seasoning delicacies
- required changes to sashimi to reflect cultural and regional considerations and variations
- contents of date codes and rotation labels for stock
- characteristics of sashimi:
 - accompaniments and garnishes
 - appearance and presentation:
 - artistic arrangement
 - uniformity of pieces
 - freshness and other quality indicators for fish:
 - clear eyes
 - correct colour of scales
 - firm texture of flesh
 - moist but not slimy
 - pleasant sea odour
 - red gills
 - service style
 - taste
 - texture
- items required for:
 - momiji oroshi
 - tosa joyu
- preparation processes for sashimi:
 - cutting
 - portioning
 - uniformity
- processes for humanely slaughtering shellfish or live fish
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - designated storage area for dry goods and perishables
 - sink
- small equipment:
 - cutting boards
 - graters and peelers
 - knives:
 - yanagiba
 - deba
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - scales
 - service-ware:
 - platters, dishes, and bowls
 - cutlery and serving utensils
 - chopsticks
 - sets of stainless steel bowls
 - sharpening steels and stones
 - spice grinder
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

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>

SITHASC031 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 and cook rice and test for correct PH level.
 - 3.4. Minimise waste to maximise profitability of food items prepared.

4. Prepare sushi.
 - 4.1. Create sushi items using required tools.
 - 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:	<ul style="list-style-type: none">locate information in standard recipes to determine food preparation requirementsinterpret manufacturer instructions for equipmentlocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperaturesmeasure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality productadjust flavourings where sushi, sauces and accompaniments are not balanced.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC012 Prepare 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 SITHASC031 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
 - nigiri
 - oshi
- prepare each of the following sushi accompaniments:
 - aromatics
 - pickled vegetables
 - salad items:
 - herbs
 - mizuna
 - sauces:
 - nikiri
 - nitsume
 - shoyu
- use each of the following processes when preparing sushi:
 - blending and balancing flavours and aromatics
 - cutting
 - moulding
 - rolling the sushi mat
- prepare, plate and present above sushi:
 - 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 at least one special customer request.

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
 - flavouring agents
- required changes to sushi to reflect cultural and regional considerations and variations
- contents of date codes and rotation labels for stock
- characteristics of sushi ingredients and finished dishes:
 - accompaniments and garnishes
 - acid balance
 - appearance and presentation
 - freshness and other quality indicators
 - rice types
 - service style
 - taste
 - texture
- preparation processes for sushi as 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
- commercial grade work benches (1.5m/person)
- commercial refrigeration facilities:
 - freezer
 - fridge
- designated storage area for dry goods and perishables
- sink
- gas electric or induction stove tops (two burners per person)

- grillers, burners or ovens as required
- small equipment:
 - cutting boards
 - graters and peelers
 - electric rice cookers
 - knives:
 - yanagiba
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - scales
 - sets of stainless steel bowls
 - service-ware:
 - platters, dishes and bowls
 - cutlery and serving utensils
 - chopsticks
 - strainer
 - steamer
 - sushi mat
 - tongs and serving utensils
 - wooden items:
 - mixing spoon
 - sushi bowl
- food safe gloves
- 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 soap 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 and standard recipes
- food safety plan
- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

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>

SITHASC032 Produce Japanese desserts

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare desserts, including 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 standard recipes.
 - 1.2. Calculate ingredient amounts according to requirements.
 - 1.3. Identify and select ingredients for Japanese desserts 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 desserts and sweetmeats.
 - 4.1. Prepare desserts and sweetmeats in correct shapes and sizes and with correct fillings, according to recipe requirements.
 - 4.2. Select and use cookery processes for Japanese desserts 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 desserts and sweetmeats.
 - 5.1. Present Japanese desserts 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:	<ul style="list-style-type: none"> • locate information in 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:	<ul style="list-style-type: none"> • record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate the number of portions • determine cooking times and temperatures • measure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> • manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is not equivalent to SITHASC013 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 SITHASC032 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
- use each of the following processes at least once when preparing above four dessert items (at least once across the preparation of the four dessert items):
 - filling
 - shaping
- prepare, plate and present above four dessert items:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing Japanese desserts
 - responding to at least one special customer request.

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 desserts and sweetmeats
- required changes to Japanese desserts and sweetmeats to reflect cultural and regional considerations and variations
- contents of date codes and rotation labels for stock
- characteristics of ingredients and finished dishes:
 - accompaniments and garnishes
 - appearance and presentation
 - freshness and other quality indicators
 - service style

- role of the sweet course in Japanese cuisine
- taste
- texture
- preparation processes for Japanese desserts and sweetmeats listed in performance evidence
- appropriate environmental conditions for storing Japanese desserts and sweetmeats to:
 - ensure food safety
 - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Japanese desserts and sweetmeats.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - designated storage area for dry goods and perishables
 - sink
 - gas electric or induction stove tops (two burners per person)
 - grillers, burners, ovens or salamanders as required
- small equipment:
 - baking sheets and trays
 - beaters
 - bowls
 - cake tins with:
 - fixed base in a range of shapes
 - loose bottom
 - cutting boards
 - knives
 - measures:

- 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 mat
- small utensils:
 - sieve
 - strainer
 - scraper
 - spatula
 - pastry brush
 - whisk
- spoons and ladles
- steamer
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan

- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

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>

SITHASC033 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 processes.
 - 4.5. Prepare accompaniments as required.
 - 4.6. Follow standard recipes and make food quality adjustments within scope of responsibility.

5. Present and store 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:	<ul style="list-style-type: none"> locate information in 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:	<ul style="list-style-type: none"> record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none"> calculate the number of portions determine cooking times and temperatures measure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC014 Prepare 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 SITHASC033 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 10 items each for six different types of dim sum from the list in the knowledge evidence
- prepare appropriate accompaniments for the above dim sum
- use each of the following preparation processes when preparing above dim sum:
 - blending and balancing flavours and aromatics
 - cutting
- use each of the following cookery processes and complete mise en place activities when preparing above dim sum:
 - boiling
 - deep-frying
 - shallow frying
 - braising
 - steaming
- prepare, plate and present above dim sum:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing dim sum
 - responding to at least one special customer request.

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 date codes and rotation labels for stock
- characteristics of dim sum ingredients and finished dishes:
 - accompaniments and garnishes
 - appearance and presentation
 - freshness and other quality indicators
 - service style
 - taste
 - texture
- types of dim sum and required preparation and cookery processes:
 - chicken buns
 - chive dumplings
 - pork buns
 - pork wontons
 - pot-sticker dumplings
 - prawn dumplings
 - Shanghai dumplings
 - soup meat buns
 - spring rolls
 - stuffed bean curd
 - stuffed crab claws
 - symbolic dim sum
 - vegetarian dumplings
- effects of cooking techniques on 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - food processor
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - designated storage area for dry goods and perishables
 - sink
 - gas electric or induction stove tops (two burners per person)
- small equipment:
 - containers for hot and cold food
 - cutting boards
 - graters and peelers
 - knives and cleavers
 - measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
 - mincer
 - 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:
 - sieve
 - skimmer
 - strainer
 - scraper
 - spatula
 - pastry brush
 - fruit corer
 - whisk

- spice grinder
- spoons and ladles
- steamer
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for 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>

SITHASC034 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 Cantonese and Peking cooking but may also be relevant to other regional styles.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Asian Cookery

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. Select ingredients.
 - 1.1. Confirm food production requirements from 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 processes.
 - 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">• locate information in 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:	<ul style="list-style-type: none">• record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">• calculate the number of portions• determine cooking times and temperatures• measure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">• manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC015 Prepare 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 SITHASC034 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 two Chinese roast meat and two Chinese poultry dishes using each of the following cookery methods at least once (at least once across the preparation of the four dishes):
 - barbecuing
 - basting
 - roasting
 - smoking
- prepare the above four dishes using the following processes for preparing different cuts and types of meat or poultry as appropriate:
 - carving
 - cutting
 - drying
 - marinating
 - rolling
 - skewering
 - tenderising
 - trimming
- prepare, plate and present above dishes:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing Chinese roast meats and poultry
 - responding to at least one special customer request.

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 date codes and rotation labels for stock
- 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
 - taste
 - texture
- preparation processes listed in the performance evidence for different cuts and types of meat and poultry
- preparation process for mincing meat
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - barbecues
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - commercial ovens with trays (one per two persons)
 - flat top grill or char grill
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - designated storage area for dry goods and perishables
 - sink
- small equipment:

- containers for hot and cold food
- cutting boards
- cleavers:
 - heavyweight
 - lightweight
 - butcher
- measures:
 - metric calibrated measuring jugs
 - measuring spoons
 - portion controlled scoops
- meat:
 - bats
 - hooks
- thermometer
- scales
- sets of stainless steel bowls
- sharpening steels and stones
- food safe gloves
- 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for 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>

SITHASC035 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Asian Cookery

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
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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 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 processes 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">locate information in standard recipes to determine food preparation requirementsinterpret manufacturer instructions for equipmentlocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperaturesmeasure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC016 Prepare 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 SITHASC035 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 (at least once across the preparation of the six dishes):
 - meat
 - poultry
 - seafood
- prepare accompaniments for each tandoori dish from the list in the knowledge evidence
- prepare, plate and present above six dishes:
 - within commercial time constraints and deadlines
 - following procedures for portion control and food safety practices when handling and storing tandoori dishes
 - responding to at least one special customer request.

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 date codes and rotation labels for stock
- processes to use the tandoor for cooking food items
- characteristics of tandoori ingredients and finished dishes:
 - accompaniments and garnishes
 - appearance and presentation
 - freshness and other quality indicators
 - 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - clay oven (tandoor)
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - designated storage area for dry goods and perishables
 - sink
 - gas electric or induction stove tops (two burners per person)
 - hot plate, grill or griddle
- small equipment:
 - containers for hot and cold food
 - cutting boards
 - electric rice cookers

- knives and cleavers
- measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
- small utensils:
 - sieve
 - strainer
 - scraper
 - spatula
 - pastry brush
- scales
- service-ware:
 - platters, dishes, and bowls
 - cutlery and serving utensils
- sets of stainless steel bowls
- sharpening steels and stones
- temperature probe
- thermometer
- wok (karahi)
- food safe gloves
- diverse and comprehensive range of perishable food supplies for Indian 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements

- safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for 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>

SITHASC036 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 standard recipes.
 - 1.2. Calculate ingredient amounts according to requirements.
 - 1.3. Identify and select ingredients for Indian breads 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 and cook breads.
 - 4.1. Shape and size breads according to recipe and organisational standards.
 - 4.2. Select and use cooking processes according to recipe requirements and bread type.
 - 4.3. Follow standard recipes and make food quality adjustments within scope of responsibility.
5. Present and store breads.
 - 5.1. Present breads 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 breads 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

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"> locate information in 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:	<ul style="list-style-type: none"> record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none"> calculate the number of portions determine cooking times and temperatures measure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC017 Prepare 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 SITHASC036 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
 - poori
 - roti
- use each of the following methods when preparing Indian breads (at least once across preparation of the above breads):
 - baking
 - frying
 - kneading
 - moulding
 - shaping
- prepare, plate and present the above breads:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing Indian breads.

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 date codes and rotation labels for stock
- 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
 - service style
 - taste
 - texture
- preparation processes 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - clay oven (tandoor)
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - sink
 - commercial refrigeration facilities:
 - cool room
 - freezer
 - fridge
 - designated storage area for dry goods and perishables
- small equipment:
 - measures:

- measuring jugs
- measuring spoons
- portion controlled scoops
- rolling pin
- service-ware:
 - platters, dishes, and bowls
 - cutlery and serving utensils
 - scales
- small utensils:
 - sieve
 - strainer
 - scraper
 - spatula
 - pastry brush
- spoons and ladles
- wok (karahi)
- food safe gloves
- diverse and comprehensive range of perishable food supplies for Indian 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for 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>

SITHASC037 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 standard recipes.
 - 1.2. Calculate ingredient amounts according to requirements.
 - 1.3. Identify and select ingredients for Indian 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 requirements.
 - 3.3. Minimise waste to maximise profitability of food items prepared.

4. Prepare sweetmeats.
 - 4.1. Prepare sweetmeats 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:	<ul style="list-style-type: none">locate information in standard recipes to determine food preparation requirementsinterpret manufacturer instructions for equipmentlocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperaturesmeasure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC018 Prepare 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 SITHASC037 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 jamun
 - kheer
 - kulfi
 - malpua
 - shahi tukda
- prepare accompaniments for the above Indian sweetmeats from the list in the knowledge evidence
- use each of the following methods when preparing the above Indian sweetmeats (at least once across the preparation of the above sweetmeats):
 - filling
 - shaping
- prepare, plate and present above dishes:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing Indian sweetmeats.

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 date codes and rotation labels for stock
- characteristics of sweetmeat ingredients and finished dishes:
 - accompaniments and garnishes
 - appearance and presentation

- freshness and other quality indicators
- service style
- taste
- texture
- accompaniments to Indian sweetmeats:
 - rice
 - vegetables
 - pickles
 - chutney
 - sauces
- preparation processes for Indian sweetmeats listed in the performance evidence
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - designated storage area for dry goods and perishables
 - sink
 - gas electric or induction stove tops (two burners per person)
- small equipment:
 - baking sheets and trays
 - beaters
 - cast iron or stainless steel pots
 - cutting boards

- frypans
- knives
- measures:
 - measuring jugs
 - measuring spoons
 - portion controlled scoops
- scales
- sets of stainless steel bowls
- service-ware:
 - platters, dishes and bowls
 - cutlery and serving utensils
- small utensils:
 - sieve
 - strainer
 - scraper
 - spatula
 - pastry brush
 - whisk
- spoons and ladles
- steamer
- food safe gloves
- diverse and comprehensive range of perishable food supplies for Indian 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements

- safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for 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>

SITHASC038 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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. Confirm food production requirements and select ingredients.
 - 1.1. Confirm food production requirements from 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 cookery processes 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:	<ul style="list-style-type: none"> • locate information in 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:	<ul style="list-style-type: none"> • record notes on recipe requirements.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate the number of portions • determine cooking times and temperatures • measure quantities of ingredients using simple measuring instruments.
Problem-solving skills to:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> • manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHASC019 Prepare 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 SITHASC038 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 the above three pickles and two chutneys (at least once across preparation of the above pickles and chutneys):
 - marinating
 - cooking
- prepare above pickles and chutneys:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing Indian pickles and chutneys.

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 date codes and rotation labels for stock
- characteristics of pickle and chutney ingredients and finished dishes:
 - appearance and presentation

- combinations of spices
- quality indicators
- service style
- taste
- texture
- preparation processes for Indian pickles and chutneys listed in the performance evidence
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blenders and food mills
 - food processors
 - commercial grade work benches (1.5m/person)
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - designated storage area for dry goods and perishables
 - sink
 - gas electric or induction stove tops (two burners per person)
- small equipment:
 - containers for hot and cold food
 - cutting boards
 - graters and peelers
 - knives
 - measures:
 - measuring jugs
 - measuring spoons

- portion controlled scoops
- pans and pots:
 - stainless steel, cast iron and non-stick fry pans
 - small and large pots
- spoons and ladles
- service-ware:
 - dishes and bowls
 - serving utensils
- food safe gloves
- diverse and comprehensive range of perishable food supplies for Indian 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 soap 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 and standard recipes
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- safe working environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for 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>

SITHCCC023 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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

*essential outcomes**demonstrate achievement of the element.*

- | | |
|---|---|
| 1. Select food preparation equipment. | 1.1. Confirm food preparation requirements from standard recipes, lists 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:

- locate information in lists and standard recipes in order to determine food preparation requirements
- interpret manufacturer instructions for equipment used in a commercial cookery context.

Numeracy skills to:

- measure and use familiar quantities of cleaning agents on food preparation equipment
- work with numerical features of equipment to weigh and measure ingredients.

Learning skills to:

- locate key information in manufacturer specifications.

Planning and organising skills to:

- efficiently sequence food preparation tasks.

Technology skills to:

- use food preparation equipment.

Unit Mapping Information

Supersedes and is equivalent to SITHCCC001 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 SITHCCC023 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:
 - blender
 - deep-fryer
 - food processor
 - grater
 - cryovac machine
 - knife sharpening equipment:
 - sharpening steels and stones
 - knives:
 - chef's knife
 - filleting knife
 - palette knife
 - utility knife
 - vegetable knife
 - mandolin slicer
 - measures
 - microwave
 - mouli
 - oven
 - peeler, corer or slicer
 - planetary mixer
 - salamander
 - scales
 - slicing machine
 - stove top
 - thermometer
 - water bath (not bain marie)
 - whisk

- make basic and precision cuts on fruit and vegetables using each of the types of cuts listed in the knowledge evidence at least once
- 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 for the fixed and hand-held commercial equipment listed in the performance evidence
- food safety practices for handling different food types
- cleaning practices and agents suitable to range of equipment in use
- basic and 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 in the performance evidence.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m per person)
 - sink
 - food processor
 - grill
 - cryovac machine
 - refrigeration unit with shelving
 - slicing machine

- storage facilities
- small equipment:
 - assorted pots and pans
 - blender
 - can opener
 - containers for hot and cold food
 - colander
 - cutting boards
 - grater
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives:
 - chef's knife
 - filleting knife
 - palette knife
 - utility knife
 - vegetable knife
 - mandolin
 - mouli
 - planetary mixer
 - scales
 - small utensils:
 - peelers, corers and slicers
 - tongs
 - whisk
- stainless steel bowls
- thermometer
- food safe gloves
- 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 soap 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 to demonstrate use of equipment specified in the Performance Evidence.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate II in Kitchen Operations, or Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent.

Links

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

SITHCCC024 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 simple dishes.
1.2. Check quantities and quality of food items and restock where necessary.
1.3. Complete food preparation prior to service. |
| 2. Prepare food. | 2.1. Select and use equipment safely and hygienically according to manufacturer instructions.
2.2. Use appropriate cookery methods for dishes.
2.3. Re-heat pre-prepared foods at correct temperature for required length of time.
2.4. Prepare dishes with appropriate speed and timing.
2.5. Use portion control to maximise profitability and minimise waste. |
| 3. Present and store food and clean work area. | 3.1. Present food according to organisational guidelines.
3.2. Display food in appropriate environmental conditions.
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"> • read and interpret product information and organisational procedures regarding food preparation, display and storage requirements. |
| Writing skills to: | <ul style="list-style-type: none"> • prepare food item restocking orders. |
| Numeracy skills to: | <ul style="list-style-type: none"> • weigh and measure ingredients • determine cooking times and temperatures. |

Planning and organising skills to:

- efficiently sequence the stages of food preparation.

Technology skills to:

- use food preparation and cooking equipment.

Unit Mapping Information

Supersedes and is equivalent to SITHCCC002 Prepare and present 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 SITHCCC024 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 seven different simple dishes selecting one from each of the following categories:
 - baked items
 - deep-fried items
 - pasta or noodles
 - poached eggs
 - roasted items
 - salads
 - sandwiches
- use each of the following applications at least once when preparing the above seven dishes (at least once across the preparation of the seven dishes):
 - cleaning, peeling and slicing raw food
 - batters
 - coatings
 - dressings
 - garnishes
 - marinades
- use at least six different cookery methods from the following list when preparing the above simple dishes:
 - baking
 - boiling
 - braising
 - deep-frying
 - grilling
 - poaching
 - roasting
 - shallow frying
 - steaming
 - stewing
- handle and prepare pre-prepared items requiring:

- reconstituting
- thawing
- re-thermalising
- prepare, plate and present each of the above simple dishes:
 - within commercial time constraints and deadlines
 - following procedures for portion control and food safety practices when handling, storing, preparing and serving different food types
 - responding to at least one special customer request
- 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 categories of simple dishes described in the Performance Evidence
- processes for cookery methods described in the Performance Evidence
- methods of 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m per person)
 - commercial oven with trays (one per two persons)
 - designated area for dry goods and perishables
 - sink
 - gas, electric or induction stove top (two burners per person)
 - food processor and mixer
 - fryer with baskets
 - grill

- hotplate
- microwave
- refrigeration unit with shelving
- water bath
- small equipment:
 - assorted pots and pans
 - blender
 - colander
 - containers for hot and cold food
 - crockery
 - cutlery
 - cutting boards
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives:
 - bread knife
 - chef's knife
 - palette knife
 - paring knife
 - utility knife
 - receptacles for presentation and display purposes
 - salad spinner
 - scales
 - scoops, skimmers and spiders
 - small utensils:
 - peelers, corers and slicers
 - tongs and serving utensils
 - thermometer
- food safe gloves
- 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 soap 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate II in Kitchen Operations, or Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent.

Links

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

SITHCCC025 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 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"> • read and interpret standard recipes for customer sandwich requests • locate and read date codes and rotation labels on food products. |
|--------------------|--|

Oral communication skills to:

- listen to customer requests, asking questions where necessary to clarify
- provide simple face-to-face explanations to customers about sandwich range.

Numeracy skills to:

- count portions
- use features of heating equipment.

Problem-solving skills to:

- evaluate quality of sandwich ingredients and finished items and make adjustments to ensure a quality product
- adjust appearance of food products according to identified deficiencies.

Self-management skills to:

- manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHCCC003 Prepare and present 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 SITHCCC025 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
 - open
 - pressed
 - wraps
- use a variety of fillings and ingredients to prepare the above five sandwiches using each of the following breads at least once (at least once across preparation of the five sandwiches):
 - commercial sliced bread
 - focaccia
 - gluten free bread
 - 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 date codes and rotation labels for stock
- characteristics of different sandwiches specified in the performance evidence:
 - appearance and presentation:
 - balance
 - colour

- contrast
- 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
 - portioning
 - spreading
- plating methods for practicality of service and customer consumption
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - burner
 - commercial grade work benches (1.5 m per person)
 - designated storage areas for dry goods and perishables
 - sink
 - refrigeration unit with shelving
 - salamander grill (one per eight persons)
 - sandwich press
 - scales
 - slicing machine
- small equipment:
 - assorted pots and pans

- can opener
- containers for hot and cold food
- colander
- cutting boards
- knife sharpening equipment:
 - sharpening steel
 - sharpening stone
- knives:
 - bread knife
 - chef's knife
 - palette knife
 - paring knife
 - utility knife
- small utensils:
 - grater
 - peelers, corers and slicers
 - tongs and serving utensils
 - sandwich cutting guide
- packaging materials
- receptacles for presentation and display purposes
- food safe gloves
- 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 soap 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate II in Kitchen Operations, or Certificate III or Certificate IV in Commercial Cookery or their successors; or
- hold a trade certificate as a cook or chef or equivalent.

Links

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

SITHCCC026 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
SITXFSA005	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"> 1. Select food and packaging materials. | <ol style="list-style-type: none"> 1.1. Check and select food that meets quality requirements for packaging. 1.2. Refer problems with food quality to a higher level staff member for action. 1.3. Select packaging materials appropriate for specific foods, storage or transport requirements and organisational procedures. |
| <ol style="list-style-type: none"> 2. Package and label foods. | <ol style="list-style-type: none"> 2.1. Package food items using appropriate packaging according to organisational specifications and food safety procedures. 2.2. Label foods according to labelling guidelines and specifications. 2.3. Ensure that food items are not contaminated during packaging process. 2.4. Adhere to food safety environmental requirements for food packaging area. |
| <ol style="list-style-type: none"> 3. Complete work process. | <ol style="list-style-type: none"> 3.1. Restore work area to original condition according to organisational procedures and environmental requirements. 3.2. Identify and report on unsafe or faulty equipment or materials, or rectify according to level of individual responsibility. 3.3. Store surplus food 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

- | | |
|---------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> • read and understand label specifications and organisational food safety procedures for packaging food. |
| Writing skills to: | <ul style="list-style-type: none"> • record accurate details on food labels for packaged foods. |
| Numeracy skills to: | <ul style="list-style-type: none"> • calculate quantities of food items and packaging materials for particular jobs. |

Problem-solving skills to: • maintain environmental conditions to prevent contamination of food packaging area.

Technology skills to: • use food packaging and labelling equipment.

Unit Mapping Information

Supersedes and is equivalent to SITHCCC004 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 SITHCCC026 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:

- package and label each of the following foodstuffs:
 - beverages
 - dairy products
 - dry goods
 - frozen goods
 - fruit and vegetables
 - meat, poultry or seafood
- demonstrate procedure to check quality of above foodstuffs against quality criteria
- select and use the following aseptically treated packaging materials for the above foodstuffs:
 - plastic cling wrap
 - plastic containers
 - foil containers
 - polystyrene foam
 - cryovac machine
 - recyclable packaging materials
- package above 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:
 - temperature control
 - cleaning and sanitising of:
 - packaging area
 - packaging equipment
 - recyclable packaging materials
 - protecting food from contaminants, pests and foreign objects
- features of packaging materials for food:
 - aseptically treated
 - capable of protecting food from damage
 - non-contaminating
 - of appropriate dimensions for food
 - stackable and transportable
 - visually appropriate to functional need
- characteristics and uses of packaging materials specified in the performance evidence
- packaging requirements for specific food types specified in the performance evidence
- types of recycled packaging materials and their uses:
 - cardboard
 - bamboo
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen packaging commercial quantities of foodstuffs.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5m per person)
 - commercial refrigeration facilities:
 - cool room or fridge
 - freezer

- computers and printers or labelling machine
- designated storage areas for dry goods and perishables
- small equipment:
 - containers for hot and cold food storage
 - cutting boards
 - measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops and markers
 - scales
 - temperature probe
 - thermometer
 - tongs and serving utensils
- food safe gloves
- 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 soap 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
- 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 and:

- have achieved the Certificate II in Kitchen Operations, or Certificate III or Certificate IV in Commercial Cookery or their successors; or
- hold a trade certificate as a cook or chef or equivalent.

Links

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

SITHCCC027 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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. Weigh and measure ingredients and create portions according to recipe.
 - 3.2. Prepare, cut and portion ingredients according to recipe and cooking style.
 - 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.
 - 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. 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">locate information in menus and standard recipes in order to determine food preparation requirements.
Oral communication skills to:	<ul style="list-style-type: none">listen and respond to colleagues specific enquiries or problems.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperatures.
Teamwork skills to:	<ul style="list-style-type: none">ensure that individual contributions to the plating of a dish supports timely and quality food service.
Self-management skills to:	<ul style="list-style-type: none">apply safety procedures when working in the kitchendeal with pressure of work and kitchen conditions.

Unit Mapping Information

Supersedes and is equivalent to SITHCCC005 Prepare 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 SITHCCC027 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:

- use each of the following cookery methods at least once to prepare at least six finished dishes (at least once across preparation of the six finished dishes):
 - baking
 - blanching
 - boiling
 - braising
 - deep-frying
 - grilling
 - poaching
 - roasting
 - shallow frying
 - sous vide
 - steaming
 - stewing
- complete mise en place activities and follow standard recipes to prepare dishes that use of each of the following major food types at least once when preparing the above six dishes (at least once across preparation of the above six dishes):
 - dairy products
 - dry goods
 - frozen goods
 - fruit
 - meat
 - poultry
 - seafood
 - vegetables
- use food safety practices for handling and storing food
- prepare, plate and present two portions each of the six finished dishes above:
 - within commercial time constraints and deadlines
 - demonstrating portion control procedures

- responding to at least one special customer request.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- characteristics of the major food types listed in the Performance Evidence
- effects of cookery methods on the major food types listed in the Performance Evidence
- desired outcome when applying cookery methods listed in the Performance Evidence to the major food types listed in the Performance Evidence
- meaning and role of mise en place in the process of preparing, cooking and presenting food
- essential culinary terms relating to the cookery methods described in the Performance Evidence
- contents of date codes and rotation labels for stock
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m per person)
 - commercial oven and trays (one per two persons)
 - commercial refrigeration facilities:
 - cool room or fridge
 - freezer
 - commercial:
 - blender
 - planetary mixer
 - deep-fryer
 - designated storage areas for dry goods and perishables
 - sink
 - gas, electric or induction stove top (two burners per person)
 - hot plate or griddle
 - cryovac machine
 - salamander (one per eight persons)

- flat or char grill (one per eight persons)
- water bath
- small equipment:
 - baking sheets and trays
 - colander
 - containers for hot and cold food
 - cutting boards
 - grater
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives:
 - bread knife
 - chef's knife
 - filleting knife
 - palette knife
 - paring knife
 - utility knife
 - measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops
 - mortar and pestle
 - mouli
 - pots and pans
 - service-ware:
 - crockery
 - cutlery and serving utensils
 - scoops, skimmers and spiders
 - scales
 - stainless steel bowls
 - small utensils:
 - sieve
 - pastry brush
 - peelers, corers and slicers
 - strainers and chinois
 - scraper
 - spatula
 - tongs and serving utensils
 - whisk

- steamer
- spoons and ladles
- temperature probe
- thermometer
- food safe gloves
- 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 soap 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
 - 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC028 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Commercial Cookery and Catering

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.
2. Select, prepare and use equipment.
3. Portion and prepare ingredients.
4. Prepare appetisers and salads.
5. Present and store appetisers and salads.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm food production requirements from standard recipes.
- 1.2. Calculate ingredient amounts according to requirements.
- 1.3. Identify and select appetiser and 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.
- 2.1. 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. Sort and assemble ingredients according to food production sequencing.
- 3.2. Weigh and measure ingredients and create portions according to recipe.
- 3.3. Clean and cut salad ingredients using basic culinary cuts according to quality standards.
- 3.4. Minimise waste to maximise profitability of food items prepared.
- 4.1. Select and use relevant cookery methods for salads and appetisers.
- 4.2. Prepare sauces and dressings according to recipe.
- 4.3. Follow standard recipes and make food quality adjustments within scope of responsibility.
- 5.1. Present prepared food items on appropriate service-ware.
- 5.2. Add dips, 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:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> calculate the number of portions determine cooking times and temperatures.
Planning and organising skills to:	<ul style="list-style-type: none"> efficiently sequence stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHCCC006 Prepare 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 SITHCCC028 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 to prepare the following appetisers and salads:
 - appetisers:
 - antipasto
 - canapés
 - tapas
 - salads, including preparation of dressings as required by recipe:
 - tossed
 - compound
 - farinaceous
 - warm
 - fruit
- complete mise en place activities and follow standard recipes when preparing above appetisers and salads that use of each of the following ingredients at least once (at least once across preparation of the eight appetisers and salads):
 - bread and bakery items
 - dairy products
 - dressing ingredients
 - dry goods
 - eggs
 - farinaceous products
 - frozen goods
 - fruit
 - herbs and spices
 - meat
 - poultry
 - seafood
 - vegetables
- use each of the following cookery methods at least once when preparing the above appetisers and salads (at least once across preparation of the eight appetisers and salads):

- baking
- boiling
- frying
- grilling
- poaching
- roasting
- steaming
- use food safety practices for handling and storing food
- prepare, plate and present two portions of each of the above appetisers and salads:
 - within commercial time constraints and deadlines
 - following portion control procedures
 - responding to at least one special customer request.

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 date codes and rotation labels for stock
- historical and cultural origins of appetisers and salads
- characteristics of different appetisers and salads:
 - appearance and presentation:
 - balance
 - colour
 - contrast
 - classical and contemporary variations
 - freshness and other quality indicators
 - service style
 - taste
 - texture
- quality indicators for appetisers and salads
- cookery methods for appetisers and salads specified in the performance evidence
- dressings, sauces and garnishes for salads
- mise en place requirements for appetisers and salads
- plating methods for practicality of service and customer consumption
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender or stick blender
 - planetary mixer
 - commercial grade work benches (1.5 m per person)
 - designated storage area for dry goods and perishables
 - commercial oven with trays (one per two persons):
 - commercial refrigeration facilities:
 - cool room or fridge
 - freezer
 - deep-fryer
 - sink
 - gas, electric or induction stove top (two burners per person)
 - microwave
 - salamander or char grill (one per eight persons)
 - slicing machine
- small equipment:
 - baking sheets and trays
 - blow torch
 - containers for hot and cold food
 - cutting boards
 - grater
 - juicer
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives:
 - bread knife
 - chef's knife
 - palette knife
 - paring knife
 - utility knife
 - measures:

- measuring jugs
- measuring spoons
- portion control scoops
- mortar and pestle
- pots and pans
- sauce bottles
- salad spinner
- scales
- scoops, skimmers and spiders
- stainless steel bowls
- service-ware:
 - crockery
 - cutlery and serving utensils
- small utensils:
 - sieve
 - peelers, corers and slicers
 - strainers and chinois
 - scraper
 - spatula
 - pastry brush
 - tongs and serving utensils
 - whisk
 - spoons and ladles
- steamer
- temperature probe
- thermometer
- food safe gloves
- 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 soap 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
- 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC029 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
SITXFSA005	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 ingredients.
2. Select, prepare and use equipment.
3. Portion and prepare ingredients.
4. Prepare stocks, sauces and soups.
5. Present and store stocks, sauces and soups.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm food production requirements from standard recipes.
- 1.2. Calculate ingredient amounts according to requirements.
- 1.3. Identify and select ingredients for stocks, sauces 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.
- 2.1. 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. Sort and assemble ingredients according to food production sequencing.
- 3.2. Weigh and measure ingredients according to recipe.
- 3.3. Clean and cut ingredients as required using basic culinary cuts according to culinary standards.
- 3.4. Minimise waste to maximise profitability of food items prepared.
- 4.1. Follow standard recipes, select and use cookery methods to prepare stocks, sauces and soups.
- 4.2. Use flavouring agents according to standard recipes.
- 4.3. Use clarifying techniques according to standard recipes.
- 4.4. Use thickening agents and convenience products according to standard recipes.
- 4.5. Make derivations from basic sauces, both hot and cold where required.
- 4.6. Make food quality adjustments within scope of responsibility.
- 5.1. Reconstitute or re-thermalise stocks, sauces and soups to required consistencies.
- 5.2. Present soups and sauces attractively on appropriate service-ware, using garnishes according to standard recipes.

- 5.3. Visually evaluate dish and adjust presentation.
- 5.4. Store prepared food items in appropriate environmental conditions.
- 5.5. Clean work area and dispose of or store surplus and reusable 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"> • 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:	<ul style="list-style-type: none"> • calculate the number of portions • determine cooking times and temperatures.
Problem-solving skills to:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> • manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHCCC007 Prepare 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 SITHCCC029 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 stock
 - brown chicken stock
 - white chicken stock
 - fish stock
 - vegetable stock
- prepare the above five 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
- follow standard recipes to prepare each of the following sauces at least once:
 - béchamel sauce:
 - mornay
 - stock reduction sauce:
 - demi glace
 - jus
 - Hollandaise sauce
 - Bearnaise sauce
 - cream reduction sauce:
 - pepper
 - mushroom
 - sauce tomate
 - beurre blanc
 - velouté:
 - chicken
 - fish
 - coulis
 - mayonnaise

- follow standard recipes to prepare each of the following soups at least once:
 - consomme
 - broth
 - purée
 - cream
 - bisque
 - chilled soup
- prepare the above sauces and soups:
 - 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 at least one special customer request.

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 date codes and rotation labels for stock
- characteristics of 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
 - preparation methods and techniques
 - production and cooking durations
 - service style
 - taste
 - texture
- characteristics of stocks listed in the performance evidence:
 - classical and contemporary variations
 - recipes in which they are used
 - quality indicators of stock:
 - clear
 - fat-free
 - smell

- taste
- preparation methods and techniques
- production and cooking duration
- derivatives of base stocks and sauces
- clarifying techniques for stocks, sauces and soups, including:
 - use of egg white
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - food processor
 - commercial grade work benches (1.5 m per person)
 - commercial oven and trays (one per two persons):
 - commercial refrigeration facilities:
 - cool room or fridge
 - freezer
 - designated storage areas for dry goods and perishables
 - sink
 - gas, electric or induction stove top (two burners per person)
 - storage facilities:
 - shelving
 - trays
- small equipment:
 - containers for hot and cold food
 - cutting boards
 - grater
 - knife sharpening equipment:

- sharpening steel
- sharpening stone
- knives:
 - chef's knife
 - utility knife
- measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops
- mouli
- muslin cloths
- pots and pans:
 - fry pans
 - stainless steel stock pots
- scales
- scoops, skimmers and spiders
- stainless steel bowls
- service-ware:
 - crockery
 - cutlery and serving utensils
- small utensils:
 - sieve
 - peelers, corers and slicers
 - scraper
 - spatula
 - strainers and chinois
 - tongs and serving utensils
 - whisk
- spoons and ladles
- thermometer
- food safe gloves
- 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 soap 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 safety plans
 - guidelines relating to food disposal, storage and presentation requirements
 - mise en place lists and standard recipes
 - 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC030 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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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 for vegetable, fruit, egg and farinaceous dishes. | 1.1. Confirm food production requirements from 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 and create portions according to recipe.
3.3. Clean and cut ingredients as required using basic culinary cuts according to culinary standards.
3.4. Prepare eggs for different culinary uses.
3.5. Prepare fresh farinaceous ingredients.
3.6. Minimise waste to maximise profitability of food items prepared. |
| 4. Cook vegetable, fruit, egg and farinaceous dishes. | 4.1. Follow standard recipes to select and use relevant cookery methods for vegetable, fruit, egg and farinaceous foods.
4.2. Select and add accompaniments suited to the dish.
4.3. Make food quality adjustments within scope of responsibility. |
| 5. Present and store vegetable, fruit, egg and farinaceous dishes. | 5.1. Present dishes attractively on appropriate service-ware.
5.2. Add dips, sauces and garnishes according to standard recipes. |

- 5.3. Visually evaluate dish and adjust presentation.
- 5.4. Store prepared food items 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • calculate the number of portions • determine cooking times and temperatures.
Problem-solving skills to:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> • manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC008 Prepare vegetable, fruit, eggs 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 SITHCCC030 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:

- complete mise en place activities and follow standard recipes, using each of the following cookery techniques at least once to prepare at least ten finished dishes (at least once across preparation of the ten dishes):
 - boiling
 - frying
 - scrambling
 - poaching
 - omelette
 - souffle
- use eggs for each of the following functions at least once, when preparing the above dishes (at least once across preparation of the ten dishes):
 - aerating
 - binding
 - setting
 - coating
 - enriching
 - emulsifying
 - glazing
 - thickening
- use of each of the following food types at least once when preparing the above dishes (at least once across preparation of the ten dishes):
 - vegetables and fruit:
 - dried
 - fresh
 - frozen
 - farinaceous items:
 - couscous
 - pasta
 - noodles

- polenta
- pulses
- rice
- prepare fresh pasta including use of lamination techniques
- prepare, plate and present two portions each of the ten finished dishes above:
 - within commercial time constraints and deadlines
 - following procedures for portion control and food safety practices when handling and storing different food types
 - responding to at least one special customer request.

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 date codes and rotation labels for stock
- characteristics of different vegetable, fruit, egg and farinaceous dishes:
 - appearance and presentation
 - balance
 - colour
 - contrast
 - classical and contemporary variations
 - freshness and other quality indicators
 - 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 techniques listed in the performance evidence
- food safety risks associated with raw egg products and alternative egg products
- culinary functions which use eggs as specified in the performance evidence
- mise en place requirements for vegetable, fruit, egg and farinaceous dishes
- plating methods for practicality of service and customer consumption
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - food processor
 - planetary mixer
 - commercial grade work benches (1.5 m per person)
 - commercial oven with trays (one per two persons)
 - commercial refrigeration facilities:
 - cool room or fridge
 - freezer
 - deep-fryer
 - designated storage areas for dry goods and perishables
 - sink
 - gas, electric or induction stove top (two burners per person)
 - hot plate or griddle
 - pasta machine
 - salamander or other form of griller (one per eight persons)
 - storage facilities:
 - shelving
 - trays
- small equipment:
 - baking sheets and trays
 - hand-held beaters
 - containers for hot and cold food
 - cutting boards
 - grater
 - juicer
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives:
 - chef's knife
 - utility knife

- measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops
- mouli
- pots and pans for small and large production:
 - stainless steel
 - cast iron
 - non-stick fry pans
- scoops, skimmers and spiders
- scales
- service-ware:
 - crockery
 - cutlery and serving utensils
- stainless steel bowls
- steamer
- small utensils:
 - sieve
 - pastry brush
 - peelers, corers and slicers
 - scraper
 - spatula
 - strainers and chinois
 - tongs and serving utensils
 - whisk
- spoons and ladles
- thermometer
- food safe gloves
- 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 soap 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 and standard recipes
 - 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 as specified in the performance evidence.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC031 Prepare vegetarian and vegan dishes

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook various vegetarian and vegan 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 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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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 for vegetarian and vegan dishes.</p> | <p>1.1. Confirm food production requirements from 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>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 ingredients.</p> | <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. Ensure ingredients for vegetarian and vegan dishes are prepared and stored to avoid contact with animal products.</p> <p>3.4. Clean and cut ingredients as required using basic culinary cuts according to culinary standards.</p> <p>3.5. Minimise waste to maximise profitability of food items prepared.</p> |
| <p>4. Cook vegetarian and vegan dishes.</p> | <p>4.1. Follow standard recipes to select and use relevant cookery methods according to recipe.</p> <p>4.2. Select and add accompaniments suited to the dish.</p> <p>4.3. Make food quality adjustments within scope of responsibility.</p> |
| <p>5. Present and store vegetarian and vegan dishes.</p> | <p>5.1. Present dishes attractively on appropriate service-ware.</p> <p>5.2. Add dips, sauces and garnishes according to standard recipes.</p> |

- 5.3. Visually evaluate dish and adjust presentation.
- 5.4. Store prepared 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:	<ul style="list-style-type: none"> • locate information in standard recipes to determine food preparation requirements • locate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none"> • label vegetarian and vegan food items.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate the number of portions • determine cooking times and temperatures.
Problem-solving skills to:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> • manage own speed, timing and productivity.

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 SITHCCC031 Prepare vegetarian and vegan 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:

- complete mise en place activities and follow standard recipes, using each of the following cookery methods at least once, to prepare at least eight finished dishes (at least once across preparation of the eight dishes):
 - boiling
 - braising
 - deep and shallow frying
 - poaching
 - steaming
 - grilling
 - blanching
 - roasting
 - stewing
- use each of the following types of products at least once when preparing four of the above dishes for vegetarian consumption (at least once across preparation of the four dishes):
 - vegetables and fruit:
 - dried
 - fresh
 - frozen
 - fermented
 - dairy products
 - nuts and seeds
 - arborio rice
 - eggs
 - grains and pulses
 - legumes
- use each of the following types of products at least once when preparing four of the above dishes for vegan consumption (at least once across preparation of the four dishes):
 - vegetables and fruit:
 - dried

- fresh
- frozen
- fermented
- dairy substitutes:
 - coconut products
 - plant-based milks
 - cashew cheese
 - butter alternatives
 - soy-based cheese
- meat substitutes:
 - portion control cuts
 - mince
- tofu:
 - firm
 - silken
 - emulsion
- egg substitutes:
 - flax eggs
 - chia
- prepare, plate and present two portions each of the four vegetarian and four vegan finished dishes above:
 - within commercial time constraints and deadlines
 - following procedures for portion control and food safety practices when handling and storing different food types.

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 vegetarian and vegan dishes, relating to:
 - convenience products:
 - meat substitutes
 - dairy substitutes
 - egg substitutes
 - fresh products
- contents of date codes and rotation labels for stock
- characteristics of different vegetarian and vegan dishes:
 - appearance and presentation
 - balance
 - colour

- contrast
- contemporary variations
- freshness and other quality indicators
- taste
- texture
- characteristics of ingredients used in preparing vegetarian and vegan dishes
- accompaniments and sauces for vegetarian and vegan dishes
- historical and cultural origin of different vegetarian and vegan dishes and products
- cookery methods for vegetarian and vegan dishes listed in the performance evidence
- food safety risks associated with raw egg products and alternative egg products
- mise en place requirements for vegetarian and vegan 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 vegetarian and vegan dishes.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - food processor
 - planetary mixer
 - commercial grade work benches (1.5 m per person)
 - commercial oven with trays (one per two persons)
 - commercial refrigeration facilities:
 - cool room or fridge
 - freezer
 - deep-fryer
 - designated storage areas for dry goods and perishables
 - sink
 - gas, electric or induction stove top (two burners per person)
 - hot plate or griddle
 - pasta machine

- salamander or other form of griller (one per eight persons)
- storage facilities:
 - shelving
 - trays
- small equipment:
 - baking sheets and trays
 - hand-held beaters
 - containers for hot and cold food
 - cutting boards
 - grater
 - juicer
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives:
 - chef's knife
 - utility knife
 - measurers:
 - measuring jugs
 - measuring spoons
 - portion control scoops
 - mouli
 - pots and pans for small and large production:
 - stainless steel
 - cast iron
 - non-stick fry pans
 - scoops, skimmers and spiders
 - scales
 - service-ware:
 - crockery
 - cutlery and serving utensils
 - stainless steel bowls
 - steamer
 - small utensils:
 - sieve
 - pastry brush
 - peelers, corers and slicers
 - scraper
 - spatula
 - strainers and chinois

- tongs and serving utensils
- whisk
- spoons and ladles
- thermometer
- food safe gloves
- 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 soap 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 and standard recipes
 - 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 as specified in the performance evidence.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC032 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 workers in 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Commercial Cookery and Catering

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.

2. Select, prepare and use equipment.

3. Portion and prepare bulk 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.
- 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.

- 2.1. 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. Sort and assemble bulk ingredients according to food production sequencing.
- 3.2. Weigh and measure wet and dry bulk ingredients according to recipe and quantity of bulk food items required.
- 3.3. Clean and cut bulk ingredients as required using basic culinary cuts according to culinary standards.
- 3.4. Minimise waste to maximise profitability of food items produced.

4. Cook and portion bulk food items.
 - 4.1. Produce food using cookery methods that achieve desired product characteristics.
 - 4.2. Follow standard recipes and make food quality adjustments within scope of responsibility.
 - 4.3. Maintain optimum quality of food for cook-chill and cook-freeze processes.
 - 4.4. Cook food to specified temperatures for cook-chill and cook-freeze production and within safe tolerances for microbiological change.

5. Chill food and store under refrigeration.
 - 5.1. Use blast and water bath chilling methods to chill foods while meeting food quality and time and temperature standards.
 - 5.2. Select appropriate containers for storage and label and code 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">locate information in food preparation lists and standard recipes to determine food preparation requirementslocate and read date codes and rotation labels on food products.
Writing skills to:	<ul style="list-style-type: none">record notes on recipe and temperature requirementsenter information legibly on containers and labels.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperatures.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficienciesmonitor temperatures and adjust according to identified discrepancies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.
Technology skills to:	<ul style="list-style-type: none">use food preparation, cooking, chilling and freezing equipment.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC009 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 SITHCCC032 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 a minimum of ten portions each of at least 350gms of cook-chill and cook-freeze foods to meet each of the following food service requirements:
 - entire meals
 - individual items
 - bulk meals for external transportation
- use each of the following cookery methods at least once when producing the above cook-chilled and cook-frozen food items (at least once across production of the 10 portions of each type):
 - baking
 - blanching
 - boiling
 - braising
 - chargrilling
 - deep-frying
 - grilling
 - poaching
 - roasting
 - sous vide
 - steaming
 - stewing
- prepare the above foods:
 - within commercial time constraints and deadlines
 - according to standard recipes and required temperature specifications
 - following procedures for portion control and food safety practices when handling and storing different food types
 - responding to at least one special customer request.

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
- uses of different precooked food types subject to chilling and freezing:
 - bulk foods
 - plated meals
 - sous vide products
 - meals-on-wheels
- contents of date codes and rotation labels for stock
- 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
 - ice 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:
 - chillers
 - cool rooms
 - freezers
 - packaging
 - refrigerators
 - containers
 - 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - food processor
 - planetary mixer
 - commercial grade work benches (1.5 m per person)
 - commercial oven with trays (one per two persons)
 - commercial refrigeration facilities:
 - cool room
 - fridge
 - freezer
 - deep-fryer
 - designated storage areas for dry goods and perishables
 - sink
 - gas or electric stove tops (two burners per person)
 - hot plate
 - lifting and transporting equipment
 - labelling systems
 - salamander or other form of griller (one per eight persons)
 - storage facilities:
 - shelving
 - trays
 - slicing machine
 - steamer
- small equipment:
 - baking sheets and trays
 - beaters
 - containers for hot and cold food
 - cutting boards
 - forms and moulds
 - grater
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives:
 - carving knife
 - chef's knife
 - utility knife
 - measures:
 - measuring jugs

- measuring spoons
- portion control scoops
- mouli
- poacher
- pots and pans for small and large production:
 - bratt pan
 - fry pan
 - stock pot
 - steam jacketed kettle
- scoops, skimmers and spiders
- scales
- stainless steel bowls
- small utensils:
 - sieve
 - peelers, corers and slicers
 - strainers and chinois
 - scraper
 - spatula
 - pastry brush
 - tongs
 - whisk
- spoons and ladles
- temperature probe
- thermometer
- cooking equipment specific to cook-freeze and cook-chill processes:
 - blast chiller
 - blast freezer
 - chilling equipment
 - ice slurry
 - packaging material
 - vacuum sealing equipment
- food safe gloves
- 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 soap 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 and standard recipes
 - 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC033 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 workers in 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITHCCC032	Produce cook-chill and cook-freeze foods
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Commercial Cookery and Catering

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Select frozen and chilled foods.
2. Prepare chilled and frozen food for reheating.
3. Reheat pre-cooked food items.
4. Maintain, portion, present and serve reheated food.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm food production requirements from food preparation list.
- 1.2. Identify and select chilled and frozen food items from storage according to recipe needs and stock rotation requirements.
- 1.3. Check pre-cooked foods for spoilage or contamination prior to preparation.
- 1.4. Dispose of spoilt stock within scope of responsibility and report losses to supervisor.
- 2.1. Use appropriate methods to thaw chilled and frozen foods according to food safety procedures and standards.
- 2.2. Space trays and containers to allow air flow.
- 2.3. Meet time and temperature standards when thawing products.
- 2.4. Transfer food to the point of production and service, maintaining correct temperatures.
- 3.1. Prepare kitchen equipment for reheating food items.
- 3.2. Select and load trays and containers appropriate for the equipment type and loading procedures.
- 3.3. Space reheating trays and containers to allow air flow.
- 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.
- 3.5. Check and record food temperature according to food safety procedures and standards.
- 3.6. Clean thermometers between temperature checks of each food item.
- 4.1. Transfer reheated food safely to heated bain marie or service-ware.
- 4.2. Maintain food temperature during preparation according to food safety requirements.

- 4.3. Evaluate food items against quality indicators for re-thermalised food and adjust before serving as required.
- 4.4. Portion food items to minimise waste and maximise yield and profitability.
- 4.5. Plate food items with appropriate accompaniments and garnishes according to standard recipes.
- 4.6. Visually evaluate dishes and adjust presentation.
- 4.7. Serve or deliver food items at temperatures that comply with 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

SKILLS

DESCRIPTION

Reading skills to:	<ul style="list-style-type: none"> • locate information in food preparation lists, cooking instructions, food safety procedures and standards to determine re-thermalising requirements • locate and read date codes and rotation labels on food products.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate thawing temperatures and time required for the quantity of portions required • determine cooking times and temperatures.
Learning skills to:	<ul style="list-style-type: none"> • locate key information in standards and specifications relating to thawing, re-thermalising and maintaining food temperature.
Problem-solving skills to:	<ul style="list-style-type: none"> • evaluate the quality of re-thermalised food items and make adjustments to ensure a quality product • monitor temperatures and adjust according to identified discrepancies.
Planning and organising skills to:	<ul style="list-style-type: none"> • efficiently sequence the stages of food preparation and re-thermalisation.
Self-management skills to:	<ul style="list-style-type: none"> • manage own speed, timing and productivity.

Technology skills to: • use food thawing and re-thermalisation cooking equipment.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC010 Re-thermalise 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 SITHCCC033 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 at least ten portions each of at least 350gms of food items, including at least one chilled and one frozen item, to meet the following food service requirements:
 - entire meals
 - individual items
 - bulk meals for external transportation
- conduct temperature checks on the following food and ingredients on at least two occasions each:
 - cold
 - frozen
 - raw
 - reheated
- produce portions containing re-thermalised food items:
 - within commercial time constraints and deadlines
 - 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 at least one special customer request.

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 date codes and rotation labels for stock
- characteristics and uses of different pre-cooked food types subject to chilling and freezing:

- bulk foods
- plated meals
- sous vide products
- meals-on-wheels
- 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
 - bratt pan
 - grill
 - salamander
 - ice water bath.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - bain marie or hotbox
 - commercial grade work benches (1.5m per person)
 - commercial refrigeration facilities to ensure appropriate thawing of frozen food items:
 - cool room
 - refrigerator
 - sink
 - storage facilities:

- shelving
- trays
- small equipment:
 - containers for hot and cold food
 - service-ware:
 - crockery
 - cutlery and serving utensils
 - spoons and ladles
 - temperature probe
 - thermometer
 - tongs
- commercial equipment to ensure appropriate reheating of pre-cooked food items:
 - combi ovens
 - grill or salamander (one per eight persons)
 - induction stove
 - steamer
 - steam jacketed kettle
 - circulator water bath
- food safe gloves
- 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 soap for hand washing
 - sponges, brushes and scourers
 - tea towels
- organisational specifications:
 - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
 - equipment manufacturer instructions
 - mise en place lists and standard recipes
 - 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC034 Work effectively in a commercial kitchen

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: SITHCCC043 Work effectively as a cook, which applies to qualified cooks.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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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.
4. Deal effectively with conflict in the kitchen.

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. Follow mise en place list for food preparation and service.
- 1.3. Follow instructions about menu requirements, workgroup and job roles.
- 1.4. Follow a work schedule to maximise efficiency, taking into consideration time, resources and the roles and responsibilities of other team members.
- 1.5. Complete food organisation and preparation according to different workgroup, 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 supportively as part of a kitchen team in a manner that promotes cooperation and good relationships.
- 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, encouraging, acknowledging and acting on constructive feedback.
- 4.1. Respect differences in personal values and beliefs, linguistic and cultural differences and their importance in the development of relationships.
- 4.2. Identify conflict encountered in the workplace.
- 4.3. Seek assistance from workgroup members when conflicts arise and suggest possible ways of dealing with them as appropriate or refer them to the 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"> locate information in production instructions, task sheets in work schedules, and standard recipes.
Writing skills to:	<ul style="list-style-type: none"> write a list of tasks to be completed as part of the food production process.
Numeracy skills to:	<ul style="list-style-type: none"> measure quantities of ingredients using simple measuring instruments.
Learning skills to:	<ul style="list-style-type: none"> identify organisational requirements that apply to own and workplace safety, productivity and hygiene procedures.
Problem-solving skills to:	<ul style="list-style-type: none"> respond to problems in the preparation and cooking process.
Teamwork skills to:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> respond to multiple demands simultaneously to support live service and production period deal with pressure of work and kitchen conditions.
Technology skills to:	<ul style="list-style-type: none"> use a range of commercial kitchen equipment when preparing different menu types based on standard recipes.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC011 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 SITHCCC034 Work effectively in a commercial kitchen

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 12 complete service periods in a commercial kitchen that cover a combination of:
 - breakfast
 - dinner
 - lunch
- during the above service periods:
 - 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
 - work professionally, undertaking tasks according to team responsibilities and organisational requirements
 - prepare, plate and present dishes as directed within the typical workplace time constraints of a 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
- characteristics of different foods from all main food categories
- features and interpretation of standard recipes
- basic principles and methods of cookery
- established roles and responsibilities in food preparation and production processes
- strategies for dealing with conflict in the workplace:
 - identifying
 - reporting
 - seeking assistance
- organisational procedures for:
 - planning, preparing and storing food

- end of shift:
 - 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
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- all materials and equipment, fixtures large and small that are required to operate a commercial kitchen
- 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 soap 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 and standard recipes
 - 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 and non-perishable food supplies for commercial cookery or catering operations.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC035 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Commercial Cookery and Catering

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.

2. Select, prepare and use equipment.

3. Portion and prepare ingredients.

4. Cook poultry dishes.

5. Present poultry dishes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from standard recipes.

1.2. Calculate ingredient amounts according to requirements.

1.3. Identify and select poultry products and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.

2.1. Select type and size of knives and other 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.

3.1. Thaw frozen poultry according to food safety guidelines as required.

3.2. Sort and assemble ingredients according to food production sequencing.

3.3. Weigh and measure ingredients and create portions according to recipe.

3.4. Use poultry preparation techniques according to recipe requirements.

3.5. Minimise waste to maximise profitability of food items prepared.

4.1. Follow standard recipes to select and use cookery methods for poultry.

4.2. Prepare poultry accompaniments and add marinades as required.

4.3. Make food quality adjustments within scope of responsibility.

5.1. Carve poultry using appropriate tools and techniques, taking account of meat and bone structure and waste minimisation.

5.2. Portion and serve poultry according to recipe requirements.

5.3. Add sauces and garnishes according to standard recipes.

5.4. Visually evaluate dish and adjust presentation as required.

5.5. Store prepared food items 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"> locate information in standard recipes to determine food preparation requirements locate and read date codes and rotation labels on food products.
Numeracy skills to:	<ul style="list-style-type: none"> calculate the number of portions determine cooking times and temperatures.
Problem-solving skills to:	<ul style="list-style-type: none"> evaluate quality of poultry and finished dishes and make adjustments to ensure a quality product adjust taste and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none"> efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> manage own speed, timing and productivity.
Technology skills to:	<ul style="list-style-type: none"> use food preparation and cooking equipment.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC012 Prepare 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 SITHCCC035 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 at least six finished poultry dishes using each of the following items at least once (at least once across preparation of the six dishes):
 - chicken
 - duck
 - feathered game
 - poultry offal
- use each of the following poultry preparation techniques at least once when preparing above poultry dishes (at least once across preparation of the six dishes):
 - barding
 - brining
 - de boning
 - wet and dry marinating
 - rolling
 - trussing
 - soaking
 - stuffing
 - trimming
- use each of the following cookery methods at least once when preparing the above poultry dishes (at least once across preparation of the six dishes):
 - braising
 - deep frying
 - grilling
 - poaching
 - roasting
 - sautéing
 - sous vide
 - stewing
- prepare, plate and present two portions of each of the six finished dishes above:
 - within commercial time constraints and deadlines

- following procedures for portion control and food safety practices when handling and storing poultry
- responding to at least one special customer request.

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 date codes and rotation labels for stock
- characteristics of poultry products and poultry dishes:
 - appearance:
 - balance
 - colour
 - contrast
 - fat content
 - freshness and other quality indicators
 - size
 - taste
 - texture
- historical and cultural origin of different poultry products and poultry dishes
- characteristics of poultry cuts including:
 - breast
 - supreme
 - maryland
 - drumstick
 - thigh
 - wing
 - saute cuts
 - tenderloin
- safe and effective methods of using poultry by-products and off cuts to reduce wastage and maximise profitability
- preparation techniques for different cuts and types of poultry specified in the performance evidence, including:
 - ballotine
 - galantine
- cookery methods as specified in the performance evidence for different cuts and types of poultry

- equipment used to produce poultry dishes:
 - knife care and maintenance
 - essential features and functions
- plating methods for practicality of service and customer consumption
- mise en place requirements for poultry dishes
- appropriate environmental conditions for cooking and storing poultry products and dishes to:
 - ensure food safety:
 - cooking and cooling processes
 - timeframes and temperatures
 - 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - food processor
 - commercial grade work benches (1.5 m per person)
 - commercial oven with trays (one per two persons)
 - commercial refrigeration facilities:
 - cool room or fridge
 - freezer
 - deep-fryer
 - designated storage areas for dry goods and perishables
 - sink
 - gas, electric or induction stove top (two burners per person)
 - hot plate or griddle
 - salamander or other form of griller (one per eight persons)
 - storage facilities:
 - shelving
 - trays
- small equipment:

- baking sheets and trays
- containers for hot and cold food
- cutting boards
- knife sharpening equipment:
 - sharpening steel
 - sharpening stone
- knives and cleavers:
 - boning knife
 - carving knife
 - chef's knife
 - utility knife
- measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops
- meat tenderiser
- mouli
- pans and pots for small and large production:
 - stainless steel, cast iron and non-stick fry pans
- poultry shears
- scoops, skimmers and spiders
- scales
- stainless steel bowls
- small utensils:
 - sieve
 - strainers and chinois
 - scraper
 - spatula
 - tongs and serving utensils
- service-ware:
 - crockery
 - cutlery and serving utensils
- spoons and ladles
- temperature probe
- thermometer
- food safe gloves
- 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 soap 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 and standard recipes
 - 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC036 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, 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 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Commercial Cookery and Catering

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.
2. Select, prepare and use equipment.
3. Portion and prepare ingredients.
4. Cook meat dishes.
5. Present meat dishes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm food production requirements from standard recipes.
- 1.2. Calculate ingredient amounts according to requirements.
- 1.3. Identify and select meat products and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
- 2.1. Select type and size of knives and other 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.
- 3.1. Thaw frozen meats according to food safety guidelines where required.
- 3.2. Sort and assemble ingredients according to food production sequencing.
- 3.3. Weigh and measure ingredients and create portions according to recipe.
- 3.4. Use meat preparation techniques according to recipe requirements.
- 3.5. Minimise waste to maximise profitability of food items prepared.
- 4.1. Follow standard recipes to select and use meat cookery methods.
- 4.2. Prepare marinades and meat accompaniments as required.
- 4.3. Make food quality adjustments within scope of responsibility.
- 5.1. Carve meats using appropriate tools and techniques, taking account of meat and bone structure and waste minimisation.
- 5.2. Portion and serve meats according to recipe requirements.
- 5.3. Add sauces and garnishes according to standard recipes.
- 5.4. Visually evaluate dishes and adjust presentation as required.
- 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">locate information in food preparation lists and standard recipes to determine food preparation requirementslocate and read date codes and rotation labels on food products.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperatures
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of meat and finished dishes and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC014 Prepare 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 SITHCCC036 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 at least six finished meat dishes using each of the following meat items at least once (at least once across preparation of the six dishes):
 - beef
 - game:
 - kangaroo or wallaby
 - specialty meats
 - lamb
 - pork
 - offal
- use each of the following meat preparation techniques at least once when preparing the above dishes (at least once across preparation of the six dishes):
 - barding
 - de-boning
 - trimming
 - frenching
 - portioning
 - wet and dry marinating
 - mincing
 - rolling
 - tenderising
 - tying
 - skewering
- prepare the required meat dishes using each of the following cookery methods at least once (at least once across preparation of the six dishes):
 - braising
 - deep-frying
 - shallow-frying
 - grilling
 - roasting
 - sous vide

- stewing
- cook a beef restaurant cut steak according to specified cooking preference from the following options:
 - blue
 - rare
 - medium rare
 - medium
 - medium well
 - well done
- prepare, plate and present two portions of each of the six finished dishes and steaks above:
 - within commercial time constraints and deadlines
 - following procedures for portion control and food safety practices when handling and storing meat
 - responding to at least one special customer request.

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
 - meat classifications
 - meat classifications as defined in the Handbook of Australian Meat (HAM) Language
 - common restaurant terminology for different meat classifications
 - primary, secondary and portioned cuts
- contents of date codes and rotation labels for stock
- 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, including:
 - barding
 - de-boning

- trimming
- frenching
- portioning
- wet and dry marinating
- larding
- mincing
- rolling
- tenderising
- tying
- skewering
- wet and dry ageing
- cookery methods for different cuts and types of meat specified in the performance evidence
- safe and effective methods of using meat by-products and off cuts to reduce wastage and maximise profitability
- equipment used to prepare and produce meat dishes:
 - knife care and maintenance
 - essential features and functions
- mise en place requirements for meat dishes
- appropriate environmental conditions for storing meat and meat products to:
 - ensure food safety:
 - cooking and cooling processes
 - timeframes and temperatures
 - 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial blender
 - commercial grade work benches (1.5 m per person)
 - commercial oven with trays (one per two persons)
 - commercial refrigeration facilities:
 - cool room or fridge
 - freezer

- designated storage areas for dry goods and perishables
- sink
- gas, electric or induction stove top (two burners per person)
- hot plate
- salamander or char grill (one per eight persons)
- storage facilities:
 - shelving
 - trays
- small equipment:
 - baking sheets and trays
 - containers for hot and cold food
 - cutting boards
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives:
 - boning knife
 - carving knife
 - chef's knife
 - utility knife
 - measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops
 - meat:
 - cleavers
 - mincers
 - tenderisers
 - mouli
 - pans and pots for small and large production:
 - stainless steel, cast iron and non-stick fry pans
 - scales
 - scoops, skimmers and spiders
 - service-ware:
 - crockery
 - cutlery and serving utensils
 - stainless steel bowls
 - small utensils:
 - sieve
 - strainers and chinois

- scraper
- spatula
- tongs and serving utensils
- spoons and ladles
- temperature probe
- thermometer
- food safe gloves
- 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 soap 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 and standard recipes
 - 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC037 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, 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 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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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 standard recipes.
1.2. Calculate ingredient amounts according to requirements.
1.3. Identify and select seafood 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.
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 seafood according to food safety guidelines as required.
3.2. Sort and assemble ingredients according to food production sequencing.
3.3. Weigh and measure ingredients and create portions according to recipe.
3.4. Use seafood preparation techniques according to recipe.
3.5. Minimise waste to maximise profitability of food items prepared. |
| 4. Cook seafood dishes. | 4.1. Follow standard recipes to select and use seafood cookery methods.
4.2. Prepare seafood accompaniments and add sauces as required.
4.3. Make food quality adjustments within scope of responsibility. |
| 5. Present fish and shellfish. | 5.1. Portion and serve fish and shellfish according to recipe requirements.
5.2. Add sauces and garnishes according to standard recipes.
5.3. Visually evaluate dish and adjust presentation.
5.4. Store prepared food items 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:	<ul style="list-style-type: none"> locate information in standard recipes to determine food preparation requirements locate and read date codes and rotation labels on food products.
Numeracy skills to:	<ul style="list-style-type: none"> calculate the number of portions determine cooking times and temperatures.
Problem-solving skills to:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> manage own speed, timing and productivity.
Technology skills to:	<ul style="list-style-type: none"> use food preparation and cooking equipment.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC013 Prepare 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 SITHCCC037 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 at least ten finished seafood dishes using each of the following seafood classifications at least once (at least once across preparation of the ten dishes):
 - flat and round fish
 - oily and white fish
 - ocean and freshwater fish
 - shellfish:
 - crustaceans including green prawns
 - molluscs
 - octopus and squid
- use each of the following seafood preparation techniques at least once when preparing the above dishes (at least once across the preparation of the ten dishes):
 - cleaning
 - scaling
 - pin-bone removal
 - filleting - flat and round fish
 - portioning
 - shelling
 - skinning
- use each of the following cookery methods at least once when preparing the above dishes (at least once across preparation of the ten dishes):
 - deep frying
 - shallow frying
 - grilling
 - poaching
 - sous vide
 - steaming
 - whole baked
- prepare, plate and present two portions each of the above finished dishes:

- within commercial time constraints and deadlines
- following procedures for portion control and food safety practices when handling and storing seafood
- responding to at least one special customer request.

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
 - seafood classifications
- contents of date codes and rotation labels for stock
- characteristics of seafood products:
 - appearance:
 - balance
 - colour
 - contrast
 - freshness and quality indicators
 - taste
 - texture
- correct handling and storage of live seafood
- processes for humanely slaughtering shellfish or live fish
- 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
- plating methods for practicality of service and customer consumption
- safe and effective methods of using seafood by-products and offcuts to reduce wastage and maximise profitability
- equipment used to produce seafood dishes:
 - knife care and maintenance
 - essential features and functions
- mise en place requirements for seafood dishes
- appropriate environmental conditions for storing and thawing fish and shellfish products to:
 - ensure food safety:
 - cooking and cooling processes
 - timeframes and temperatures
 - 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - food processor
 - commercial grade work benches (1.5 m per person)
 - commercial oven with trays (one per two persons)
 - commercial refrigeration facilities:
 - cool room or fridge
 - freezer
 - deep-fryer
 - designated storage areas for dry goods and perishables
 - sink
 - gas, electric or induction stove top (two burners per person)
 - hot plate or griddle
 - salamander or other form of griller (one per eight persons)
 - storage facilities:
 - shelving
 - trays
- small equipment:
 - baking sheets and trays
 - containers for hot and cold food
 - cutting boards
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives and cleavers:
 - chef's knife
 - filleting knife
 - utility knife
 - oyster shucker

- measures:
 - measuring jugs
 - portion control scoops
- mouli
- pin bone tweezers
- poacher
- pans and pots for small and large production:
 - stainless steel, cast iron and non-stick fry pans
- scoops, skimmers and spiders
- scales
- scissors
- stainless steel bowls
- service-ware:
 - crockery
 - cutlery and serving utensils
- small utensils:
 - fish lift
 - sieve
 - strainers and chinois
 - scraper
 - spatula
 - tongs and serving utensils
- steamer
- spoons and ladles
- thermometer
- temperature probe
- food safe gloves
- 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 soap 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 and standard recipes
- 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC038 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 SITHKOP011 Plan and implement service of 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Commercial Cookery and Catering

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.

2. Produce and present foods for buffets.

3. Serve, replenish and store buffet foods.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm food production requirements from standard recipes.
- 1.2. Calculate the required quantities of buffet food and ingredients according to expected customer traffic.
- 1.3. Identify and select ingredients according to recipe, quality, freshness and stock rotation requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.

- 2.1. Use appropriate cookery methods and standard recipes to prepare foods for buffets.
- 2.2. Produce sauces and garnishes suitable for buffet food items.
- 2.3. Produce or obtain appropriate buffet showpieces and decorations.
- 2.4. Use organisational buffet display plans to coordinate the layout of buffet.
- 2.5. Visually evaluate arrangement and presentation of food items and adjust presentation as required.
- 2.6. Display hot and cold buffet food in appropriate service-ware at a safe temperature to avoid food hazards and spoilage.

- 3.1. Serve food according to organisational standards.
- 3.2. Follow organisational food safety procedures for serving hot and cold buffet foods to avoid food contamination.
- 3.3. Use portion control to minimise waste and maximise profit.
- 3.4. Rotate buffet items according to quality, food safety and hygiene requirements.
- 3.5. Replenish buffet items throughout the service period to meet customer traffic requirements.
- 3.6. 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">locate information in standard recipes to determine food preparation requirementslocate and read date codes and rotation labels on food products.
Numeracy skills to:	<ul style="list-style-type: none">calculate required quantities of buffet food for expected customer trafficweigh and measure ingredients for bulk food preparationcalculate temperatures for the safe display of food items.
Problem-solving skills to:	<ul style="list-style-type: none">recognise potential food safety hazards and make adjustments to avoid any issuesrecognise shortages of food for level of customer traffic and replenish buffet items.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC015 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 SITHCCC038 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:

- present, serve and replenish one breakfast buffet and one other buffet, either lunch or dinner
- for the above breakfast buffet, each of the following must be included:
 - eggs
 - meat
 - pastries
 - fresh and tinned fruit
 - hot vegetables
 - continental items
 - sauces and accompaniments
- for the other buffet prepared as above, each of the following must be included:
 - meat or poultry
 - seafood
 - salads
 - pasta or noodles
 - breads
 - fruit and vegetables
 - cheese
 - smallgoods
 - dessert items
 - accompaniments
- produce required quantity of buffet dishes and items for above buffets that:
 - are consistent in quality, size, shape and appearance for each buffet
 - use appropriate garnish and presentation techniques
- prepare dishes for 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.

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
 - appropriate portions
- presentation techniques for food items that comprise buffets
- organisational standards for:
 - serving buffet foods
 - portion sizing
- mise en place 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, serving and maintaining hot and cold buffet foods for:
 - indoor buffets
 - outdoor buffets.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - bain marie, hot box or chaffer
 - commercial grade work benches (1.5 m per person)
 - commercial oven and trays (one per two persons)
 - commercial refrigeration facilities:
 - cool room
 - freezer
 - fridge

- deep-fryer
- designated storage areas for dry goods and perishables
- sink
- gas, electric or induction stove top (two burners per person)
- hot plate
- salamander or other form of griller (one per eight persons)
- storage facilities:
 - shelving
 - trays
- small equipment:
 - baking sheets and trays
 - containers for hot and cold food
 - cutting boards
 - grater
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives and cleavers:
 - carving knife and fork
 - chef's knife
 - utility knife
 - measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops
 - mortar and pestle
 - mouli
 - poacher
 - pans and pots for small and large production
 - scales
 - scoops, skimmers and spiders
 - service-ware:
 - crockery
 - cutlery and serving utensils
 - stainless steel bowls
 - silicon mats
 - small utensils:
 - sieve
 - peelers, corers and slicers
 - strainers and chinois

- scraper
- spatula
- tongs
- whisk
- steamer
- spoons and ladles
- thermometer
- buffet showpieces and decorations
- food safe gloves
- 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 soap 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 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 to produce the buffet foods specified in the performance evidence.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC039 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. 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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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 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 ingredients according to recipe.</p> <p>3.3. Minimise waste to maximise profitability of food items prepared.</p> |
| <p>4. Prepare pâtés and terrines.</p> | <p>4.1. Prepare and line moulds for pâtés and terrines using suitable ingredients.</p> <p>4.2. Prepare and use binding agents and processes required for preparation of basic farcemeat.</p> <p>4.3. Prepare pastries suitable for pâté en croute using appropriate handling techniques.</p> <p>4.4. Follow standard recipes and make food quality adjustments within scope of responsibility.</p> |
| <p>5. Present pâtés and terrines.</p> | <p>5.1. Prepare pâtés and terrines for presentation, using garnishes and other decorations according to standard recipes.</p> <p>5.2. Visually evaluate dish and adjust presentation as required.</p> <p>5.3. Store pâtés and terrines in appropriate environmental conditions.</p> <p>5.4. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and</p> |

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">locate information in standard recipes to determine food preparation requirementslocate and read date codes and rotation labels on food products.
Numeracy skills to:	<ul style="list-style-type: none">determine cooking times and temperatures.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC016 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 SITHCCC039 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 or terrines using each of the following at least once:
 - liver
 - fish or shellfish
 - meat
 - poultry
 - vegetables
- use each of the following techniques at least once when producing above pâtés or terrines (at least once across the preparation of the five pâtés or terrines):
 - farcemeat production
 - glazing
 - layering
 - mould lining
 - passing
 - pressing
- prepare, plate and present two portions of the above pâtés or terrines:
 - within commercial time constraints
 - following procedures for portion control and food safety practices when handling and storing pâtés and terrines
 - responding to at least one special customer request.

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
- tracklements used for pates and terrines
- equipment used to produce pâtés and terrines:
 - care and maintenance
 - essential features and functions
- mise en place requirements for pâtés and terrines
- plating methods for practicality of service and customer consumption
- appropriate environmental conditions for storing pâtés and terrines to:
 - ensure food safety:
 - cooking and cooling processes
 - timeframes and temperatures
 - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce pâtés and terrines.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - food processor
 - commercial grade work benches (1.5 m per person)
 - commercial oven with trays (one per two persons)
 - commercial refrigeration facilities:
 - cool room
 - freezer
 - fridge
 - designated storage areas for dry goods and perishables
 - sink
 - gas, electric or induction stove top (two burners per person)
 - storage facilities:
 - shelving
 - trays
- small equipment:

- baking sheets and trays
- containers for hot and cold food
- cutting boards
- forms and moulds
- knife sharpening equipment:
 - sharpening steel
 - sharpening stone
- knives:
 - filleting knife
 - utility knife
- measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops
- mincer
- mouli
- poacher
- pans and pots for small and large production:
 - stainless steel, cast iron and non-stick fry pans
- scales
- service-ware:
 - crockery
 - cutlery and serving utensils
- stainless steel bowls
- small utensils:
 - sieve
 - strainers and chinois
 - scraper
 - spatula
 - tongs
- temperature probe
- thermometer
- food safe gloves
- 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 soap 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 and standard recipes
 - 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 pates and terrines specified in the performance evidence.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC040 Prepare and serve cheese

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare and serve cheese and cheese dishes. 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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

*essential outcomes**demonstrate achievement of the element.*

1. Prepare cheese for service.
 - 1.1. Confirm cheese requirements from standard recipes.
 - 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 different varieties of 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. Cook cheese dishes.
 - 2.1. Select type and size of equipment suitable to requirements.
 - 2.2. Sort and assemble ingredients according to food production sequencing.
 - 2.3. Weigh and measure ingredients and create portions according to recipe.
 - 2.4. Follow standard recipes to select and use relevant cookery methods for cheese dishes.
 - 2.5. Select and add accompaniments suited to the dish.
 - 2.6. Present dishes attractively on appropriate service-ware.

3. Present and store cheese.
 - 3.1. Determine suitable portions and present cheese according to required context.
 - 3.2. Add accompaniments and garnishes.
 - 3.3. Visually evaluate dish and adjust presentation as required.
 - 3.4. Store cheeses in appropriate environmental conditions.
 - 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">locate information in standard recipes to determine preparation requirements. |
| Numeracy skills to: | <ul style="list-style-type: none">calculate the size and number of portions. |
| Problem-solving skills to: | <ul style="list-style-type: none">evaluate quality of cheese and cheese presentation and make adjustments. |

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC017 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 SITHCCC040 Prepare 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:

- prepare and serve cheeses using each of the following service styles:
 - cheese plate
 - cheese as the main component of at least two different finished dishes
 - one hot dish
 - one cold dish
- prepare and serve cheeses using each of the following cheese types with suitable garnishes and accompaniments:
 - cheddar
 - white mould
 - blue mould
 - washed rind
 - hard
 - semi-hard
 - eye
 - fresh
 - stretched curd
- prepare, plate and present two portions of each of the above cheese plates and finished dishes:
 - within commercial time constraints and deadlines
 - following procedures for portion control and food safety practices when handling and storing cheese
 - responding to at least one special customer request.

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
- characteristics of the classifications of cheeses listed in the performance evidence
- manufacturing methods, place of origin, and historical and cultural aspects

- common uses of classifications of cheeses listed in the performance evidence
- appropriate garnishes and accompaniments
- optimum conditions for serving:
 - degree of ripeness
 - temperature
- bases from which cheese is made:
 - milk:
 - cows
 - sheep
 - goats
 - buffalo
 - soy
 - specialty
- contexts in which cheeses are served:
 - as appetisers
 - as entrees
 - as a cheese course
 - as part of the dessert course
 - as cheese tastings
 - as a stand-alone meal
 - buffet
- 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 commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - food processor
 - commercial grade work benches (1.5 m per person)
 - commercial oven with trays (one per two persons)
 - commercial refrigeration facilities
 - sink

- gas, electric or induction stove top (two burners per person)
- storage facilities
- small equipment:
 - baking sheets and trays
 - containers for hot and cold food
 - cutting boards
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives:
 - cheese knife
 - chef's knife
 - utility knife
 - measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops
 - pots and pans for small and large production
 - service-ware:
 - crockery
 - cutlery and serving utensils
 - scales
- food safe gloves
- 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 soap 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC041 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 food quality adjustments 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. Visually evaluate cakes, pastries and breads and adjust presentation before displaying.</p> <p>5.3. Use suitable service-ware to present cakes, pastries and breads according to organisational standards.</p> <p>5.4. Display and store cakes, pastries, breads and reusable by-products in appropriate conditions to retain optimum</p> |

freshness and product characteristics.

- 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:	<ul style="list-style-type: none"> locate information in standard recipes to determine food preparation requirements locate and read date codes and rotation labels on food products.
Numeracy skills to:	<ul style="list-style-type: none"> determine cooking times and temperatures.
Problem-solving skills to:	<ul style="list-style-type: none"> evaluate quality of ingredients and finished cakes, pastries and breads 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:	<ul style="list-style-type: none"> efficiently sequence the stages of food preparation and production.

Unit Mapping Information

Supersedes and is equivalent to SITHCCC019 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 SITHCCC041 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 at least one of each of the following cakes or sponges:
 - fat-based
 - butter base
 - oil base
 - foam based:
 - emulsified sponge
 - egg based foam
- use at least four different fillings from the list below at least once when producing the above four cakes or sponges (at least once across production of the four cakes or sponges):
 - cream
 - custard
 - fresh fruit
 - jams
 - mousse
 - nuts
- use at least four different decorations from the list below at least once when producing the above four cakes or sponges (at least once across production of the four cakes or sponges):
 - chocolate
 - fresh, preserved or crystallised fruits
 - glazes and jellies
 - icings
 - sprinkled icing sugar
 - whole or crushed nuts
- follow standard recipes to produce, fill and decorate at least one pastry product from each of the following four categories:
 - short sweet paste
 - savoury paste
 - choux paste

- puff paste
- use at least two of the following savoury fillings and at least two of the following sweet fillings when producing the above four pastries (across production of the four pastries):
 - savoury fillings:
 - animal protein
 - dairy
 - vegetable
 - sweet fillings:
 - cheese
 - chocolate
 - cream
 - custard
 - fresh or crystallised fruit and fruit purees
 - whole or crushed nuts
- use at least four of the following decorations when producing the above four pastries (across production of the four pastries):
 - fresh, preserved or crystallised fruits
 - glazes
 - icings
 - jellies
 - sprinkled icing sugar
 - meringue
 - whole or crushed nuts
- follow standard recipes to produce each of the following types of bread:
 - bread rolls or baguettes using basic dough
 - brioche
 - foccacia
 - flat bread
 - sourdough
- use appropriate preparation and cookery processes from the list in the knowledge evidence when producing the above cakes, pastries and breads
- produce each of the above cakes, pastries and breads:
 - within commercial time constraints and deadlines
 - following procedures for portion control and food safety practices when handling and storing food
 - responding to at least one special customer request.

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 date codes and rotation labels for stock
- characteristics of a variety of classical and contemporary cakes, pastries and breads:
 - appearance
 - balance
 - colour
 - contrast
 - 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
- indicators of freshness and quality of stocked ingredients for cakes, pastries and breads
- preparation and cookery processes 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
 - 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
 - sifting dry ingredients
 - whisking, folding, piping and spreading
- main types, culinary characteristics and uses of fillings and decorations for cakes, pastries or breads as specified in the performance evidence
- appropriate baking temperatures and cooking times for cakes, pastries, breads and fillings
- plating methods for practicality of service and customer consumption
- 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m per person)
 - commercial:
 - food processor
 - planetary mixer
 - commercial oven with trays (one per two persons)
 - commercial refrigeration facilities:
 - cool room or fridge
 - freezer
 - designated storage areas for dry goods and perishables
 - sink
 - 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
 - grater
 - knives:
 - cake knife
 - palette knife
 - pastry cutters and shapes
 - measures:

- measuring jugs
- measuring spoons
- portion control scoops
- moulds, shapes and cutters
- piping bags and attachments
- proofer
- range of saucepans and pots for small and large production
- scales
- sets of stainless steel bowls
- service-ware:
 - crockery
 - cutlery and serving utensils
 - serving tongs and cake slice
- silicon mats
- spatula
- spoons and ladles
- whisk
- wire cooling racks
- food safe gloves
- 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 soap 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 and standard recipes
 - 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC042 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 lifestyle, medical or religious 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 recipe planning for special diets which is covered in the unit SITHKOP012 Develop recipes 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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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. Confirm special dietary requirements and select ingredients.
 - 1.1. Confirm dietary requirements of the customer.
 - 1.2. Recognise potential consequences of overlooking special dietary requirements of customers.
 - 1.3. Access special dietary recipes and select specialised ingredients.
 - 1.4. Identify from recipes and packaging, ingredients that may cause health consequences due to food allergies or intolerance.
 - 1.5. Exclude ingredients from dishes to meet customer requirements.
2. Prepare foods to satisfy nutritional and special dietary requirements.
 - 2.1. Follow recipes to produce dishes for customers with special dietary requirements.
 - 2.2. Modify menu items to meet different dietary requests by excluding or substituting ingredients.
 - 2.3. Communicate specific dietary requirements for food preparation to other team members.
 - 2.4. Select appropriate ingredients and preparation techniques to optimise nutritional quality of dishes.
 - 2.5. Use appropriate equipment and cooking techniques for specific dishes.
 - 2.6. Identify modified dishes to other team members prior to service.
3. Present prepared food.
 - 3.1. Present food in an appetising and attractive manner.
 - 3.2. Visually evaluate dish and adjust presentation as required.
 - 3.3. Store finished 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:	interpret packaging labels on ingredients and identify ingredients that do not meet special dietary requirements.
Writing skills to:	record clear, sequenced instructions detailing suitable and unsuitable ingredients and quantities.
Oral communication skills to:	consult customers and colleagues and note specific information relating to special dietary requirements.
Numeracy skills to:	weigh and measure ingredients determine cooking times and temperatures.
Learning skills to:	participate in opportunities to develop own skills in responding with special recipes to specific requirements.
Problem-solving skills to:	adjust or substitute standard menu items that respond to special customer dietary needs and requests.
Teamwork skills to:	negotiate suitable response to customer dietary needs with kitchen team members.
Planning and organising skills to:	efficiently sequence the stages of food preparation and production.
Technology skills to:	use commercial food preparation and cooking equipment.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC018 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 SITHCCC042 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:

- modify standard recipes to prepare six different dishes that cater to customers with special dietary requirements, including:
 - three different food allergies
 - three different food intolerances
- exclude or substitute ingredients to meet dietary requirements specified above, while maintaining the nutritional value and integrity of the dish
- prepare, plate and present two portions of each of the above six dishes:
 - within commercial time constraints and deadlines
 - demonstrating effective communication between team members regarding dietary requirements and recipe modifications during production and service of special dishes
 - following procedures for portion control and food safety practices including avoiding cross-contamination 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
- main types and characteristics of:
 - food allergy
 - food intolerance
 - religious dietary sanctions
- main types, culinary characteristics and ingredients of special lifestyle diets that are part of contemporary Australian society:
 - vegetarian including lacto ovo
 - vegan

- pescatarian
- low or no fat
- high or low carbohydrate
- high or low protein
- "fad" diets:
 - paleo
 - raw
 - ketogenic
 - macrobiotic
 - flexitarian
- main types, culinary characteristics and ingredients of special medical diets that are part of contemporary Australian society:
 - type one and two diabetes
 - food intolerance:
 - gluten free
 - dairy free
 - FODMAPs
 - modified texture
 - low or no salt
 - food allergens:
 - peanuts
 - tree nuts
 - eggs
 - cow's milk
 - fish
 - crustacea
 - sesame seeds
 - soy or soy beans
 - cereals containing gluten and their products namely wheat, rye, barley, oats, spelts and their hybridised strains
 - lupin
 - sulphites
- main types, culinary characteristics and ingredients of special religious diets that are part of contemporary Australian society:
 - Halal
 - Hindu
 - Kosher
- substitutes used in preparation of dishes to meet special dietary requirements
- key health, legal and reputational consequences of failing to address special requirements, including:

- allergic reactions
- anaphylaxis
- food sensitivity and intolerance reactions
- customer preferences or aversions
- mise en place requirements for special diet foods
- basic principles and practices of nutrition:
 - nutrient groups and their food sources
 - vitamins
 - minerals
 - fibre
 - carbohydrates
 - fats
 - protein
 - water
 - influence on food choice
 - food labelling and interpretation
 - role and implications of using food additives and preservatives
 - health implications of food choices
- primary components and recommendations of the Australian Dietary Guidelines.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and equipment used to facilitate preparation of dishes as specified in the performance evidence
- food safe gloves
- 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 soap for hand washing
 - sponges, brushes and scourers

- tea towels
- a copy of the Australian Dietary Guidelines
- organisational specifications:
 - equipment manufacturer instructions
 - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
 - mise en place lists, standard recipes, and recipes for special dietary requirements
 - food safety plan
 - guidelines relating to food disposal, storage and presentation requirements
 - safety data sheets (SDS) for cleaning agents and chemicals
- a diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC043 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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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 and present menu items for food service or production.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Determine and calculate ingredient quantities to meet organisational requirements for quality and style according to recipes and specifications.
- 1.2. Complete mise en place lists that are clear, complete and appropriate to the situation.
- 1.3. Liaise with other team members about menu requirements, workgroup and job roles.
- 1.4. Follow a work flow to maximise efficiency, taking into consideration time, resources and the roles and responsibilities of other team members.
- 1.5. Complete food organisation and preparation according to different workgroup, 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, 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 supportively as part of a kitchen team and delegate tasks appropriately, in a manner that promotes cooperation and good relationships.
- 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. | <p>3.1. Complete end of shift pack down according to organisational procedures.</p> <p>3.2. Store food items appropriately to minimise food spoilage, contamination and waste.</p> <p>3.3. Participate in post-shift debrief or handover, encouraging, acknowledging and acting on constructive feedback.</p> |
| 4. Deal effectively with issues, problems and conflict in the kitchen. | <p>4.1. Respect differences in personal values and beliefs, linguistic and cultural differences and their importance in the development of relationships.</p> <p>4.2. Identify issues, problems and conflict encountered in the workplace.</p> <p>4.3. 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.</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:

- select and apply the organisational procedures and strategies needed to perform work effectively
- review customer special requests and dietary requirements and interpret required changes to food preparation lists and recipes.

Writing skills to:

- record clear sequenced instructions for work schedules.

Oral communication skills to:

- listen to colleague and customer comments, complaints and questions
- respond to colleagues' feedback, providing information and asking questions to clarify when further information is necessary.

Numeracy skills to:

- measure quantities of ingredients using simple measuring instruments.

- Problem-solving skills to:
- evaluate dishes and make adjustments to ensure a quality product
 - anticipate and respond to kitchen operation challenges.
- Teamwork skills to:
- brief and debrief members of the kitchen team on new products and recipes
 - discuss process improvements and changes to food production and service requirements.
- Planning and organising skills to:
- prioritise, sequence, delegate and monitor tasks and processes.
- Self-management skills to:
- deal with pressure of work and kitchen conditions
 - coordinate own safe work across multiple tasks.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC020 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 SITHCCC043 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 serve menu items for a minimum of 48 complete service periods in a commercial kitchen, that cover a combination of:
 - breakfast
 - dinner
 - lunch
- during the above service periods, prepare, cook and present items for at least two of the following different menu styles:
 - à la carte
 - set menu
 - buffet
 - cyclical
- during the above service periods, prepare, cook and serve items from the following food types that meet industry and organisational quality requirements:
 - appetisers and salads
 - fish and shellfish
 - hot and cold desserts
 - meat, poultry and game
 - stocks, sauces and soups
 - vegetables, fruit, eggs and farinaceous products
- during the above service periods:
 - 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, plate and present dishes within the typical time constraints of a 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
- characteristics of food from all main food categories
- features of standard recipes
- organisational procedures for:
 - planning, preparing and storing food
 - workplace safety and hygiene
 - end of shift
 - cleaning procedures
 - post-shift debrief or handover
 - preparations for the next food service period
 - re-stocking
 - storing food items
- strategies for conflict management
- 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 and hygienic 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and equipment used to facilitate preparation of dishes as specified in the performance evidence
- food safe gloves
- 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 soap 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 and standard recipes
 - 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 and non-perishable food supplies for commercial cookery or catering operations.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHCCC044 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.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITXFSA005	Use hygienic practices for food safety
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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 recipes.
1.2. Calculate ingredient amounts according to requirements.
1.3. Identify and select ingredients for specialised food items 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 ingredients and create portions according to recipe.
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.
4.2. Prepare and use accompaniments suited to dishes.
4.3. Follow specialised recipes and make food quality adjustments within scope of responsibility. |
| 5. Present and store specialised food items. | 5.1. Present dishes attractively on appropriate service-ware.
5.2. Add dips, sauces and garnishes according to specialised recipes.
5.3. Visually evaluate dish and adjust presentation as required.
5.4. Store prepared food items 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:	<ul style="list-style-type: none">locate information in recipes to determine food preparation requirementslocate and read date codes and rotation labels on food products.
Numeracy skills to:	<ul style="list-style-type: none">calculate the number of portionsdetermine cooking times and temperatures.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is not equivalent to SITHCCC021 Prepare 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 SITHCCC044 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:

- follow recipes to prepare six different finished dishes that make use of one or more specialised food items and preparation techniques listed in the knowledge evidence
- prepare two portions of each of the above six dishes:
 - within commercial time constraints and deadlines
 - following procedures for portion control and food safety practices when handling and storing specialised food items.

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 specialised food preparation
- contents of date codes and rotation labels for stock
- characteristics of specialised food items:
 - appearance and presentation
 - balance
 - colour
 - contrast
 - freshness and other quality indicators
 - historical and cultural derivations
 - molecular modifications
 - service style
 - taste
 - texture
- main types and culinary characteristics of specialised food items used in contemporary cooking:
 - aquatic plants and seaweeds
 - aromatics, flavourings, spices and herbs
 - native Australian ingredients
 - commodities from ethnic cuisines and cultural traditions

- heirloom products
- meat, poultry and game other than lamb, beef, pork and chicken
- offal
- artisan cheeses and dairy products
- unusual fish, shellfish and other foods from salt or fresh water
- main preparation techniques for specialised items:
 - cooking on salt
 - fermenting
 - hanging of meat, poultry and game
 - molecular gastronomy
 - preserving:
 - ageing
 - brining
 - confit
 - curing
 - drying
 - pickling
 - smoking
 - natural and chemical tenderising
- mise en place requirements for specialised food items
- appropriate environmental conditions for handling and 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; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial:
 - blender
 - planetary mixer
 - commercial grade work benches (1.5 m per person)
 - commercial oven with trays (one per two persons)
 - commercial refrigeration facilities:

- cool room or fridge
- freezer
- deep-fryer
- designated storage areas for dry goods and perishables
- sink
- gas, electric or induction stove top (two burners per person)
- microwave
- salamander or other form of griller (one per eight persons)
- smoker
- storage facilities:
 - shelving
 - trays
- small equipment:
 - baking sheets and trays
 - containers for hot and cold food
 - cutting boards
 - grater
 - knife sharpening equipment:
 - sharpening steel
 - sharpening stone
 - knives
 - measures:
 - measuring jugs
 - measuring spoons
 - portion control scoops
 - meat:
 - cleavers
 - hooks
 - mortar and pestle
 - moulds and forms
 - mouli
 - piping bags and attachments
 - range of pans and pots for small and large production:
 - stainless steel, cast iron and non-stick fry pans
 - stock pot
 - scales:
 - 1 gram increments to 5kg
 - 10th of a gram increments
 - scoops, skimmers and spiders
 - service-ware:

- crockery
- cutlery and serving utensils
- sets of stainless steel bowls
- small utensils:
 - sieve
 - peelers, corers and slicers
 - strainers and chinois
 - scraper
 - spatula
 - pastry brush
 - tongs
 - whisk
- spoons and ladles
- steamer
- temperature probe
- thermometer
- vacuum sealer or cryovac machine
- food safe gloves
- 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 soap 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 and recipes for specialised food items
 - 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 specialised food supplies for commercial cookery or catering operations.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHFAB021 Provide responsible service of alcohol

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to responsibly sell, serve or supply alcohol.

Responsible practices must be undertaken wherever alcohol is sold, served or supplied, including where alcohol samples are served during on-site product tastings. This unit therefore applies to any workplace where alcohol is sold, served or supplied, including all types of hospitality venues, packaged liquor outlets and wineries, breweries and distilleries.

The unit applies to all levels of personnel involved in the sale, service, including promotional service and supply of alcohol in licensed premises. Those selling or serving alcohol may include food and beverage attendants; packaged liquor salespersons selling in person, over the phone or online; winery, brewery and distillery cellar door staff; delivery services 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, service or supply of alcohol.

Certification requirements differ across states and territories. In some cases, all people involved in the sale, service including promotional service and supply 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

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|---|
| <p>1. Follow the principles of responsible service of alcohol.</p> | <p>1.1 Identify the provisions of relevant state or territory legislation, licensing requirements, house policy and responsible service of alcohol principles.</p> <p>1.2. Where appropriate, request and obtain acceptable proof of age prior to sale or service.</p> <p>1.3. Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation.</p> <p>1.4. Assist customers with information on a range of non-alcoholic beverages available for purchase.</p> <p>1.5. Identify issues related to the sale or service of alcohol to different types of customers, especially those at risk.</p> |
| <p>2. Assist customers to drink within appropriate limits.</p> | <p>2.1. Use knowledge of industry requirements and professional standards to determine the volume for standard drinks or samples.</p> <p>2.2. Use a professional manner to encourage customers to drink within appropriate limits.</p> <p>2.3. Identify erratic drinking patterns as an early sign of possible intoxication and take appropriate action.</p> <p>2.4. Monitor emotional and physical state of customers for signs of intoxication and signs of illicit or other drug use.</p> <p>2.5. Where appropriate, offer food and non-alcoholic beverages in accordance with house policy.</p> <p>2.6. Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal.</p> |
| <p>3. Assess alcohol affected customers and identify those to whom sale or service must be refused.</p> | <p>3.1. Assess intoxication levels of customers using appropriate methods.</p> <p>3.2. Identify factors that may affect individual responses to alcohol.</p> <p>3.3. Identify customers to whom sale or service must be refused according to state and territory legislation.</p> |

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 or house policy.

Foundation 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.

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 licensing requirements
- read a range of identification (ID) and proof of age documents, signage, and warning signs and wording within in-house policies and procedures.

Oral communication skills to:

- provide 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:

- calculate volume and number of standard drinks or samples
- determine customer's age from date of birth on ID and proof of age documents.

- 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 or uncooperative customers in a professional manner and in line with organisational procedures.

Unit Mapping Information

Supersedes and is equivalent to SITHFAB002 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 SIT HFAB021 Provide responsible service of alcohol

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 the relevant legal requirements for responsible sale or service of alcohol for the local state or territory law
- source and explain two organisational or house policies and procedures that must be followed for the responsible sale or service of alcohol
- outline at least three early indicators of intoxication and outline suitable intervention strategies to prevent intoxication
- outline the 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
- interpret organisational or house requirements and outline appropriate communication and conflict-resolution skills to be used 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:
 - alcohol related harms and the benefits of RSA for the wider community
- ways of assessing intoxication:
 - observing changes in behaviour
 - observing emotional and physical state
 - monitoring drink purchases
- customers to whom sale or service should be refused according to house policy and state and territory legislation:
 - minors and those purchasing on behalf of minors

- intoxicated persons
- impact of excessive drinking on:
 - local neighbourhood and community
 - hospitality venues and the liquor industry
 - premises and staff
 - other customers
 - particular groups of customers who are at heightened risk:
 - Aboriginal and Torres Strait Islander communities
 - people affected by the consumption of illicit and other drugs
 - 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 signage
 - verbally
 - websites
- current promotional and strategic community education campaigns developed and conducted by agencies and industry groups
- effects of alcohol on:
 - emotional behaviour
 - 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:
 - alcoholic percentages and standard drinks in a range of frequently sold alcoholic beverages and vessels
- indicators of erratic drinking patterns:
 - mixing a wide range of drink types
 - drinking quickly and in quick succession
 - ordering more than one drink for own consumption
 - consistently returning to the tasting site to request more samples
 - ordering multiple or large samples
 - ordering 'triple shots' or extra-large drinks
- 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 aggressive 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 or companions
 - offering alternatives to alcohol including food or non-alcoholic drinks
 - organising or providing relevant information on transport for customers wishing to leave
- 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 unoccupied premises
- purpose and benefits of RSA
- principles of harm minimisation
- strategies to minimise the harm associated with liquor abuse:
 - those laid down in legislation or codes of conduct
 - organisational policies designed to reduce alcohol-related harm in the community
- key provisions of liquor laws, regulations or house policies at a depth relevant to entry-level roles in licensed premises and the following general requirements and information that must be considered for the relevant State or Territory:
 - legislative definition of intoxication; intoxicated person or 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
- content of RSA warning signs
- requirements or practices relating to the remote sale and delivery of alcohol sales generated via the telephone, fax, email, internet or mail
- requirements for proof of age under local legislation
- provisions for retaining and reporting falsified proof of age documents
- provisions for requiring someone to leave the premises
- procedures for barring customers from premises
- opening and closing hour provisions
- requirements for monitoring noise and disturbances in and around licensed premises
- personal 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 or regulations
- 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 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

Assessment must be conducted in a safe environment where evidence gathered demonstrates competency in the unit outcomes.

Assessment must ensure access to:

- template organisational policies and procedures for the responsible sale, service or supply of alcohol
- signage:
 - signs that comply with wording required by legislation
 - standard promotional signs issued by the relevant state or territory licensing authority
- information or plain English fact sheets distributed by government regulators or industry bodies

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>

SITHFAB022 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.

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.

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

Pre-requisite Unit

SITXFSA005 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 and 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, including 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:	<ul style="list-style-type: none"> • interpret workplace documents and diagrams: <ul style="list-style-type: none"> • cleaning schedules • product instructions for cleaning agents and chemicals • safety procedures • safety data sheets (SDS).
Numeracy skills to:	<ul style="list-style-type: none"> • calculate dilution requirements for chemicals and cleaning products.
Learning skills to:	<ul style="list-style-type: none"> • locate key information on cleaning products.
Initiative and enterprise	<ul style="list-style-type: none"> • clean in a manner that supports: <ul style="list-style-type: none"> • bar staff by cleaning equipment, service-ware and

skills to: utensils continuously for their availability during service

- customer safety.

Technology skills to: • use automatic dish and glass washers.

Unit Mapping Information

Supersedes and is equivalent to SITHFAB001 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 SIT HFAB022 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
- apply 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:

- types of cleaning agents and chemicals for bar areas and equipment:
 - automatic dishwasher liquids, powders or tablets
 - bleach
 - cleaning agents for specialised surfaces
 - deodorisers
 - dishwashing liquids
 - disinfectants
 - floor cleaners
 - glass cleaners
 - pesticides
 - stainless steel cleaners and polishes

- window cleaners
- 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; or
- a simulated industry environment, such as a training bar, café or restaurant serving customers.

Assessment must ensure access to:

- fixtures and large and small equipment
- bar service area
- small equipment and utensils
- signage used for areas of restricted access
- cleaning materials and equipment to clean bars, public areas and equipment
- personal protective equipment
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- 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>

SITHFAB023 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 laws in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB021 Provide responsible service of alcohol.

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.

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

Pre-requisite Unit

SITHFAB021 Provide responsible service of alcohol

SITXFSA005 Use hygienic practices for food safety

Competency Field

Food and Beverage

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. 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 in line with organisational standards.
2. Take drink orders.
 - 2.1. Take orders, and 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
 - 5.1. Use safe work practices of specific relevance to bar operations.
 - 5.2. Use energy, water and other resources efficiently when

impacts.

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"> read product information in bar menus, brochures, price lists and promotional materials interpret at times complex information in Australian standards and organisational procedures follow recipe cards to create unfamiliar beverage orders.
Writing skills to:	<ul style="list-style-type: none"> record basic records of bar restocks and stock orders.
Oral communication skills to:	<ul style="list-style-type: none"> use active listening and open and closed probe questioning to determine customer preferences provide clear and accurate information on products tailored to the customer.
Numeracy skills to:	<ul style="list-style-type: none"> calculate ingredient quantities when preparing beverages calculate the cost of transactions and provide correct change.
Teamwork skills to:	<ul style="list-style-type: none"> provide operational and customer information to other bar staff during the service period and at handover.
Planning and organising skills to:	<ul style="list-style-type: none"> sequence the preparation of beverage items to efficiently serve customers.
Self-management skills to:	<ul style="list-style-type: none"> manage own speed, timing and productivity.
Technology skills to:	<ul style="list-style-type: none"> use electronic ordering and payment system.

Unit Mapping Information

Supersedes and is equivalent to SITHFAB003 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 SITHFAB023 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
- electronic and non-electronic ordering systems and procedures
- 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
- item requirements for set-up of bar:
 - beers
 - edible and non-edible garnishes and accompaniments
 - manual or 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 and dishwashers
 - 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 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and large and small equipment:
 - bar service area
 - cashiering facilities
 - refrigerator
 - storage area for glassware and drinks
 - water supply
 - utensils
 - range of glassware
 - service-ware
- stock:
 - edible and non-edible garnishes and accompaniments
 - ice
 - wide commercial range of alcoholic and non alcoholic beverages
- cleaning materials and equipment:
 - cleaning cloths
 - commercial cleaning and sanitising agents and chemicals for cleaning bar areas and equipment
 - dishwasher or glasswasher

- dustpan and broom
- garbage bin and bags
- hand towel dispenser and hand towels
- mops and bucket
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- 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

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

SITHFAB024 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 SITHFAB025 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.

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.

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

Pre-requisite Unit

SITXFSA005 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. Select ingredients. | 1.1. Check and identify specific customer preferences for beverages on order.
1.2. Identify and obtain correct ingredients for non-alcoholic drinks. |
| 2. Select, prepare and use equipment. | 2.1. Select equipment of correct type and size.
2.2. Ensure cleanliness of equipment before use and assemble safely.
2.3. Use equipment safely and hygienically according to manufacturer instructions. |
| 3. Prepare non-alcoholic beverages. | 3.1. Prepare beverages using appropriate methods and standard recipes to meet customer requests.
3.2. Ensure correct and consistent strength, taste, temperature and appearance for each beverage prepared.
3.3. Minimise waste to maximise profitability of beverages produced. |
| 4. Serve non-alcoholic beverages. | 4.1. Present beverages attractively in appropriate glassware or service-ware with accompaniments and garnishes according to organisational policies and procedures.
4.2. Evaluate presentation of beverages and make adjustments as required before serving. |

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"> read manufacturer instructions to determine correct use and maintenance requirements of equipment. |
| Oral communication skills to: | <ul style="list-style-type: none"> use active listening and open and closed probe questioning to determine customer preferences and offer suitable products. |
| Numeracy skills to: | <ul style="list-style-type: none"> calculate and measure ingredient quantities for the preparation of beverages. |
| Planning and organising skills to: | <ul style="list-style-type: none"> sequence the preparation of beverages to efficiently serve customers. |
| Self-management skills to: | <ul style="list-style-type: none"> manage own speed, timing and productivity. |
| Technology skills to: | <ul style="list-style-type: none"> use equipment for the preparation of non-alcoholic beverages. |

Unit Mapping Information

Supersedes and is equivalent to SITHFAB004 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 SIT HFAB024 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
 - non-espreso coffees
 - frappés
 - freshly squeezed juices
 - 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 preparing the above beverages.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- major types and characteristics of non-alcoholic beverages specified in performance evidence
- culinary terms for and characteristics of ingredients commonly used to produce non-alcoholic beverages specified in the performance evidence
- preparation methods for non-alcoholic beverages:
 - blending
 - brewing

- juicing
- mixing
- plunging
- shaking
- organisational procedures for beverages specified in the performance evidence in relation to:
 - glassware and service-ware used for presentation
 - garnishes and accompaniments used to enhance beverages
- options to meet specific customer preferences relating to:
 - brand of beverage or ingredient
 - dietary requirements
 - 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and large and small equipment:
 - refrigerator
 - blender
 - juicer
 - milkshake machine
 - standard range of glassware and service-ware for the service of non-alcoholic beverages specified in the performance evidence
 - equipment used to prepare non-alcoholic beverages
- stock:
 - condiments, garnishes and accompaniments
 - ice
 - commercial range of non-alcoholic beverages

- cleaning materials and equipment
- organisational specifications:
 - equipment manufacturer instructions
 - beverage menus
 - standard recipes for non-alcoholic beverages
 - 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 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>

SITHFAB025 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 SITHFAB024 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.

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.

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

Pre-requisite Unit

SITXFSA005 Use hygienic practices for food safety

Competency Field

Food and Beverage

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. Organise coffee workstation.
 - 1.1. Complete mise en place for coffee service to enable efficient workflow 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. Select and grind coffee beans.
 - 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. Advise customers and take espresso coffee orders.
 - 3.1. Provide information and recommendations about types of coffee beverages and accompaniments.
 - 3.2. Identify customer preferences and take orders.
4. Extract and monitor quality of espresso.
 - 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. Undertake milk texturing process.
 - 5.1. Select cold milk and appropriate milk foaming jug to fulfil customer orders.
 - 5.2. Purge the steam wand prior to 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 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.

SKILLS

DESCRIPTION

- | | |
|-------------------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> • interpret organisational documents or diagrams that relate to: <ul style="list-style-type: none"> • safety data sheets (SDS) and product instructions for cleaning chemicals • organisational procedures for operating, cleaning and maintaining equipment • read beverage menus and standard recipes for espresso coffee beverages. |
| Writing skills to: | <ul style="list-style-type: none"> • use legible handwriting and accurate spelling to write orders and basic notes on customer preferences. |
| Oral communication skills to: | <ul style="list-style-type: none"> • use active listening and open and closed probe questioning to determine customer preferences and offer suitable products. |
| Numeracy skills to: | <ul style="list-style-type: none"> • visually estimate amounts of milk and make adjustments to doses of ground coffee. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • 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, and identify faults and maintenance issues as they arise.

Unit Mapping Information

Supersedes and is equivalent to SITHFAB005 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 SIT HFAB025 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 with 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:

- 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
- 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
- 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; or

- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and large and small equipment:
 - workstation with industry current commercial grade espresso machine and coffee grinders
 - bins or knock boxes for used coffee grounds
 - storage bins
 - blind or blank filter basket
 - cleaning brushes
 - cleaning cloths
 - flat edge implement for levelling off dosed filter basket
 - measuring equipment
 - milk foaming jugs
 - napkins
 - powder shakers
 - service trays
 - spoons and stirrers
 - straws
 - service-ware for different types of coffee beverages:
 - espresso and standard cups
 - 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>

SITHFAB026 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.

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.

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

Pre-requisite Unit

SITXFSA005 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. Take and process room service orders.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 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 payment.
 - 4.3. Promptly present payments to the cashier for processing.
5. Clear room service area.
 - 5.1. Check for used room service trolleys and trays and clear floors promptly.
 - 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 beverages 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"> • read room service menus and price lists.
Writing skills to:	<ul style="list-style-type: none"> • write legible room service orders and billing information.
Oral communication skills to:	<ul style="list-style-type: none"> • use active listening and open and closed probe questioning to determine guest preferences and offer suitable products • provide clear and accurate information tailored to the guest in a professional manner • confirm details of room service order.
Numeracy skills to:	<ul style="list-style-type: none"> • use basic mathematical processes to calculate the cost of room service orders • use basic mathematical processes to calculate number of room service orders for a meal service period and determine the number of serving trays or trolleys for initial set-up.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • upsell room service items.
Teamwork skills to:	<ul style="list-style-type: none"> • work with kitchen and accounting staff to organise delivery and billing of room service items in a timely manner.
Technology skills to:	<ul style="list-style-type: none"> • use the in-house telephone systems, and kitchen ordering and billing systems.

Unit Mapping Information

Supersedes and is equivalent to SITHFAB006 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 SIT HFAB026 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
- follow 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
- provide the following types of service at least once each when providing above room service to guests:
 - tray service
 - trolley service
- handle the following room service situations on at least one occasion when providing above room service to guests:
 - 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 an accommodation business where room service is provided. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- small equipment:
 - bill presenter or bill tray
 - cutlery, crockery, service-ware and glassware
 - linen
 - serving trays and lids
 - trolley
 - warming equipment
- 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>

SITHFAB027 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 SITHFAB034 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 as many casual dining settings do not serve alcohol it is not a requirement of this unit.

The unit applies to operational food and beverage attendants who work with very little independence and under close supervision.

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.

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

Pre-requisite Unit

SITXFSA005 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 venue 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 orders 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 according to organisational policies and procedures.
4. Serve food and beverages.
 - 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 beverages. | 5.1. Use appropriate techniques to clear and carry multiple used plates and other service-ware. |
| | 5.2. Remove used items in a timely manner and safely transfer them to the appropriate location for cleaning. |
| | 5.3. Safely dispose of food waste, disposables and recyclable items to minimise negative environmental impacts. |
| 6. Complete end of shift duties. | 6.1. Follow end of shift procedures. |
| | 6.2. Report customer feedback to relevant colleagues, supervisors or managers. |
| | 6.3. Provide handover to incoming colleagues and share relevant 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"> • read food and beverage menus and organisational procedures. |
| Writing skills to: | <ul style="list-style-type: none"> • record customer orders and write clear and precise notes on special requests. |
| Oral communication skills to: | <ul style="list-style-type: none"> • use active listening and open and closed probe questioning to determine customer preferences • discuss causes of service delays or deficiencies with customers and colleagues in a professional manner. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> • recognise delays and deficiencies in food service and rectify to the customer's satisfaction. |
| Teamwork skills to: | <ul style="list-style-type: none"> • provide timely operational information to colleagues to support efficient service. |
| Technology skills to: | <ul style="list-style-type: none"> • use organisational ordering systems and equipment. |

Unit Mapping Information

Supersedes and is equivalent to SITHFAB007 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 SITHFAB027 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 that includes:
 - 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
 - following procedures for:
 - table and venue 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
 - electronic and non-electronic 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:
 - cash
 - credit card
 - room charge
 - electronic systems
- 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and large and small equipment:
 - ordering system
 - minimum of 15 chairs
 - minimum of five tables
 - point-of-sale system
 - restaurant service desk
 - docket books
 - food service-ware
 - glassware for beverages
 - linen or table dressing
 - service trays, platters and lids
 - service utensils
 - tea and coffee service-ware
- stock:

- freshly prepared meals to be served
- wide commercial range of beverages
- cleaning materials and equipment
- 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 they 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 and an industry-realistic ratio of service staff to customers. These can be:
 - kitchen 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>

SITHFAB028 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.

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.

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

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|--|
| <p>1. Operate and maintain beverage dispensing systems.</p> | <p>1.1. Operate beverage systems according to manufacturer instructions and relevant safety requirements.</p> <p>1.2. Tap kegs according to safety requirements and manufacturer instructions.</p> <p>1.3. Handle, connect and store beverage gas according to relevant safety standards.</p> <p>1.4. Check post-mix systems for effective operation and change syrup boxes as required.</p> <p>1.5. Clean beverage system parts according to manufacturer instructions and safety requirements.</p> <p>1.6. Use chemicals safely according to product instructions.</p> <p>1.7. Correct or report dispensing system faults to appropriate person according to scope of individual responsibility.</p> |
| <p>2.1. Use and monitor refrigeration systems.</p> | <p>2.1. Monitor and accurately measure refrigeration system and adjust to comply with product requirements.</p> <p>2.2. Perform routine checking of glycol levels and cleaning of vents, ensuring safe use of chemicals at all times.</p> <p>2.3. Promptly identify refrigeration faults and report to qualified refrigeration mechanic according to organisational procedures.</p> |
| <p>3. Monitor overall cellar safety.</p> | <p>3.1. Make regular routine checks of gas systems according to relevant safety standards.</p> <p>3.2. Systematically monitor use and storage of chemicals and ensure safety requirements are met.</p> <p>3.3. Monitor cellar area for safety signage and take action to rectify deficiencies.</p> <p>3.4. Proactively provide relevant information about safety issues to other workers.</p> |
| <p>4. Monitor quality of beverage products.</p> | <p>4.1. Monitor cellar temperature to ensure optimum storage conditions for different beverage products.</p> <p>4.2. Systematically check cellar conditions to ensure the requirements of the Australia New Zealand Food Standards (ANZFS) Code are met.</p> <p>4.3. Use systematic product rotation to maintain quality.</p> <p>4.4. Use manual or electronic stock control systems to monitor quality of products and control stock during receiving, storage and issuing.</p> |

- 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"> • read and interpret: <ul style="list-style-type: none"> • ANZFS Code • manufacturer instructions for operating cellar equipment • logbook entries • Safety Data Sheets (SDS) • safety procedures and signs • stock control system records.
Writing skills to:	<ul style="list-style-type: none"> • report faulty equipment • complete logbook entries for testing and checking activities.
Oral communication skills to:	<ul style="list-style-type: none"> • make accurate verbal reports on dispensing system faults.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate and document complex calibrations of cellar equipment • calculate dilution requirements for chemicals and cleaning products • measure temperatures for the storage of cellar stock items.
Problem-solving skills to:	<ul style="list-style-type: none"> • 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.
Teamwork skills to:	<ul style="list-style-type: none"> • provide practical information about cellar issues to colleagues.
Technology skills to:	<ul style="list-style-type: none"> • work with equipment at an operational and basic maintenance level.

Unit Mapping Information

Supersedes and is equivalent to SITHFAB008 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 SITHFAB028 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 beverage dispensing system components 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 the 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:
 - beverage system parts:

- 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, including 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; or
- a simulated industry environment set up for the purposes of assessment.

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>

SITHFAB029 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.

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.

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

Pre-requisite Unit

SITHFAB021 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

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 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.

SKILLS

Reading skills to:

DESCRIPTION

- read and interpret organisational procedures for conducting tastings

- research information on the product on offer at the tasting.
- Oral communication skills to:
- use active listening and open and closed probe questioning to determine customer preferences and offer suitable products for tasting
 - express personal views in a way that develops rapport and engages customers in the tasting of various products.
- Numeracy skills to:
- calculate sampling quantities for each pour
 - measure and determine the correct temperature for storing and serving alcohol.
- Learning skills to:
- continuously update knowledge of alcoholic beverages on offer for tasting.
- Problem-solving skills to:
- evaluate the site where product tastings are conducted and set up an appealing and safe tasting environment.
- Planning and organising skills to:
- coordinate the set up and conduct of a tasting.
- Technology skills to:
- use tasting equipment and temperature control devices.

Unit Mapping Information

Supersedes and is equivalent to SITHFAB009 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 SIT HFAB029 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 throughout the above product tasting sessions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types and uses of equipment required for conducting a product tasting:
 - 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
 - fortified wines:
 - apera
 - muscat
 - tawny port
 - topaque

- vintage port
- 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, including for recyclable glass and plastic bottles and sampling glasses.

Assessment Conditions

Skills must be demonstrated in an operational commercial outlet where alcoholic beverage tastings take place. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- small equipment:

-
- 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:
 - condiments and accompaniments
 - commercial range of alcoholic beverages to be tasted
 - ice
 - cleaning materials and equipment
 - organisational specifications:
 - current product information in sales kits, brochures and product manuals
 - 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>

SITHFAB030 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.

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.

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

Pre-requisite Unit

SITHFAB021 Provide responsible service of alcohol

SITHFAB023 Operate a bar

SITXFSA005 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.

- | | |
|---|--|
| <p>1. Promote cocktails to customers and take orders.</p> | <p>1.1. Use display materials to promote cocktails.</p> <p>1.2. Offer customers accurate information about the style and range of cocktails available and encourage their purchase in line with house policy.</p> <p>1.3. Check and identify specific customer preferences and take orders.</p> <p>1.4. Make recommendations and suggestions to assist customers with drink selection, and promote or upsell products.</p> |
| <p>2. Prepare cocktails.</p> | <p>2.1. Select appropriate cocktail glassware and equipment and use according to manufacturer instructions, organisational procedures and industry standards.</p> <p>2.2. Make cocktails correctly and efficiently according to organisational and traditional recipes.</p> <p>2.3. Consider visual appeal, texture, flavour and required temperature in preparing cocktails.</p> <p>2.4. Experiment with creative and complementary combinations of alcoholic and non alcoholic ingredients to develop new cocktails.</p> <p>2.5. Evaluate presentation of cocktails and make adjustments before serving.</p> |
| <p>3. Serve cocktails.</p> | <p>3.1. Present cocktails attractively and maximise visual appeal.</p> <p>3.2. Use garnishes and decorations according to organisational and traditional standards.</p> <p>3.3. Avoid wastage and spillage during service.</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:

- 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

Supersedes and is not equivalent to SITHFAB010 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 SIT HFAB030 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
- current trends and customer preferences for cocktails
- popular types of cocktails and their characteristics, recipes, preparation techniques and service:
 - black velvet
 - bloody Mary
 - brandy Alexander

- brandy crusta
- champagne cocktail
- cosmopolitan
- daiquiri
- espresso martini
- grasshopper
- Long Island iced tea
- margarita
- martini
- mimosa
- mojito
- negroni
- old fashioned
- piña colada
- screwdriver
- Singapore sling
- tequila sunrise
- Tom Collins
- whisky sour
- white Russian
- recipes, preparation methods and presentation standards for organisation-specific cocktails
- options to meet specific customer preferences relating to:
 - brand
 - garnishes
 - glassware
 - ice
 - mixers
 - strength
- organisational standards for:
 - glassware used for cocktail presentation
 - garnishes and decorations used to enhance cocktails
- operational features and uses of cocktail making equipment.

Assessment Conditions

Skills must be demonstrated in an operational commercial bar. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and large and small equipment:

- bar service area
- refrigerator
- storage area for glassware and drinks
- bar towels
- coasters
- cutting boards
- garnish containers
- ice and ice buckets
- juicers
- napkins
- powder shakers
- pourers:
 - speed
 - optic
 - inverted optic
- utensils:
 - bar spoons and teaspoons
 - nip measures
 - small knives
 - tongs
- glassware specific to the type of cocktail being prepared
- service trays and liners
- straws, swizzle sticks and toothpicks
- waiter's friend
- specific equipment for preparing cocktails and mocktails:
 - blender
 - Boston glass
 - cocktail shakers
 - Hawthorn glasses and strainer
 - muddler
 - standard and specialised cocktail glassware for different bases
 - zester
- stock:
 - garnishes
 - ice
 - commercial range of:
 - bottled mixers
 - bottled and canned beers
 - liqueurs
 - wines

- basic spirits
- cleaning materials and equipment
- 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>

SITHFAB031 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.

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.

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

Pre-requisite Unit

SITHFAB021 Provide responsible service of alcohol

Competency Field

Food and Beverage

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. Evaluate beers, spirits and liqueurs. | 1.1. Identify and examine the characteristics of Australian and imported beers, spirits and liqueurs using sensory evaluation techniques.
1.2. Review other information about beers, spirits and liqueurs to complement sensory evaluation process.
1.3. Develop informed opinions about beers, spirits and liqueurs to support work as a beverage specialist. |
| 2. Handle, store and monitor beers, spirits and liqueurs. | 2.1. Store and cellar products according to particular requirements for different beers, spirits and liqueurs.
2.2. Monitor product quality and recognise impaired quality of beers, spirits and liqueurs.
2.3. Resolve issues with beverage quality through corrective action. |
| 3. Advise customers on beers, spirits and liqueurs. | 3.1. Provide accurate advice about Australian and imported beers, spirits and liqueurs to customers.
3.2. Discuss different styles and features of beers, spirits and liqueurs, taking account of customer level of knowledge.
3.3. Determine business considerations when providing advice and make adjustments accordingly.
3.4. Assist customers in selecting beverages according to taste, price preferences and other specific customer needs. |
| 4. Extend and update knowledge of beers, spirits and liqueurs. | 4.1. Conduct formal and informal research to access current, accurate and relevant information about beers, spirits and liqueurs.
4.2. Identify customer taste trends based on customer contact and workplace interactions.
4.3. Source information on current and emerging beverage service trends and customer preferences.
4.4. Provide informed input about beers, spirits and liqueurs 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.

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 to continuously update knowledge.
- 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

Supersedes and is equivalent to SITHFAB011 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 SIT HFAB031 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 three different customers:
 - basic spirits
 - mid and top range spirits
 - beer of different strengths
 - beer of different types
 - traditional and contemporary liqueurs
- use the correct application of each of the following sensory evaluation techniques on at least one occasion 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 of the above beverage products on at least one occasion 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
- 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 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.

Assessment Conditions

Skills must be demonstrated in an operational beverage sales or service environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and large and small equipment:
 - refrigerator
 - storage area for glassware and drinks
 - glassware
- commercial range of stock:
 - bottled mixers
 - bottled and canned beers
 - liqueurs
 - spirits
- organisational specifications:
 - beverage lists
 - organisational safety procedures
 - price lists
 - product information 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>

SITHFAB032 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.

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.

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

Pre-requisite Unit

SITHFAB021 Provide responsible service of alcohol

Competency Field

Food and Beverage

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. Evaluate Australian wines. | <ul style="list-style-type: none"> 1.1. Use the full range of sensory evaluation techniques to identify and examine the characteristics of Australian wines from all major and emerging Australian wine regions. 1.2. Review other information about viticulture and specific wine styles, regions and production methods to complement sensory evaluation process. 1.3. Develop informed opinions about Australian wines that support work as a specialist in wine. |
| 2. Handle, store and monitor Australian wine products. | <ul style="list-style-type: none"> 2.1. Store and cellar Australian wine according to particular requirements of different wines. 2.2. Monitor wine quality and recognise impaired quality based on in-depth knowledge of Australian wines. 2.3. Resolve issues with wine quality through appropriate corrective action. 2.4. Decant wines using techniques appropriate to the variety, style and vintage of wine. |
| 3. Advise customers on Australian wines. | <ul style="list-style-type: none"> 3.1. Provide accurate information and assistance on different Australian wine options. 3.2. Discuss and debate wine characteristics, origins and production methods, taking account of customer level of wine knowledge. 3.3. Take account of business considerations when providing advice and make adjustments accordingly. 3.4. Assist customers with wine selections according to taste, price preferences and other specific needs. |
| 4. Extend and update knowledge of Australian wines. | <ul style="list-style-type: none"> 4.1. Conduct formal and informal research to access current, accurate and relevant information about wines. 4.2. Identify customer taste trends based on customer contact and workplace interactions. 4.3. Source information on current and emerging beverage service trends and customer preferences. 4.4. Provide informed input about Australian wines 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.

SKILLS

DESCRIPTION

- Reading skills to:
- comprehend detailed product information, promotional material and reviews about Australian wines.
- 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 Australian wines and participate in activities that continuously update knowledge.
- Problem-solving skills to:
- identify product faults and make judgments about appropriate remedial action.
- 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

Supersedes and is equivalent to SITHFAB012 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 SIT HFAB032 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 three different customers:
 - red and white
 - blended
 - sparkling
 - fortified
 - dessert
- use the correct application of each of the following sensory evaluation techniques on at least one occasion 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 of the above Australian wines on at least one occasion 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
 - 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
 - fortified wines:
 - apera
 - muscat

- tawny port
- topaque
- vintage port
- 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 wine
 - fortified wine
- 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 different 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.

Assessment Conditions

Skills must be demonstrated in an operational wine sales or service environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and large equipment:
 - bar service area
 - refrigerator

- storage area for glassware and drinks
- stock:
 - commercial range of Australian wines
- organisational specifications:
 - price lists
 - product information 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>

SITHFAB033 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.

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.

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

Pre-requisite Unit

SITHFAB021 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.

- | | |
|--|---|
| <p>1. Evaluate imported wines.</p> | <p>1.1. Use the full range of sensory evaluation techniques to identify and examine the characteristics of imported wines</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.

SKILLS

DESCRIPTION

- Reading skills to:
- comprehend detailed product information, promotional material and reviews about imported wines.
- 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 imported wines and participate in activities that continuously update knowledge.
- Problem-solving skills to:
- identify product faults and make judgments about appropriate remedial action.
- 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

Supersedes and is equivalent to SITHFAB013 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 SIT HFAB033 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 three different customers referencing wines from both old world and new world regions as listed in the knowledge evidence
- use the correct application of each of the following sensory evaluation techniques on at least one occasion 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 of the above imported wines on at least one occasion 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
 - 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 different 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.

Assessment Conditions

Skills must be demonstrated in an operational wine sales or service environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and large equipment:
 - bar service area
 - refrigerator
 - storage area for glassware and drinks
- stock:
 - commercial range of imported wines from the regions specified in the performance evidence
- organisational specifications:
 - price lists
 - promotional materials
 - product information 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>

SITHFAB034 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 SITHFAB027 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 SITHFAB021 Provide responsible service of alcohol.

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.

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

Pre-requisite Unit

SITHFAB021 Provide responsible service of alcohol

SITXFSA005 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

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

- alcoholic beverages. 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"> • read food and beverage menu items and organisational procedures.
Writing skills to:	<ul style="list-style-type: none"> • record customer orders and write clear and precise notes on special requests.
Oral communication skills to:	<ul style="list-style-type: none"> • use active listening and open and closed probe questioning to determine customer preferences • discuss causes of service delay or deficiencies with customers and colleagues.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate timing of service across multiple tables.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • evaluate the standard of presentation of the dining area against organisational standards • recognise delays and deficiencies in food service and rectify

to the customer's satisfaction.

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

Supersedes and is equivalent to SITHFAB014 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 SIT HFAB034 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 of the above service periods
- 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
- during the above service periods:
 - 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
- food and beverage service styles and types of menus used in different hospitality contexts:
 - buffet
 - tray
 - plate
 - silver service
- meaning of mise en place for food and beverage service and mise en place requirements for service styles 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 used in restaurants and for 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
- 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, including 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and large and small equipment:
 - food service-ware
 - glassware for alcoholic and non-alcoholic beverages
 - food service-ware and glassware storage areas
 - minimum of 15 chairs
 - minimum of five tables
 - table dressing linen and equipment
 - service linen and equipment
 - crockery and cutlery
 - ice buckets and wine stands
 - waiter's friend
- stock:
 - freshly prepared meals:
 - entrées
 - main courses
 - desserts
 - condiments and accompaniments
 - commercial range of non-alcoholic and alcoholic beverages
- cleaning materials and equipment
- organisational specifications:
 - equipment manufacturer instructions
 - commercial food and beverage menus currently used by the hospitality industry
 - promotional materials
 - wine lists
- kitchen staff with whom the individual can interact and an industry-realistic ratio of service staff to customers. These can be:
 - kitchen 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>

SITHFAB035 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.

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.

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

Pre-requisite Unit

SITXFSA005 Use hygienic practices for food safety

Competency Field

Food and Beverage

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. Prepare tables for silver service. | 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. Work in cooperation with kitchen staff. | 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. Use silver service techniques to serve meals. | 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 and position them correctly at the table for silver service.
3.4. Serve food items using appropriate silver service techniques.
3.5. Portion and place food and condiments 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: | <ul style="list-style-type: none"> • interpret menus to determine the table setting requirements. |
| Oral communication skills to: | <ul style="list-style-type: none"> • discuss precision timing and presentation of meals with chef and other kitchen staff. |
| Numeracy skills to: | <ul style="list-style-type: none"> • calculate portions and quantities for individual plate service. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • 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.

Unit Mapping Information

Supersedes and is equivalent to SITHFAB015 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 SIT HFAB035 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 during the above service periods
- work to commercially-realistic timeframes and demonstrate ability to deal with multiple silver service tasks simultaneously during the above service periods.

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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- fixtures and large and small equipment:
 - food service-ware
 - glassware for alcoholic and non-alcoholic beverages
 - food service-ware and glassware storage areas
 - minimum of 15 chairs
 - minimum of five tables
 - table dressing linen and equipment
 - service linen and equipment
 - carafes for decanting wine
 - crockery and cutlery appropriate for designated menu items to be served
 - heated plates and hot serving utensils
 - table crumber
 - waiter's friend
 - white cotton gloves
- stock:
 - freshly prepared meals:
 - entrees
 - main courses
 - desserts
 - cheeses
 - condiments and accompaniments
 - wide commercial range of alcoholic and non-alcoholic beverages
- cleaning materials and equipment

- organisational specifications:
 - equipment manufacturer instructions
 - commercial food and beverage menus currently used by the hospitality industry
 - wine lists
- kitchen staff with whom the individual can interact and an industry-realistic ratio of service staff to customers. These can be:
 - kitchen 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>

SITHFAB036 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.

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.

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

1. Research information on food.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify sources of information on food.
- 1.2. Develop current knowledge of food to provide informed

- customer advice.
- 1.3. Evaluate the characteristics of organisational menu items using sensory evaluation techniques.
 2. Advise customers on menu items.
 - 2.1. Provide accurate information on different menu options.
 - 2.2. Discuss methods of cooking and different culinary styles with customers in clear and simple language.
 - 2.3. Respond correctly and in a professional manner to customer questions on menu items.
 - 2.4. Provide information and advice on menu items in response to special dietary requirements and in line with business considerations.
 - 2.5. Offer variations to menu items in response to customer preferences and dietary requirements.
 - 2.6. Assist customers with menu selections according to taste, price preferences and other specific needs.
 3. Contribute to menu development.
 - 3.1. Discuss and contribute to content of menus with appropriate managers.
 - 3.2. Suggest a variety of menu items at different cost points to reflect the type of food outlet.
 - 3.3. Provide information on customer feedback and preferences.
 - 3.4. Nominate preferences of particular target groups.
 - 3.5. Identify bestselling menu items to contribute to organisational profitability.
 4. Extend and update own food knowledge.
 - 4.1. Identify customer taste trends based on customer contact and workplace experience.
 - 4.2. Source information on current and emerging food service trends and customer preferences.
 - 4.3. Provide informed input about food trends and menu items 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.

SKILLS

DESCRIPTION

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.
- Technology skills to:
- research information on food and food trends.

Unit Mapping Information

Supersedes and is equivalent to SITHFAB016 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 SIT HFAB036 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
- use the correct application of each of the following sensory evaluation techniques on at least one occasion 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 knowledge of the major food types listed in the knowledge evidence on at least one occasion 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
 - media influence
 - seasonal and popular influences
- current information on:
 - food and beverage festivals
 - organisation:
 - menus and specials
 - promotional activities
 - trends
 - 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:
 - infants, children and adolescents
 - older people
 - people from specific cultural or religious groups
 - people with particular nutritional requirements
- business considerations in the provision of information and advice on food:
 - current stock
 - profitability requirements
 - responsible service of alcohol
- formal and informal research methods to extend and update knowledge
- key health and legal consequences of failing to address special dietary requirements
- primary components of Australian Dietary Guidelines including those for children, adolescents and older Australians.

Assessment Conditions

Skills must be demonstrated in an operational restaurant or food and beverage outlet. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- Australian Dietary Guidelines
- organisational specifications:
 - current food information in recipes and menus
 - information databases and computerised information sources
- kitchen staff with whom the individual can interact and an industry-realistic ratio of service staff to customers. These can be:
 - kitchen 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>

SITHFAB037 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.

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.

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

Pre-requisite Unit

SITHFAB021 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 customers 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. Research 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.

DESCRIPTION

SKILLS

- Reading skills to:
- comprehend detailed product information, promotional material and reviews about cuisines and beverages.
- Writing skills to:
- summarise notes and record information in basic documents, information sheets and files.
- Oral communication skills to:
- interact effectively with diverse customers to:
 - listen to customer preferences
 - discuss and debate different ideas and opinions using language appropriate to customers' knowledge
 - provide advice about food and beverage matching.
- Learning skills to:
- review own knowledge of food and beverage compatibility and participate in activities that continuously update it.
- Problem-solving skills to:
- adjust advice to take account of any customer budget constraints.
- Teamwork skills to:
- share current knowledge and new information with colleagues.
- Self-management skills to:
- take responsibility for sourcing and updating current and emerging product information.
- Technology skills to:
- research information on food and beverages and current trends.

Unit Mapping Information

Supersedes and is equivalent to SITHFAB017 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 SITHFAB037 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 knowledge of the major food and beverage trends listed in the knowledge evidence on at least one occasion 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
 - steaming
 - stewing
 - stir-frying
- beverage production techniques and their impact on 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
 - 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
- 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
- factors to consider in achieving a balance between food and beverages on a menu
- primary components of Australian Dietary Guidelines including for children, adolescents and older Australians.

Assessment Conditions

Skills must be demonstrated in an operational restaurant or food and beverage outlet. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- Australian Dietary Guidelines
- organisational specifications:
 - current food and beverage product information
 - information databases and computerised information sources
 - food and beverage menus
- kitchen staff with whom the individual can interact and an industry-realistic ratio of service staff to customers. These can be:
 - kitchen 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>

SITHFAB038 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.

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.

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

1. Plan coffee beverage service.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 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 to ensure 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.

DESCRIPTION

SKILLS

- | | |
|------------------------------------|--|
| Reading skills to: | <ul style="list-style-type: none">• interpret:<ul style="list-style-type: none">• detailed supplier product information• promotional material• reviews about coffee beans, ground coffee and coffee beverages• cleaning and maintenance procedures for espresso coffee machines and grinders• research information on current and emerging coffee service trends and customer preferences. |
| Writing skills to: | <ul style="list-style-type: none">• write comprehensive and creatively expressed menus to promote sales. |
| Oral communication skills to: | <ul style="list-style-type: none">• explain coffee beverage items and their characteristics to customers. |
| Numeracy skills to: | <ul style="list-style-type: none">• calculate and monitor temperature and water pressure for espresso machines• calculate quantities and costs for stock orders. |
| Learning skills to: | <ul style="list-style-type: none">• continuously source information on current and emerging coffee service trends and synthesise this information for menu updates. |
| Problem-solving skills to: | <ul style="list-style-type: none">• diagnose problems and faults in coffee beans, ground coffee and coffee beverages and make adjustments to ensure quality coffee beverages. |
| Planning and organising skills to: | <ul style="list-style-type: none">• schedule the regular servicing of espresso machines. |
| Self-management skills to: | <ul style="list-style-type: none">• take responsibility for espresso service management and quality outputs. |
| Technology skills to: | <ul style="list-style-type: none">• use espresso machines and monitor their efficiency and reliability. |

Unit Mapping Information

Supersedes and is equivalent to SITHFAB019 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 SIT HFAB038 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:

- sources of information on current and emerging espresso coffee service trends:
 - 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
 - techniques for identifying and diagnosing faults
 - fine tuning or arranging fine tuning of machines and grinders according to manufacturer instructions and warranty requirements
 - when and how to remove shower screens or diffusers and clean 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; or
- a simulated industry environment set up for the purposes of assessment.

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
 - cleaning cloths
 - flat edge implement for levelling off dosed filter basket
 - measuring equipment
 - 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:
 - espresso and standard cups
 - 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

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

SITHFAB039 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.

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 SITHFAB021 Provide responsible service of alcohol.

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.

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

Pre-requisite Unit

SITHFAB021 Provide responsible service of alcohol

SITHFAB032 Provide advice on Australian wines

SITHFAB033 Provide advice on imported wines

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"> 1. Research and select wines to meet business objectives. | <ol style="list-style-type: none"> 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. |
| <ol style="list-style-type: none"> 2. Develop and monitor wine management systems. | <ol style="list-style-type: none"> 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. |
| <ol style="list-style-type: none"> 3. Develop and extend wine skills and knowledge for self and others. | <ol style="list-style-type: none"> 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. 3.6. 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.

DESCRIPTION

SKILLS

Reading skills to:	<ul style="list-style-type: none"> interpret detailed product information, promotional material and reviews about wines.
Writing skills to:	<ul style="list-style-type: none"> write comprehensive yet easily understood procedures for the sale and service of wine.
Oral communication skills to:	<ul style="list-style-type: none"> listen and respond to workplace information and suggestions from peers.
Numeracy skills to:	<ul style="list-style-type: none"> interpret financial impact of goods and services tax (GST) and the wine equalisation tax (WET) calculate costs of wine and profit margins order wine stocks.
Learning skills to:	<ul style="list-style-type: none"> research a wide range of potentially complex topics, and interpret, adapt and apply information from multiple sources to own practice.
Problem-solving skills to:	<ul style="list-style-type: none"> develop business-wide responses to operational and management challenges.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> identify opportunities for improving wine management systems.

Unit Mapping Information

Supersedes and is not equivalent to SITHFAB020 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 SIT HFAB039 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:

- 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 on at least one occasion, according to organisational procedures:
 - wine list development
 - development and monitoring of storage and cellaring systems
 - promotional activities
- advise on appropriate wine-related products and services for each of the following at least once:
 - 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
- maintain and continuously extend personal knowledge of the above wine-related products and services on at least one occasion to enhance workplace activities.

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
- 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 relevant to the sale and service of wine.

Assessment Conditions

Skills must be demonstrated in an operational wine sales or service environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- organisational specifications:
 - current product information
 - information databases and computerised information sources
 - wine lists
- team with whom the individual can interact. These can be:
 - colleagues 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>

SITHGAM022 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 may be at risk of or are already experiencing harm from 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.

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.

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).

Under differing state and territory legislation this is a required certification unit for certain nominated personnel operating in licensed gambling premises.

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.

2. Provide information and assistance to customers about gambling harm and harm minimisation.

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 policies and procedures.

1.4. Ensure gambling environmental features support responsible gambling policies within scope of own responsibility.

2.1. Provide accurate and appropriate information on impacts of harm from gambling and gambling harm minimisation and reduction.

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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • read and interpret at times complex information relating to: <ul style="list-style-type: none"> • industry or regulatory codes of conduct relating to responsible gambling • in-house policies and procedures relating to responsible gambling • plain English regulatory and advisory information issued by local, state and territory gambling licensing authorities.
Oral communication skills to:	<ul style="list-style-type: none"> • deal courteously and discreetly with customers at risk of harm from gambling or requesting self-exclusion, using non-confrontational language.
Problem-solving skills to:	<ul style="list-style-type: none"> • apply appropriate solutions within scope of responsibility, or seek assistance from appropriate colleagues.
Technology skills to:	<ul style="list-style-type: none"> • use a computer and appropriate software to record gambling-related incidents and staff actions.

Unit Mapping Information

Supersedes and is equivalent to SITHGAM001 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 SITHGAM022 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 on at least one occasion:
 - 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 state/territory and national legislation and industry and organisational policies and procedures in regard to responsible provision of gambling services
- signs and impacts of harm from 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 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 automatic teller machine (ATM) 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
 - 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

- available counselling services and referral procedures.

Assessment Conditions

Skills must be demonstrated in an operational gaming environment. This can be:

- an industry workplace; or
- 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:
 - customers in an industry workplace who are participating in gambling activities; 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>

SITHGAM023 Attend gaming machines

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to assessment conditions.

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 SITHGAM022 Provide responsible gambling services.

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.

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

Pre-requisite Unit

SITHGAM022 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"> 1. Advise customers on gaming activities.
 2. Maintain gaming machines.
 3. Monitor security of gaming areas.
 4. Make gaming machine payouts. | <ol style="list-style-type: none"> 1.1. Advise customers on gaming activities and features of games 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.
 2.1. 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.
 3.1. 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. Identify where appropriate and follow barring procedures according to organisational policy.
 4.1. Verify payouts according to organisational procedures. 4.2. Complete payout according to 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 player to the appropriate person. 4.5. Pay winnings to the player and witness player according to organisational procedures. 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 according to organisational procedures. |
|--|---|

- 4.8. Resolve or escalate payout disputes where required and according to organisational procedures 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.

SKILLS

DESCRIPTION

- | | |
|------------------------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> • interpret: <ul style="list-style-type: none"> • gaming machine information • machine service records • organisational policies and procedures. |
| Writing skills to: | <ul style="list-style-type: none"> • complete service record cards • complete hand pay book. |
| Oral communication skills to: | <ul style="list-style-type: none"> • provide clear and factual information to customers, colleagues and other stakeholders. |
| Numeracy skills to: | <ul style="list-style-type: none"> • balance cash receipts and payments. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • resolve payout disputes and suspected security breaches • solve technical problems with machines. |
| Planning and organising skills to: | <ul style="list-style-type: none"> • prioritise machine faults. |
| Technology skills to: | <ul style="list-style-type: none"> • use gaming machine software. |

Unit Mapping Information

Supersedes and is equivalent to SITHGAM002 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 SITHGAM023 Attend gaming machines

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to assessment conditions.

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:

- 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
 - operate coin dispensing equipment in line with organisational procedures
 - carry out each of the basic machine security checks and minor repairs listed in the knowledge evidence with minimum disruption to players
 - apply 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:

- gaming activities offered by the organisation:
 - basic player rules and conditions
 - organisational policies and procedures
 - organisational procedures for making payouts
 - win rates and returns to players
 - promotions and offers
- key requirements of state and territory legislation and codes of practice relevant to attending gaming machines:
 - 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- equipment required to attend gaming machines:
 - evacuation card
 - handpay book
 - machine keys
 - machine service record card
- gaming machines:
 - 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>

SITHGAM024 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 SITHGAM022 Provide responsible gambling services.

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.

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

Pre-requisite Unit

SITHGAM022 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 docket 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:
- interpret basic financial procedures in relation to TAB operations.

Unit Mapping Information

Supersedes and is equivalent to SITHGAM003 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 SITHGAM024 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:

- operate a Totalisator Agency Board (TAB) outlet over a minimum of two service periods, including:
 - following opening procedures for a TAB outlet listed in knowledge evidence
 - operating basic TAB betting machine activities listed in knowledge evidence
 - following TAB terminal accounting and security procedures
 - explaining 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 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
- bet types, 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; or
- 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>

SITHGAM025 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 SITHGAM022 Provide responsible gambling services.

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.

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

Pre-requisite Unit

SITHGAM022 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 policies and procedures.
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 organisational policies and 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 policies and procedures.
5. Operate general functions of software and machines.
 - 5.1. Use general functions of software and machines when necessary according to authorised limitations.
 - 5.2. Seek authorisation to use software and machines 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 policies and procedures.
 - 7.2. Use the terminal disable function when appropriate.
 - 7.3. Handle and balance cash and float according to organisational policies and procedures.
 - 7.4. Identify where assistance is required and 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">• read understand procedures and licensing requirements for Keno. |
| Problem-solving skills to: | <ul style="list-style-type: none">• deal with disputes about prize schedules, payments and display of winning numbers. |

Unit Mapping Information

Supersedes and is equivalent to SITHGAM004 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 SITHGAM025 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
 - 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, including:
 - responding to typical Keno customer game enquiries
 - coordinating multiple transactions and activities
 - processing payouts
 - processing cancellations
 - noting and reporting 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; or
- 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>

SITHGAM026 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 SITHGAM022 Provide responsible gambling services.

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.

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

Pre-requisite Unit

SITHGAM022 Provide responsible gambling services

Competency Field

Gaming

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Obtain gaming

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

- | | |
|---------------------------------|---|
| machine data. | organisational procedures. |
| 2. Analyse gaming machine data. | 1.2. Record data using correct methods and terminology according to legislative requirements and organisational procedures.
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 according to organisational requirements 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • read and interpret data against key performance indicators and identify variances.
Numeracy skills to:	<ul style="list-style-type: none"> • prepare reports on gaming machines that reflect different analyses of numerical data.
Technology skills to:	<ul style="list-style-type: none"> • use: <ul style="list-style-type: none"> • gaming machine reporting software • gaming machine data retrieval systems.

Unit Mapping Information

Supersedes and is not equivalent to SITHGAM005 Analyse and report on gaming machine 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 SITHGAM026 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:

- retrieve data from three different gaming machines or systems listed in the knowledge evidence, according to organisational procedures and legislative and licensing requirements
- analyse above 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
 - 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 and equations 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; or
- 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>

SITHGAM027 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.

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.

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.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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"> 1. Open table. | <ol style="list-style-type: none"> 1.1. Check approved equipment is on the table, 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. |
| <ol style="list-style-type: none"> 2. Handle chips efficiently and effectively. | <ol style="list-style-type: none"> 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. |
| <ol style="list-style-type: none"> 3. Shuffle and cut cards for Baccarat games. | <ol style="list-style-type: none"> 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. |
| <ol style="list-style-type: none"> 4. Operate Baccarat games. | <ol style="list-style-type: none"> 4.1. Make Baccarat announcements and hand signals. 4.2. Deal cards according to Baccarat rules, organisational procedures and variations. 4.3. Deal game at appropriate pace according to organisational standards. |
| <ol style="list-style-type: none"> 5. Accept wagers and pay winnings. | <ol style="list-style-type: none"> 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. |
| <ol style="list-style-type: none"> 6. Deal with gaming irregularities. | <ol style="list-style-type: none"> 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"> • read and interpret documents associated with financial transactions • read game signage. |
| Writing skills to: | <ul style="list-style-type: none"> • complete documents associated with: <ul style="list-style-type: none"> • financial transactions • equipment and logs. |
| Oral communication skills to: | <ul style="list-style-type: none"> • make clear gaming announcements. |
| Numeracy skills to: | <ul style="list-style-type: none"> • count cards and calculate wagers • count, reconcile and document the chip float |

- apply mathematical calculations to process winnings and other financial transactions.
 - integrate knowledge of Baccarat rules, permitted variations, and organisation-specific procedures across multiple games.
 - communicate with dealers and management.
 - use correct dealing technique according to organisational work health and safety requirements.
 - use automated table operations management (ATOM), shuffle machines, electronic shoe and electronic display.
- Learning skills to:
- Teamwork skills to:
- Self-management skills to:
- Technology skills to:

Unit Mapping Information

Supersedes and is equivalent to SITHGAM006 Deal Baccarat 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 SITHGAM027 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 perform 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
- apply 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; or

- 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
 - shoe or shuffling dealing device
 - 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>

SITHGAM028 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.

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.

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.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM022 Provide responsible gambling services.

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.

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 this occupational license.

Pre-requisite Unit

SITHGAM022 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 Big Wheel games.
4. Accept wagers and pay winnings.
5. Deal with gaming irregularities.
6. Monitor and respond to suspicious play or

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Check approved equipment is on the table, 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 policies and 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. Make Big Wheel announcements and hand signals.
- 3.2. Spin wheel according to game rules, organisational procedures and variations.
- 3.3. Operate Big Wheel 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 policies and procedures and variations.
- 4.2. Determine winning and losing wagers.
- 4.3. 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 policies and procedures.
- 5.1. Identify and respond to irregularities or non-compliance according to organisational policies and procedures and approved game rules.
- 5.2. Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures.
- 6.1. Monitor gaming activities and watch for indicators of

- behaviour during gaming activities.
- suspicious play or behaviour.
- 6.2. Follow organisational policies and 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:
- read and interpret documents associated with financial transactions
 - read game signage.
- Writing skills to:
- complete documents associated with:
 - financial transactions
 - equipment and logs.
- Oral communication skills to:
- make clear gaming announcements.
- Numeracy skills to:
- calculate wagers
 - count, reconcile and document the chip float
 - apply mathematical calculations to process winnings and other financial transactions.
- 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

Supersedes and is equivalent to SITHGAM007 Conduct Big Wheel 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 SITHGAM028 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 perform 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
- apply 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; or
- 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>

SITHGAM029 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.

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.

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.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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 Blackjack games.
4. Operate Blackjack games.
5. Accept wagers and pay winnings.
6. 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, 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 policies and 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 Blackjack announcements and hand signals.
- 4.2. Deal cards according to Blackjack 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 policies and 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 policies and procedures.
- 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. | <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 activity.</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"> • read and interpret documents associated with financial transactions • read game signage. |
| Writing skills to: | <ul style="list-style-type: none"> • complete documents associated with: <ul style="list-style-type: none"> • financial transactions • equipment and logs. |
| Oral communication skills to: | <ul style="list-style-type: none"> • make clear gaming announcements. |
| Numeracy skills to: | <ul style="list-style-type: none"> • count cards and calculate wagers • count, reconcile and document the chip float |

- apply mathematical calculations to process winnings and other financial transactions.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- 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

Supersedes and is equivalent to SITHGAM008 Deal Blackjack 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 SITHGAM029 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 perform 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
- apply 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; or
- 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
 - shoe or shuffling dealing device
 - 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>

SITHGAM030 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.

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.

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.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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 Poker games.
4. Operate Poker games.
5. Accept wagers and pay winnings.
6. 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, 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 policies and 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 Poker announcements and hand signals.
- 4.2. Deal cards according to Poker 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 policies and 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 policies and procedures.
- 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 policies and 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. |
| | 9.3. Reconcile chip float and document the count according to organisational procedures. |
| | 9.4. 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"> • read and interpret documents associated with financial transactions • read game signage. |
| Writing skills to: | <ul style="list-style-type: none"> • complete documents associated with: <ul style="list-style-type: none"> • financial transactions • equipment and logs. |
| Oral communication skills to: | <ul style="list-style-type: none"> • make clear gaming announcements. |
| Numeracy skills to: | <ul style="list-style-type: none"> • calculate wagers • count, reconcile and document the chip float |

- apply mathematical calculations to process winnings and other financial transactions.
- 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

Supersedes and is equivalent to SITHGAM009 Deal Poker 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 SITHGAM030 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 perform 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
- apply 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; or
- 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 shuffling 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>

SITHGAM031 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.

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.

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.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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 Pontoon games.
4. Operate Pontoon games.
5. Accept wagers and pay winnings.
6. 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, 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 policies and 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 Pontoon announcements and hand signals.
- 4.2. Deal cards according to Pontoon 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 policies and 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 policies and procedures.
- 6.1. Identify and respond to irregularities or non-compliance according to organisational policies and 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 policies and 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 policies and 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.

DESCRIPTION

SKILLS

- Reading skills to:
- read and interpret documents associated with financial transactions
 - read game signage.
- Writing skills to:
- complete documents associated with:
 - financial transactions
 - 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
 - apply mathematical calculations to process winnings and other financial transactions.
- 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

Supersedes and is equivalent to SITHGAM010 Deal Pontoon 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 SITHGAM031 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 perform 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
- apply 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; or
- 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
 - shoe or shuffling dealing device
 - 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>

SITHGAM032 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.

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.

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.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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.
6. Monitor gaming activities for suspicious play or

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Check approved equipment is on the table, 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 policies and 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 policies and 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 policies and 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 policies and procedures.
- 6.1. Monitor gaming activity for indicators of suspicious play or behaviour.
- 6.2. Follow organisation policies and procedures and approved

- behaviour. 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.
- 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.
- 8.2. Reconcile chip float and document the count according to organisational policies and 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:
- read and interpret documents associated with financial transactions
 - read:
 - relevant buttons on dealer terminal
 - layout and buttons on player terminal
 - game signage.
- Writing skills to:
- complete documents associated with financial transactions.
- Oral communication skills to:
- make clear gaming announcements
 - use microphone to organisational standards.
- Numeracy skills to:
- apply mathematical calculations to process winnings and other financial transactions.

- 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

Supersedes and is equivalent to SITHGAM011 Conduct Rapid Roulette 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 SITHGAM032 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 perform 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
- apply 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; or
- 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>

SITHGAM033 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.

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.

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.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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 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, 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 policies and 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. 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.

4.1. Accept or refuse permitted wagers according to organisational policies and 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 policies and procedures.

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 policies and 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 organisational policies and 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 policies and 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"> • read and interpret documentation associated with financial transactions • read game signage. |
| Writing skills to: | <ul style="list-style-type: none"> • complete documents associated with: <ul style="list-style-type: none"> • financial transactions • equipment and logs. |
| Oral communication skills to: | <ul style="list-style-type: none"> • make clear gaming announcements. |
| Numeracy skills to: | <ul style="list-style-type: none"> • count, reconcile and document the chip float • calculate wagers |

- apply mathematical calculations to process winnings and other financial transactions.
- 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

Supersedes and is equivalent to SITHGAM012 Conduct Roulette 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 SITHGAM033 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 perform 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
- apply 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; or
- 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:
 - 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>

SITHGAM034 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 SITHGAM022 Provide responsible gambling services.

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.

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

Pre-requisite Unit

SITHGAM022 Provide responsible gambling services

Competency Field

Gaming

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. Advise customers on gaming activities.
 - 1.1. Advise customers on gaming activities and features of games 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 policies and procedures.
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.
- Numeracy skills to:
- apply mathematical calculations 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

Supersedes and is equivalent to SITHGAM015 Attend casino 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 SITHGAM034 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:

- 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
 - carry out each of the basic machine security checks and minor repairs listed in the knowledge evidence with minimum disruption to players
- follow 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:

- 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 intact
 - 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- equipment required to attend gaming machines:
 - evacuation card
 - handpay book
 - machine keys

- machine service record card
- gaming machines:
 - 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>

SITHGAM035 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.

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.

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.

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 SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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 Caribbean Stud games.
4. Operate Caribbean Stud games.
5. Accept wagers and pay winnings.
6. Deal with gaming irregularities.

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 policies and 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 Caribbean Stud announcements and hand signals.
- 4.2. Deal cards according to Caribbean 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 policies and 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 policies and procedures.
- 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. | <p>7.1. Monitor gaming activities and watch for indicators of suspicious play and behaviour.</p> <p>7.2. Follow organisational policies and 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"> • read and interpret documents associated with financial transactions • read game signage. |
| Writing skills to: | <ul style="list-style-type: none"> • complete documents associated with: <ul style="list-style-type: none"> • financial transactions • equipment and logs. |
| Oral communication skills to: | <ul style="list-style-type: none"> • make clear gaming announcements. |
| Numeracy skills to: | <ul style="list-style-type: none"> • count cards and calculate wagers • count, reconcile and document the chip float |

- apply mathematical calculations to process winnings and other financial transactions.
- 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

Supersedes and is equivalent to SITHGAM016 Deal Caribbean Stud 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 SITHGAM035 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 perform 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
- apply 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; or
- 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 shuffling 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>

SITHGAM036 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.

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.

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.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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 on the table is present, in working order and positioned according to rules and organisational 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 policies and procedures.</p> <p>1.4. Identify and report variances in chip float.</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 accepting wagers and paying winnings.</p> <p>2.3. Maintain chip float in an orderly manner during game operation.</p> |
| <p>3. Shuffle and cut cards for Casino War 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. Deal Casino War games.</p> | <p>4.1. Make Casino War announcements and hand signals.</p> <p>4.2. Deal cards according to Casino War rules, organisational procedures and variations.</p> <p>4.3. Deal 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 policies and procedures and variations.</p> <p>5.2. Determine winning and losing wagers.</p> <p>5.3. Remove losing wagers according to organisational procedures.</p> <p>5.4. Pay and witness winnings according to organisational procedures.</p> <p>5.5. Conduct financial transactions according to organisational policies and procedures.</p> |
| <p>6. Deal with gaming irregularities.</p> | <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</p> |

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 policies and 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 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"> • read and interpret documents associated with financial transactions • read game signage. |
| Writing skills to: | <ul style="list-style-type: none"> • complete documents associated with: <ul style="list-style-type: none"> • financial transactions • equipment and logs. |
| Oral communication skills to: | <ul style="list-style-type: none"> • make clear gaming announcements. |
| Numeracy skills to: | <ul style="list-style-type: none"> • count cards and calculate wagers • count, reconcile and document the chip float |

- apply mathematical calculations to process winnings and other financial transactions.
- 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

Supersedes and is equivalent to SITHGAM017 Deal Casino War 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 SITHGAM036 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 perform 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
- apply 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; or
- 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
 - shoe or shuffling dealing device
 - 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>

SITHGAM037 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.

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.

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.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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.
6. Deal with gaming irregularities.

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 policies and 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 policies and 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 policies and procedures.
- 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 policies and 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"> • read and interpret documents associated with financial transactions • read game signage. |
| Writing skills to: | <ul style="list-style-type: none"> • complete documents associated with: <ul style="list-style-type: none"> • financial transactions • equipment and logs. |
| Oral communication skills to: | <ul style="list-style-type: none"> • make clear gaming announcements. |
| Numeracy skills to: | <ul style="list-style-type: none"> • count cards and calculate wagers • count, reconcile and document the chip float |

- apply mathematical calculations to process winnings and other financial transactions.
- 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

Supersedes and is equivalent to SITHGAM018 Deal Mississippi Stud 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 SITHGAM037 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 perform 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
- apply 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; or
- 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 shuffling 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>

SITHGAM038 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.

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.

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.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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 policies and 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 policies and 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 policies and 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 security procedures.

- | | |
|--|---|
| 7. Monitor gaming activities for suspicious play or behaviour. | <ul style="list-style-type: none"> 7.1. Monitor gaming activity for indicators of suspicious play or behaviour. 7.2. Follow organisational policies and 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 policies and 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.

SKILLS

DESCRIPTION

- | | |
|---------------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> • read and interpret documents associated with financial transactions <ul style="list-style-type: none"> • read: <ul style="list-style-type: none"> • relevant buttons on dealer terminal • layout and buttons on player terminal • game signage. |
| Writing skills to: | <ul style="list-style-type: none"> • complete documents associated with financial transactions. |
| Oral communication skills | <ul style="list-style-type: none"> • make clear gaming announcements • use microphone to organisational standards. |

to:

- Numeracy skills to:
- apply mathematical calculations to process winnings and other financial transactions.
- 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

Supersedes and is equivalent to SITHGAM019 Conduct Rapid Baccarat 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 SITHGAM038 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 perform 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
- apply 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; or
- 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
 - shoe or shuffling dealing device
 - 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>

SITHGAM039 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.

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.

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.

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 SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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. Conduct Rapid Big Wheel games.
4. Accept wagers and pay winnings.
5. Deal with gaming irregularities.
6. Monitor gaming activities for suspicious play or

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Check approved equipment is on the table, in working order and positioned according to organisational rules and procedures.
- 1.2. Check drop box is attached to the table and correct game/table number is reflected.
- 1.3. Open and balance the chip float according to approved documentation and organisational policies and procedures.
- 1.4. Identify and report variances in the 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 Big Wheel announcements and hand signals.
- 3.2. Spin wheel according to game rules, organisational procedures and variations.
- 3.3. Operate Rapid Big Wheel 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 policies and 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 policies and 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 security procedures.
- 6.1. Monitor gaming activity for indicators of suspicious play or behaviour.
- 6.2. Follow organisational policies and procedures and approved

- behaviour. 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 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 policies and 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:
- read and interpret documents associated with financial transactions
 - read:
 - relevant buttons on dealer terminal
 - layout and buttons on player terminal
 - game signage.
- Writing skills to:
- complete documents associated with financial transactions.
- Oral communication skills to:
- make clear gaming announcements
 - use microphone to organisational standards.
- Numeracy skills to:
- apply mathematical calculations to process winnings and other financial transactions.
- Self-management skills
- use correct spinning technique according to organisational

to: 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

Supersedes and is equivalent to SITHGAM020 Conduct Rapid Big Wheel 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 SITHGAM039 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 perform 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
- apply 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; or
- 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>

SITHGAM040 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.

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.

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.

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 SITHGAM022 Provide responsible gambling services.

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.

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 this occupational licence.

Pre-requisite Unit

SITHGAM022 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 on the table is present, in working order and positioned according to rules and organisational 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 policies and procedures.</p> <p>1.4. Identify and report variances in chip float.</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 accepting wagers and paying winnings.</p> <p>2.3. Maintain chip float in an orderly manner during game operation.</p> |
| <p>3. Shuffle and cut cards for Three Card Poker 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 Three Card Poker games.</p> | <p>4.1. Make Three Card Poker announcements and hand signals.</p> <p>4.2. Deal cards according to Three Card Poker rules, organisational procedures and variations.</p> <p>4.3. Deal 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 policies and procedures and variations.</p> <p>5.2. Determine winning and losing wagers.</p> <p>5.3. Remove losing wagers according to organisational procedures.</p> <p>5.4. Pay and witness winnings according to organisational procedures.</p> <p>5.5. Conduct financial transactions according to organisational policies and procedures.</p> |
| <p>6. Deal with gaming irregularities.</p> | <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</p> |

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 policies and 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 policies and 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"> • read and interpret documents associated with financial transactions • read game signage. |
| Writing skills to: | <ul style="list-style-type: none"> • complete documents associated with: <ul style="list-style-type: none"> • financial transactions • equipment and logs. |
| Oral communication skills to: | <ul style="list-style-type: none"> • make clear gaming announcements. |
| Numeracy skills to: | <ul style="list-style-type: none"> • count cards and calculate wagers • count, reconcile and document the chip float |

- apply mathematical calculations to process winnings and other financial transactions.
- 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

Supersedes and is equivalent to SITHGAM021 Deal Three Card Poker 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 SITHGAM040 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 perform 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
- apply 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 Three Card 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; or
- 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 shuffling dealing device
 - shuffling machine
- 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>

SITHIND005 Use hygienic practices 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 SITXFSA005 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.

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.

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. Maintain personal hygiene.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Develop a routine of personal cleanliness practices in preparation for work and to maintain customer confidence in organisational service.

- 1.2. Check and adjust personal cleanliness during service periods to maintain health of self and others.
- 1.3. Check cleanliness of uniform and personal protective equipment for contamination during service periods and adjust to maintain health of self and others.
2. Prevent health hazards in the workplace.
 - 2.1. Follow organisational policies and procedures to ensure hygienic personal contact in the course of work duties.
 - 2.2. Prevent the spread of micro-organisms by washing hands at appropriate times.
 - 2.3. Identify and address workplace hygiene hazards within scope of own role and report any unresolved hazards that may affect the health of self and others.

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"> • locate information relating to hygienic practices and hygiene hazards in workplace procedures.
Oral communication skills to:	<ul style="list-style-type: none"> • describe type and location of hygiene hazard when reporting.
Learning skills to:	<ul style="list-style-type: none"> • follow simple processes to model hygienic practices.
Problem-solving skills to:	<ul style="list-style-type: none"> • adjust cleanliness and appearance after identifying hygiene hazards.

Unit Mapping Information

Supersedes and is equivalent to SITHIND001 Use hygienic practice 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 SITHIND005 Use hygienic practices 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:

- integrate at least six 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 equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- reasons for maintaining personal hygiene in hospitality service environments:
 - reduction of, and healing from, personal illness
 - optimal health and sense of wellbeing
 - social acceptance
 - prevention of spread of illness to others
 - maintenance of organisation image and service standards
- personal hygiene practices to care for own health and wellbeing prior to and during service periods:
 - bathing or showering
 - brushing and flossing teeth and 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 bandages on wounds
- wearing clean clothing and personal protective equipment
- ways of transferring micro-organisms and spreading airborne and infectious diseases and illness to self and others
- hand washing techniques and when they must be used, including after:
 - contact with items, including linens contaminated with human waste, blood and body secretions
 - coughing
 - eating and drinking
 - scratching skin
 - smoking
 - sneezing and blowing the nose
 - spitting
 - touching the hair, scalp or any wound
 - using the toilet
- hygiene hazards and processes for addressing or reporting:
 - lack of:
 - clean linen
 - hygiene signage
 - personal protective equipment
 - observing others using unhygienic practices
 - unclean:
 - hand washing facilities
 - public areas
 - staff amenity areas
 - toilets
 - workstations
- 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- organisational specifications:
 - guidelines relating to personal hygiene and presentation requirements
 - guidelines relating to workplace hygiene standards and hazards.

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>

SITHIND006 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.

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.

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. Source and use industry information. | 1.1. Identify sources of information on the structure and operation of the hospitality industry.
1.2. Access 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. Apply information about the hospitality industry and its products and services to enhance the quality of work performance. |
| 2. Source and use compliance information. | 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 apply to benefit own organisation.
2.3. Access and apply 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. Source and use information on hospitality technology. | 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. Update personal and organisational knowledge of the hospitality industry. | 4.1. Identify current issues and trends for the industry.
4.2. Identify and use a range of opportunities to update current and emerging knowledge of the hospitality 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.

SKILLS

DESCRIPTION

Reading skills to:

- read the content of plain English information about laws and quality assurance processes
- research and sort hospitality industry information and

- determine information relevant to own work.
- Writing skills to:
- write and summarise notes, and record information in basic documents, information sheets and files.
- Oral communication skills to:
- use open and closed probe questioning to interact effectively and obtain information.
- Learning skills to:
- update, review and maintain own knowledge of the hospitality industry.
- Technology skills to:
- use a computer and keyboard
 - use online information systems to search for information.

Unit Mapping Information

Supersedes and is equivalent to SITHIND002 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 SITHIND006 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
- interpret information on the following 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 on at least one occasion.

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
 - 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 products and services 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 industry associations
 - trade unions
- 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
- 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 gambling
 - 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; or
- a simulated industry environment or activity set up for the purposes of assessment.

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
- colleagues with whom the individual can interact. This 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>

SITHIND007 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. A service period 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.

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.

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. | 1.1. Plan and organise work tasks from organisational information.
1.2. Discuss and confirm service requirements with supervisor as required.
1.3. Prepare work area, equipment and supplies according to procedures to meet service requirements. |
| 2. Provide service. | 2.1. Greet customers courteously and determine their requirements for products and services.
2.2. Offer relevant customer information and promote products and services according to organisational procedures.
2.3. Interact with customers using appropriate methods and techniques to meet customer expectations of quality, presentation and timeliness of delivery.
2.4. Resolve routine customer problems within scope of own responsibility and according to organisational policy. |
| 3. Complete operational tasks. | 3.1. Follow work schedules and work cooperatively as part of a team to maximise efficiency.
3.2. Follow workplace safety and hygiene procedures.
3.3. Maintain cleanliness and tidiness of work areas.
3.4. Use organisational procedures and technology to complete operational tasks.
3.5. Identify problems and report operational issues as they arise. |
| 4. Complete end of shift duties. | 4.1 Follow end of shift procedures.
4.2. Complete administration and reporting requirements.
4.3. 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.

SKILLS

DESCRIPTION

Reading skills to:

- read organisational policies, procedures and work schedules.

Oral communication skills to:

- listen to and interpret customer requests and describe products and services.

- Numeracy skills to:
- basic mathematics to calculate costs
 - record or process financial transactions.
- Teamwork skills to:
- work cooperatively to achieve outcomes.
- 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

Supersedes and is equivalent to SITHIND003 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 SITHIND007 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:

- provide hospitality service to customers for a minimum of 12 complete service periods 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
 - 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

- local area and venue facilities
- lost and found services
- membership benefits
- prices of products and services
- products including food, alcoholic and non-alcoholic beverages
- special events
- 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 porter services
 - selling and preparing drinks
 - selling gaming tickets
 - serving food and beverage
 - taking orders
- tools and equipment to carry out common operational tasks:
 - ordering equipment and technology
 - communication devices
 - point-of-sale equipment
 - software for booking, ticketing or check-in
 - manual handling equipment
- 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; or
- a simulated industry environment or activity set up for the purposes of assessment.

Assessment must ensure access to:

- organisational policies and procedures
- products and services to be delivered to customers
- 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
- colleagues with whom the individual can interact. This 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 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>

SITHIND008 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. A service period 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.

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.

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. Prepare for service. | 1.1. Plan and organise tasks from organisational information.
1.2. Develop and review work schedules and liaise with team members to confirm and inform others of service requirements.
1.3. Prepare work area, equipment and supplies according to procedures to meet service requirements. |
| 2. Provide service. | 2.1. Provide quality customer service, using appropriate methods and techniques to meet customer expectations of quality, presentation and timeliness of delivery.
2.2. Offer relevant customer information on products and services.
2.3. Assist customer with choices that meet individual needs, special requests and cultural requirements.
2.4. Proactively promote, upsell and cross-sell products and services according to organisational procedures.
2.5. Resolve complaints within scope of own responsibility and use appropriate communication techniques to deal with conflict. |
| 3. Complete operational tasks. | 3.1. Follow work schedules and work cooperatively as part of a team to maximise efficiency.
3.2. Follow workplace safety and hygiene procedures.
3.3. Maintain cleanliness and tidiness of work areas.
3.4. Use organisational procedures and technology for operational tasks.
3.5. Identify and anticipate operational problems and take action to minimise the effect on customer satisfaction. |
| 4. Complete end of shift duties. | 4.1. Follow end of shift procedures.
4.2. Complete administration and reporting requirements.
4.3. Participate in debriefing and handover sessions with colleagues and suggest service 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:

- 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.
- 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

Supersedes and is equivalent to SITHIND004 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 SITHIND008 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:

- provide hospitality service to customers for a minimum of 36 complete service periods 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
 - details of expected business, customer requirements and scheduling
 - 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
 - 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
- processes for undertaking 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
- tools and equipment to carry out common operational tasks:
 - ordering equipment and technology
 - communication devices
 - point-of-sale equipment
 - software for booking, ticketing or check-in
 - manual handling equipment
- 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; or
- a simulated industry environment or activity set up for the purposes of assessment.

Assessment must ensure access to:

- organisational policies and procedures
- products and services to be delivered to customers
- 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.
- colleagues with whom the individual can interact. This 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 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>

SITHKOP009 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 and personal protective equipment according to cleaning schedule and product instructions.
1.2. Clean and sanitise kitchen equipment to ensure safety of food that is prepared and served to customers.
1.3. Store clean equipment in designated place. |
| 2. Clean service-ware and utensils. | 2.1. Sort service-ware and utensils and load dishwasher with appropriate items.
2.2. Hand wash any items not appropriate for dishwasher.
2.3. Dispose of broken or chipped service-ware within scope of responsibility, and report losses to supervisor.
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 food preparation and storage areas according to cleaning schedule to ensure the safety of food that is prepared and served to customers.
3.2. Clean areas of any animal and pest waste and report incidents of infestation.
3.3. Follow safety procedures in the event of a chemical accident.
3.4. 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.
4.2. Use personal protective equipment and safe manual handling techniques when cleaning equipment and premises.
4.3. Reduce negative environmental impacts through efficient use of energy, water and other resources.
4.4. Sort organic kitchen waste from recyclables and dispose of them in designated recycling bins.
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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> read and interpret workplace documents and diagrams in: <ul style="list-style-type: none"> safety and waste disposal procedures safety data sheets (SDS) and product instructions for cleaning agents and chemicals.
Writing skills to:	<ul style="list-style-type: none"> complete orders to replace out of stock cleaning materials.
Oral communication skills to:	<ul style="list-style-type: none"> report infestation incidents, providing specific information regarding pest waste and discussing approach to treatment.
Numeracy skills to:	<ul style="list-style-type: none"> follow simple dilution requirements for chemicals and cleaning products, and calculate ratios in order to make them up.
Learning skills to:	<ul style="list-style-type: none"> locate key information in cleaning schedules and procedures manuals.
Problem-solving skills to:	<ul style="list-style-type: none"> efficiently sequence the stages of cleaning kitchen equipment and premises.
Self-management skills to:	<ul style="list-style-type: none"> manage own speed, timing and productivity recognise a chemical accident and follow safety procedures to avoid food contamination.
Technology skills to:	<ul style="list-style-type: none"> use automatic dishwashers and reassemble kitchen equipment after cleaning.

Unit Mapping Information

Supersedes and is equivalent to SITHKOP001 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 SITHKOP009 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:

- follow cleaning schedules to clean the following kitchen items on at least two occasions:
 - kitchen surfaces
 - food preparation areas
 - storage areas
 - floors
 - sink
 - walls
 - portable equipment and tools:
 - pots, pans and frypans
 - knives
 - containers
 - baking trays
 - handheld mixer
 - scales
 - crockery and dishes
 - blender
 - slicing machine
 - tea towels
 - temperature probe and thermometer
 - cryovac machine
 - large equipment:
 - dishwasher
 - ovens
 - stovetops
 - microwave
 - fridges
 - freezers
 - deep fryer

- perform the above cleaning work using:
 - different types of cleaning agents and chemicals for kitchens and equipment
 - cleaning and sanitising methods for kitchens and equipment
- 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
 - dishwashing liquid
 - floor cleaners
 - pesticides
- 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, including use of personal protective equipment
- 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 and sanitising 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
 - aprons

- safe manual handling techniques for cleaning equipment and premises, especially bending, lifting and carrying heavy equipment
- correct and environmentally sound disposal methods for kitchen waste:
 - broken service-ware
 - food waste
 - hazardous substances:
 - fats and oils
 - chemicals
 - cleaning agents
 - pest waste
 - recyclables:
 - glass bottles and jars
 - plastics
 - paper and cardboard
 - tin or aluminium containers
- organisation-specific information:
 - contents of cleaning schedules
 - 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; or
- a simulated industry environment, such as an industry-realistic 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:
 - commercial blender, mixer and attachments
 - commercial dishwasher
 - commercial grade work benches
 - commercial oven with timer and trays:
 - convection
 - microwave
 - commercial refrigeration facilities:
 - freezer
 - fridge
 - deep-fryer

- sink
- gas, electric or induction stove top
- storage facilities:
 - shelving
 - trays
- slicing machine
- small equipment:
 - cutting board
 - knives and cleavers
 - scales
 - scoops, skimmers and spiders
 - service-ware
- small utensils:
 - spoons and ladles
 - temperature probe
 - thermometer
- personal protective 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
 - mops and buckets
 - sponges, brushes and scourers
 - tea towels
 - waste sink for mops
- organisational specifications:
 - equipment manufacturer manuals
 - food safety policies
 - current commercial stock control procedures and documentation for ordering, monitoring and maintaining cleaning stock
 - commercial cleaning schedules
 - 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 and:

- have achieved the Certificate II in Kitchen Operations, or Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or

- hold a trade certificate as a cook or chef or equivalent.

Links

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

SITHKOP010 Plan and cost recipes

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and cost recipes for dishes or food product ranges for any type of cuisine or food service style. It requires the ability to identify customer preferences, select recipes to meet customer and business needs, cost recipes 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 SITHKOP015 Design and cost menus.

The unit applies to hospitality and catering organisations. Recipes 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Performance criteria describe the performance needed to

*essential outcomes**demonstrate achievement of the element.*

- | | |
|-----------------------------------|--|
| 1. Identify customer preferences. | 1.1. Identify current customer profile for the food business.
1.2. Identify food preferences of customer base to inform recipe planning. |
| 2. Plan dishes. | 2.1. Generate a range of ideas for dishes or food production ranges.
2.2. Choose dishes to meet organisational service style and cuisine and customer preferences.
2.3. Include balanced variety of dishes or food production items for the style of service and cuisine. |
| 3. Cost recipes. | 3.1. Itemise proposed components of included dishes or food production items.
3.2. Calculate portion yields and costs from raw ingredients.
3.3. Assess cost-effectiveness of proposed dishes or food production items and identify ingredients that provide high yield.
3.4. Price dishes to ensure maximum profitability. |
| 4. Write dish description. | 4.1. Write dish descriptions using words that appeal to customer base and fit with the business service style.
4.2. Use correct names for style of cuisine. |
| 5. Evaluate dishes. | 5.1. Use feedback from supervisor or colleagues to determine saleability of dishes.
5.2. Adjust recipes 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 product descriptions to creatively explain dishes and promote sales.

- Oral communication skills to:
- listen and respond to routine customer feedback, and ask questions that inform recipe choice.
- Numeracy skills to:
- calculate the cost of producing dishes
 - calculate mark-ups and selling price for profitability
 - compare dishes based on their anticipated yield, budgetary constraints and profitability.
- Problem-solving skills to:
- evaluate the food service preferences of the customer profile and plan recipes to meet those preferences
 - identify unprofitable dishes and adjust recipes to increase yield of dishes.
- Planning and organising skills to:
- access and sort all information required for recipe planning and for coordinating a menu development process.
- Technology skills to:
- use computers and software programs to cost and document recipes.

Unit Mapping Information

Supersedes and is not equivalent to SITHKOP002 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 SITHKOP010 Plan and cost recipes

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 cost recipes for three complete dishes for four of the following menu types (12 recipes in total):
 - à la carte
 - buffet
 - cyclical
 - degustation
 - set or table d'hôte
- identify the food preferences of customer groups and use to inform recipe planning for the above 12 dishes
- seek feedback from supervisor or colleagues and implement improvements to dishes as required
- develop the above recipes using:
 - standard recipe cards in spreadsheet format, including:
 - method
 - portion size
 - ingredients
 - units of measure
 - description
 - equipment
 - food cost percentage
 - GST.

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:

- food cost percentage
- budgeted sales price
- standard measures
- standard yield tests
- GST addition and subtraction
- characteristics of different menu types listed in the performance evidence, including portion size
- food preferences relating to:
 - classical and contemporary dining trends
 - cultural and ethnic influences
 - seasonal dishes
 - variety of food products
- characteristics of different customer groups:
 - age range
 - buying power
 - gender
 - dietary requirements or preferences
 - location
 - social and cultural background
- influence of seasonal products and commodities on recipe content
- culinary terms for a variety of cuisines.

Assessment Conditions

Skills must be demonstrated in a hospitality business operation where recipes are planned and costed. This can be:

- an industry workplace; or
- an industry-realistic simulated environment.

Assessment must ensure access to:

- commodity price list
- template for standard recipe card in spreadsheet format.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHKOP011 Plan and implement service of buffets

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design, plan and oversee presentation of buffets. It requires the ability to consult on buffet requirements, design the total buffet concept, plan and document operational requirements and supervise food service through implementation of creative buffet displays.

It does not include the preparation of food items for buffets which is covered by the unit SITHCCC038 Produce and serve food for buffets.

The unit applies to workers in 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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. Design and plan a buffet.
 - 1.1. Consult with customer or colleagues 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 mise en place lists and buffet display plans for use of operational kitchen personnel.
 - 1.7. Develop equipment, service-ware and linen list required to meet buffet display plan.

2. Prepare for buffet.
 - 2.1. Supervise preparation of food.
 - 2.2. Plan food service points for efficient and safe customer and staff accessibility.
 - 2.3. Supervise use of buffet showpieces and decorations.

3. Supervise display and service of buffet food items.
 - 3.1. Supervise display of buffet food items to create customer appeal.
 - 3.2. Supervise display of 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. Supervise rotation of buffet food items according to food safety and hygiene 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"> • read and interpret supplier information to decide best purchasing option.
Writing skills to:	<ul style="list-style-type: none"> • write comprehensive food preparation and display plans.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate required quantities of buffet food for expected customer traffic • calculate supplies for food production.
Problem-solving skills to:	<ul style="list-style-type: none"> • recognise potential customer traffic flow issues and design a layout for efficient and safe customer and staff accessibility.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • develop creative ideas and explore a range of designs for the display of buffet foods.
Teamwork skills to:	<ul style="list-style-type: none"> • invite and consider the input of staff members and external professionals in the buffet planning and production process.
Planning and organising skills to:	<ul style="list-style-type: none"> • access and sort all information required for buffet design and coordinate a timely and efficient planning process.
Technology skills to:	<ul style="list-style-type: none"> • use computers and software programs to produce mise en place lists and display plans.

Unit Mapping Information

Superseded and is equivalent to SITHKOP003 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 SITHKOP011 Plan and implement service of 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 and plan one indoor and one outdoor buffet including at least eight of the following food items:
 - meat or poultry
 - seafood
 - salads
 - pasta or noodles
 - breads
 - fruit and vegetables
 - cheese
 - smallgoods
 - dessert items
 - accompaniments
- supervise the preparation and service of one of the above buffets:
 - using appropriate equipment and service-ware
 - within commercial time constraints and deadlines
 - following procedures for portion control and food safety practices when producing, displaying and serving hot and cold buffet food.

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, timeframes and temperatures for display and service to maintain optimum quality and food safety
 - appropriate portions
 - showpieces and decorations
- 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
 - operational constraints
 - matching food items to themes:
 - cultural
 - seasonal
 - location
 - use of showpieces and decorations.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- a buffet display and service area with:
 - buffet showpieces and decorations
 - lighting for buffet
 - linen
 - specific equipment for buffet service:
 - chafing dishes
 - display crockery
 - serving equipment
- food items for buffet
- food safety policies
- organisational specifications:
 - mise en place lists
 - equipment, service-ware and linen lists
 - display plans.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHKOP012 Develop recipes for special dietary requirements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop recipes for people who have special dietary needs for lifestyle, medical or religious reasons. It requires the ability to identify the dietary requirements of customers, develop recipes to meet those requirements, cost recipes and to monitor and evaluate the success of recipe 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHCCC027	Prepare dishes using basic methods of cookery
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SITHCCC042	Prepare food to meet special dietary requirements
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SITHKOP010	Plan and cost recipes
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Kitchen Operations

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Identify recipe requirements.
2. Develop recipes for special diets.
3. Cost and document special recipes.
4. Monitor suitability of special recipes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify lifestyle, medical or religious recipe requirements of different customer groups.
- 1.2. Follow dietary advice provided by other professionals where relevant.
- 1.3. Identify key health and legal consequences of ignoring special dietary requirements of customers.
- 2.1. Select a variety of suitable foods and recipes to meet specific requirements.
- 2.2. Identify appropriate combinations of food to meet macro- and micro-nutrient requirements.
- 2.3. Develop recipes that balance nutritional requirements and variety.
- 2.4. Recommend food preparation, cooking and storage methods to maximise nutritional value of food.
- 3.1. Calculate expenditure items to determine production costs of recipes.
- 3.2. Calculate portion yields and costs from ingredients.
- 3.3. Assess cost-effectiveness of proposed dishes against budgetary constraints.
- 4.1. Use feedback from customers and others to determine suitability of recipes.
- 4.2. Analyse the suitability of recipes against dietary goals, nutritional requirements and customer needs.
- 4.3. Adjust recipes based on feedback and suitability.

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">• write recipes and recommendations for cooking methods.
Oral communication skills to:	<ul style="list-style-type: none">• listen and respond to routine customer feedback and ask questions of health and other professionals to inform recipe choice.
Numeracy skills to:	<ul style="list-style-type: none">• calculate the cost of producing dishes.
Learning skills to:	<ul style="list-style-type: none">• research information on emerging dietary trends.
Problem-solving skills to:	<ul style="list-style-type: none">• identify budgetary constraints and adjust recipes to suit.
Planning and organising skills to:	<ul style="list-style-type: none">• access and sort information required for recipe planning to coordinate a timely and efficient development process.
Technology skills to:	<ul style="list-style-type: none">• use computers and software programs to cost and document recipes.

Unit Mapping Information

Supersedes and is not equivalent to SITHKOP004 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 SITHKOP012 Develop recipes 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 recipes that comply with the dietary and nutritional guidelines for at least eight of the following groups:
 - adolescents
 - athletes
 - children
 - defence force personnel
 - elderly people
 - people in health care
 - ill or injured people
 - people with nutritional and energy requirements due to physical condition
 - people in areas affected by disaster or environmental extremes
 - people in remote areas
- two of the above eight recipes must reflect one or more lifestyle dietary requirements
- four of the above eight recipes must address one or more medical dietary requirements
- two of the above eight recipes must address one or more religious dietary requirements
- develop above recipes demonstrating:
 - methods for responding to feedback and adjusting recipes
 - 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 common trade names for:
 - substitute ingredients used to produce dishes for special dietary requirements
 - ingredients suitable for meeting different nutritional needs
 - ingredients that cause common allergic reactions
 - food additives and preservatives

- main types, culinary characteristics and ingredients of special diets that are part of contemporary Australian society:
 - lifestyle
 - medical
 - religious
- characteristics of special dietary requirements of customer groups mentioned in the performance evidence
- role of other professionals who may be involved in recipe planning for customers:
 - allied health professionals
 - dietitians
 - medical specialists
 - nutritionists
- main types and characteristics of:
 - drug-food interactions
 - food allergy
 - food intolerance
 - religious dietary sanctions
- key health, legal and reputational consequences of failing to address special requirements, including:
 - allergic reactions
 - anaphylaxis
 - food sensitivity or intolerance reactions
 - customer preferences and aversions
- basic principles and practices of nutrition:
 - nutrient groups and their food sources:
 - vitamins
 - minerals
 - fibre
 - carbohydrates
 - fats
 - protein
 - water
 - influences on food choice
 - 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 and recommendations of the Australian Dietary Guidelines, in particular those for older Australians, children and adolescents and their use in recipe planning

- methods and formulas for calculating portion yields and costs from ingredients:
 - standard measures
 - standard yield tests
 - food cost percentage
 - budgeted sales price
 - GST addition or subtraction
- methods to gain feedback on suitability of recipes:
 - discussion with colleagues
 - discussion with customers
 - consultation with other professionals.

Assessment Conditions

Skills must be demonstrated in a business operation or activity where recipes for special dietary requirements are developed. This can be:

- an industry workplace; or
- an industry-realistic simulated environment.

Assessment must ensure access to:

- spreadsheet and word processing programs for recipe costing and documenting
- internet for research
- a copy of the Australian Dietary Guidelines
- commodity price lists.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHKOP013 Plan cooking operations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan the production of food in commercial kitchens. It requires the ability to organise required food supplies for food production and supervise food production processes.

Food production can be for any type of cuisine and food service style. It may include 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Kitchen Operations

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Plan food production requirements.
2. Organise availability of supplies and equipment.
3. Plan kitchen operations.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 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. Develop mise en place lists for food production according to menu and food volume requirements.
- 2.1. Calculate required food supplies for food production.
- 2.2. Complete purchase order for stock as required.
- 2.3. Develop list of required equipment for food production.
- 3.1. Document food production processes to ensure food safety.
- 3.2. Allocate job tasks and staff to maximise teamwork and efficiency.
- 3.3. Plan production sequence of food items to enable smooth workflow, minimal delays and 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:

- interpret recipes, menus and stock control documents
- select and apply the organisational procedures and strategies needed to perform work effectively.

Writing skills to:

- write comprehensive yet easily accessible work flow schedules, mise en place plans, and equipment lists.

- Oral communication skills to:
- respond to feedback from food production personnel, providing instructions and asking questions to clarify when necessary.
- Numeracy skills to:
- calculate required food supplies for the volume of food production
 - determine timings for production sequence of various food items.
- Problem-solving skills to:
- analyse food production requirements and develop comprehensive operational plans to meet those needs
 - identify potential breakdowns in kitchen work flow and adjust plan to maximise efficiency.
- Teamwork skills to:
- plan a team of food production personnel:
 - delegating work within the team
 - briefing and debriefing team members on new products and recipes.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production for a whole of kitchen operation.
- Self-management skills to:
- take responsibility for kitchen management and quality outputs.
- Technology skills to:
- operate a food production system for commercial kitchens.

Unit Mapping Information

Supersedes and is equivalent to SITHKOP005 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 SITHKOP013 Plan 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:

- develop a food production plan for four of the following food service styles:
 - à la carte
 - buffet
 - set menu or table d'hôte
 - bulk cooking operations
 - functions or events.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- contents of food production plans including:
 - mise en place lists
 - equipment lists
 - purchase orders
 - staff allocations
- comprehensive details of food production processes for:
 - receiving
 - mise en place
 - preparing
 - cooking
 - food storage
 - reconstitution
 - re-thermalisation
 - serving
- critical control points in food production where food hazards must be controlled
- characteristics of food service styles listed in the performance evidence
- factors to be considered in regard to food preparation requirements:
 - meal quantities required

- menu items
- organisational standards
- portion control
- special dietary requirements
- special customer requests
- standard recipes
- timeframe
- processes for ordering or purchasing stock, including:
 - ordering direct from suppliers
 - ordering through a central stock ordering system.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment, such as an industry-realistic training kitchen servicing customers.

Assessment must ensure access to:

- organisational specifications:
 - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
 - mise en place lists, menus and standard recipes
 - food safety plan.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHKOP014 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.

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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|--|
| 1. Identify purpose and scope of the event. | 1.1. Discuss and clarify purpose of event or function with stakeholders to inform planning.
1.2. Accurately identify specific customer needs and preferences and determine catering requirements. |
| 2. Prepare catering proposal. | 2.1. Collect and collate operational information for the event and venue.
2.2. Analyse operational factors influencing catering and consult with stakeholders to determine overall approach.
2.3. Contribute ideas to event concept, theme and format and incorporate creative elements into the catering proposal.
2.4. Verify operational and service practicality of the catering proposal through consultation and analysis.
2.5. Present proposal including accurate information on range, price and style of catering products and services.
2.6. Obtain approval to proceed with catering. |
| 3. Prepare and implement operational plan. | 3.1. Prepare an operational plan for provision of catering and ancillary products and services, identifying steps, activities and sequence.
3.2. Incorporate food safety and risk management issues into plan.
3.3. Review, verify and finalise details with client.
3.4. Provide accurate information on operational plans to relevant personnel to ensure effective implementation.
3.5. Implement and monitor catering plan for the event, making adjustments as required.
3.6. Obtain feedback from customer and operational staff after the event to inform future catering 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:

- read and interpret written feedback and detailed venue information.

- Writing skills to:
- write comprehensive catering proposals and complex operational plans.
- Oral communication skills to:
- use active listening and open and closed questioning to consult on 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.

Unit Mapping Information

Supersedes and is equivalent to SITHKOP006 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 SITHKOP014 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 three 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
- complete proposals and plans within commercial time constraints.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- purpose and format of different types of events or functions where catering is required:
 - balls
 - banquets
 - conferences
 - corporate events
 - defence operations
 - exhibitions or trade shows
 - religious celebrations
 - social celebrations
 - sporting events
 - themed events
 - wakes
 - weddings
- roles and responsibilities of people involved in the delivery of the event or function, including:
 - staff
 - attendees

- officials
- venue personnel
- suppliers or service providers
- operational factors influencing catering requirements, including:
 - budget
 - concept, style and theme
 - date, time and duration
 - attendee numbers and profile
 - location of:
 - food production kitchen
 - service venue
 - nature and parameters of the venue:
 - type
 - climatic conditions
 - internal
 - external
 - dimensions of delivery access and storage areas
 - access to cooking facilities
 - available cooking equipment and its condition
 - 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 and timelines
- basic requirements for delivery of catering for events or functions:
 - ancillary products and services
 - beverage
 - food, including:
 - cultural food requirements
 - special dietary needs
 - menu types, including:
 - à la carte
 - buffet
 - set menu
 - 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
 - food production timelines and staffing roles and responsibilities:
 - production kitchen
 - venue or service kitchen
 - purchasing of food, beverage, materials and equipment
 - recycling 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
 - venue event management
- 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; or
- an industry-realistic 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHKOP015 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, and sous, head and executive chefs.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITHKOP010	Plan and cost recipes
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Competency Field

Kitchen Operations

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. Evaluate market trends and identify target markets.
 - 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, style and location 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. Sequence menu items according to menu requirements.
 - 2.4. 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 of ingredients.
 - 3.3. Determine net production costs of menu items.
 - 3.4. Determine required profit margin and calculate selling price to ensure maximum profitability.
 - 3.5. Assess cost-effectiveness and profitability of proposed dishes to form a menu with balanced yield.
 - 3.6. Make reasonable cost adjustments to ensure price-competitive menus.

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 for ease of customer reading.
 - 4.4. Use accurate and innovative descriptions that promote the sale of menu 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	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> read and interpret documents about food service trends, customer profiles and preferences, and market preferences.
Writing skills to:	<ul style="list-style-type: none"> write comprehensive and creatively expressed menus and product descriptions to explain menu dishes and promote sales.
Numeracy skills to:	<ul style="list-style-type: none"> interpret market statistics when calculating 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.
Learning skills to:	<ul style="list-style-type: none"> continually research and source information on current and emerging food service trends and synthesise this information for menu updates.
Problem-solving skills to:	<ul style="list-style-type: none"> consider all operational constraints and develop menus that can be realistically delivered by the organisation.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> initiate the development of new menus to meet changing customer demands.
Planning and organising skills to:	<ul style="list-style-type: none"> access and sort all information required for menu planning and to coordinate a timely and efficient menu development process.
Technology skills to:	<ul style="list-style-type: none"> use computers and software programs to cost and document menus.

Unit Mapping Information

Supersedes and is not equivalent to SITHKOP007 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 SITHKOP015 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 outlined below
- develop and cost one menu from each of the following menu types based on the above information:
 - à la carte
 - buffet
 - degustation
 - table d'hôte
- develop the above four menus demonstrating:
 - current and emerging food service trends
 - methods and formulas for calculating portion yields and costs from raw ingredients
 - desired profit margins and mark-up procedures
 - summary of menu costings.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- 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 influences
 - social media
- sources of information on:
 - market statistics
 - customer profiles and preferences

- products, service styles and quality expectations that meet market requirements
- financial operating costs for hospitality and catering organisations, including:
 - consumables
 - food and ingredients
 - labour
 - wastage
- methods and formulas for calculating portion yields and costs from raw ingredients:
 - food cost percentage
 - budgeted sales price
 - standard measures
 - standard yield tests
 - GST addition and subtraction
- different types and styles of:
 - menus
 - food outlets
 - food service
- influence of seasonal products and commodities on menu content and price
- naming conventions and culinary terms for a variety of cuisines
- formats for and inclusions of menus presented to customers:
 - legible text
 - format matched to customer type
 - presented in format that is easy to read
- methods to gain feedback on menu performance:
 - qualitative:
 - social media
 - customer surveys
 - customer discussions
 - staff discussions and meetings
 - quantitative:
 - sales data
- methods of analysing sales mix and profit performance of menu items:
 - menu engineering analysis
 - sales data.

Assessment Conditions

Skills must be demonstrated in a business where menus are designed or costed. This can be:

- an industry workplace; or
- an industry-realistic simulated environment.

Assessment must ensure access to:

- commercial information:
 - financial data and budgets for the operation of a hospitality industry businesses
- product information:
 - purchase specifications
 - commodity price lists
 - recipes
 - costs of food supply for food service businesses
- internet access for research
- spreadsheet and word processing programs for menu costing and writing.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHKOP016 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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.

- | | |
|---|---|
| <p>1. Determine catering system requirements.</p> | <p>1.1. Consult with key personnel and identify catering system requirements for the organisation.</p> <p>1.2. Identify operational constraints that affect the type of system used.</p> <p>1.3. Determine organisational system requirements.</p> |
| <p>2. Evaluate catering systems.</p> | <p>2.1. Evaluate food production characteristics of different systems.</p> <p>2.2. Evaluate system processes and equipment for all stages of the food production process.</p> <p>2.3. Analyse staffing requirements for specific systems and identify current and future staffing needs.</p> <p>2.4. Identify installation requirements for systems and their operational impacts.</p> <p>2.5. Identify and assess potential waste issues for effects on profitability.</p> <p>2.6. Assess food hazard analysis and control points for different systems.</p> |
| <p>3. Select catering system.</p> | <p>3.1. Analyse costs and benefits of different systems.</p> <p>3.2. Complete overall assessment of production and organisational changes required to introduce different systems.</p> <p>3.3. Select a catering system that suits the characteristics and needs of the organisation.</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:

- 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 production costs and costs for installing a new system.

- Learning skills to:
- research product options for 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.

Unit Mapping Information

Supersedes and is equivalent to SITHKOP008 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 SITHKOP016 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:

- identify and assess organisational operational constraints and operating features to evaluate the following catering systems suitability for organisational requirements:
 - cook-chill for five-day life
 - cook-chill for extended life
 - cook-freeze
 - fresh cook.

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
- comprehensive details of all food production processes for hospitality and catering organisations, including:
 - 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
 - location of service points
 - type of menu and nutritional requirements
 - production volume
 - holding requirements

- financial resources
- human resources
- 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 business operation for which a tailored catering system is selected. This can be:

- an industry workplace; or
- an industry-realistic simulated 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef or equivalent;

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>

SITHPAT011 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 SITHPAT012 Produce specialised cakes.

The unit applies to hospitality and catering organisations that produce and serve patisserie products, including hotels, restaurants and patisseries.

It applies to patissiers who usually work under the guidance of more senior pastry chefs.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Patisserie

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 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 cakes required.
 - 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.
 - 4.2. Make food quality adjustments within scope of responsibility.
 - 4.3. Select baking conditions and required oven temperature and bake cakes.
 - 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.
 - 5.2. Apply icing to ensure a smooth and seamless finish.
 - 5.3. Visually evaluate cakes and adjust presentation before displaying.
 - 5.4. Use suitable service-ware to attractively present cakes according to organisational standards.
 - 5.5. Display cakes in appropriate conditions to retain optimum freshness and product characteristics.
 - 5.6. Store cakes in 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">locate information in standard recipes to determine preparation requirementslocate and read date code and stock rotation labels.
Writing skills to:	<ul style="list-style-type: none">write notes on recipe requirements and calculations.
Numeracy skills to:	<ul style="list-style-type: none">determine cooking times and temperatures suitable to the type of cakes being prepared.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate quality of ingredients and finished cakes, and make adjustments to ensure a quality productadjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages involved in preparing and producing cakes and fillings.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHPAT001 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 SITHPAT011 Produce cakes

Modification History

Supersedes and is equivalent to SITHPAT001 Produce cakes.

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 at least one of each of the following types of cakes and sponges:
 - fat-based:
 - butter base
 - oil base
 - foam-based:
 - emulsified sponge
 - egg-based foam
- use each of the following fillings when producing the above cakes and sponges (at least once across production of the four cakes or sponges):
 - creams
 - custard
 - fresh and crystallised fruit
 - jams
 - mousse
 - nuts
- use each of the following decorations when producing the above cakes and sponges (at least once across production of the four cakes or sponges):
 - chocolate
 - fresh, preserved or crystallised fruits
 - glazes and jellies
 - icings
 - sprinkled icing sugar
 - whole or crushed nuts
- use appropriate preparation and cookery processes 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

- following procedures for portion control and food safety practices when handling and storing cakes and sponges
- responding to at least one special customer request.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and common trade names for:
 - ingredients used to produce cakes and sponges
 - cakes and sponges specified in the performance evidence
- contents of date codes and rotation labels for stock
- cookery processes 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
 - sifting dry ingredients
 - whisking, folding, piping and spreading
- expected product characteristics of cakes and sponges specified in the performance evidence:
 - appearance
 - colour
 - consistency
 - moisture content
 - shape
 - size
 - taste
 - texture
- historical and cultural origins 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 commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment such as an industry-realistic training kitchen.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m/person)
 - commercial cake mixer and attachments:
 - paddle
 - whisk
 - commercial refrigeration and freezer unit with shelving
 - sink
 - gas or electric stove top
 - industrial strength food processor
 - commercial oven with timer and trays
 - storage facilities:
 - shelving
 - trays
- small equipment:
 - paper for lining moulds and trays
 - beaters
 - blender
 - cake bases, stands and platforms
 - cake tins with:
 - fixed base in a range of shapes
 - loose bottom
 - cake moulds
 - cake wheels
 - cutting boards
 - fluted and plain flan rings and cutter
 - graters
 - knives:
 - large serrated cake knives
 - measures:
 - measuring jugs
 - mixers

- pastry brushes
- pastry cutters and shapes
- piping bags and attachments
- presentation equipment:
 - cake boards
 - cake stands
 - platters
- small utensils:
 - sieves
 - strainers and chinois
 - spatulas
 - whisks
- range of saucepans and pots for small and large production
- scales (1 gram increments)
- sets of stainless steel bowls
- silicon mats
- spoons and ladles
- storage containers and trays
- wire cooling racks
- food safe gloves
- 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 soap 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 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 achieved the Certificate III or Certificate IV in Patisserie or their successors; or
- hold a trade certificate as a cook or chef, or equivalent;

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>

SITHPAT012 Produce specialised 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 SITHPAT011 Produce cakes.

This unit applies to workers in 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 pastry chefs.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Patisserie

Unit Sector

Hospitality

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. Select ingredients.	<ul style="list-style-type: none">1.1. Confirm food production requirements from 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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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 cakes required.3.3. Minimise waste to maximise profitability of cakes produced.
4. Cook specialised cakes.	<ul style="list-style-type: none">4.1. Following recipes, use cookery methods for specialised cakes and fillings to achieve desired product characteristics.4.2. Make food quality adjustments within scope of responsibility.4.3. Select baking conditions, required oven temperature and bake cakes.4.4. Cool cakes in appropriate conditions to retain optimum freshness and product characteristics.
5. Fill specialised cakes.	<ul style="list-style-type: none">5.1. Slice or layer cakes, and fill and assemble, according to standard recipe specifications.5.2. Mask cakes to achieve even, straight and smooth surfaces.
6. Decorate specialised cakes.	<ul style="list-style-type: none">6.1. Ice and decorate cakes, according to standard recipes, using designs suited to the product and occasion.6.2. Apply icing to ensure a smooth and seamless finish.6.3. Visually evaluate cakes and adjust presentation before displaying.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.
 - 7.2. Display cakes in appropriate conditions to retain optimum freshness and product characteristics.
 - 7.3. Store cakes in appropriate environmental conditions.
 - 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"> • locate information in standard recipes to determine preparation requirements • locate and read date code and stock rotation labels. |
| Writing skills to: | <ul style="list-style-type: none"> • write notes on recipe requirements, client preferences and ingredient calculations. |
| Oral communication skills to: | <ul style="list-style-type: none"> • express opinion about cake design, advising on most appropriate cake selection and ingredients. |
| Numeracy skills to: | <ul style="list-style-type: none"> • determine cooking times and temperatures suitable to the type of cakes being prepared. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • adjust taste, texture and appearance of food products according to identified deficiencies. |
| Planning and organising skills to: | <ul style="list-style-type: none"> • efficiently sequence the stages of food preparation and production. |
| Self-management skills to: | <ul style="list-style-type: none"> • manage own speed, timing and productivity. |

Unit Mapping Information

Supersedes and is equivalent to SITHPAT002 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 SITHPAT012 Produce specialised 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 standard recipes to produce at least one of each of the following specialised cakes:
 - gateaux
 - entremets
 - torten
- at least one of the above three cakes must be a special occasion cake, including 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 (at least once across the production of the three cakes):
 - cheese
 - creams
 - custard
 - fresh or pureed fruit
 - mousse
 - nuts or pralines
 - sweet pastes
- use each of the following decorations at least once, when producing the above specialised cakes (at least once across the production of the three cakes):
 - chocolate
 - fresh, preserved or crystallised fruits
 - glazes and jellies
 - icings
 - inscriptions
 - whole or crushed nuts
- use appropriate preparation and cookery processes from the list in the knowledge evidence when producing the above specialised cakes
- produce above specialised cakes:
 - that are consistent in quality, size, shape and appearance
 - within commercial time and cost constraints and deadlines

- following procedures for portion control and food safety practices when handling and storing specialised cakes
- responding to at least one special customer request.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and common trade names for:
 - ingredients used to produce specialised cakes
 - specialised cakes specified above in the performance evidence
- contents of date codes and rotation labels for stock
- cookery processes 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
 - sifting dry ingredients
 - whisking, folding, piping and spreading
- expected product characteristics of 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 specialised 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 commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment such as an industry-realistic 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:
 - paddle
 - whisk
 - commercial refrigeration and freezer unit with shelving
 - sink
 - gas or electric stove top
 - industrial strength food processor
 - commercial oven with timer and trays
 - storage facilities:
 - shelving
 - trays
- small equipment:
 - paper for lining trays and moulds
 - beaters
 - blender
 - cutting boards
 - grater
 - knives:
 - large serrated cake knife
 - measures:
 - measuring jugs
 - mixers
 - pastry brush
 - pastry cutters and shapes
 - piping bags and attachments
 - probe thermometer
 - service-ware:

- platters, dishes, and bowls
- serving tongs and cake slice
- small utensils:
 - sieves
 - strainers and chinois
 - spatula
 - whisk
- range of saucepans and pots for small and large production
- saccharometer
- scales (1 gram increments)
- silicon mats
- sets of stainless steel bowls
- spoons and ladles
- storage containers and trays
- wire cooling racks
- specific equipment for producing specialised cakes:
 - specialised cake tins, rings and silicon moulds
 - 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
 - platters
- food safe gloves
- diverse and comprehensive range of commercial ingredients for the specialised cakes 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 soap 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 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 achieved the Certificate III or Certificate IV in Patisserie or their successors; or
- hold a trade certificate as a cook or chef, or equivalent;

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>

SITHPAT013 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 pastry chefs.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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">locate information in standard recipes to determine preparation requirementslocate and read date code and stock rotation labels.
Writing skills to:	<ul style="list-style-type: none">write notes on recipe requirements and calculations.
Numeracy skills to:	<ul style="list-style-type: none">determine cooking times and temperatures suitable to the type of pastries being prepared.
Problem-solving skills to:	<ul style="list-style-type: none">adjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none">efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHPAT003 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 SITHPAT013 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 standard recipes to produce, fill and decorate at least five pastries or pastry products that include at least one from each of the five main categories listed below:
 - short and sweet paste:
 - tart
 - tartlet
 - sweet pie
 - choux paste:
 - cream puffs
 - paris brest
 - profiteroles
 - savoury paste:
 - pie bottom
 - quiche
 - puff paste:
 - milles feuilles
 - palmiers
 - bouchées
 - cream horns
 - turnover
 - filo or strudel
- use at least two of the following sweet and two of the following savoury fillings when producing the above pastries (at least once across the production of the five pastries or pastry products):
 - sweet fillings:
 - cheese
 - chocolate
 - cream
 - custard
 - fresh or crystallised fruit or fruit purées
 - whole or crushed nuts

- savoury fillings:
 - animal protein
 - dairy
 - vegetable
- use at least five of the following decorations when producing the above pastries or pastry products (at least once across the production of the five pastries or pastry products):
 - fresh, preserved or crystallised fruits
 - glazes
 - icings
 - jellies
 - meringue
 - sprinkled icing sugar
 - whole or crushed nuts
 - seeds
- use appropriate cookery processes 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
 - following procedures for portion control and food safety practices when handling and storing pastries and pastry products
 - responding to at least one special customer request.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and common trade names for:
 - ingredients used to produce pastries and pastry products
 - pastries and pastry products specified in the performance evidence
- contents of date codes and rotation labels for stock
- cookery processes 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
- sifting dry ingredients
- whisking, folding, piping and spreading
- expected product characteristics of the pastries and pastry products specified in the performance evidence:
 - appearance
 - colour
 - consistency
 - crust stability
 - crust structure
 - moisture content
 - shape
 - taste
 - texture
- historical and cultural origins 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 commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment such as an industry-realistic training kitchen.

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
 - sink
 - gas or electric stove top

- industrial strength food processor
- commercial oven with timer and trays
- storage facilities:
 - shelving
 - trays
- small equipment:
 - paper for lining moulds and trays
 - beaters
 - blender
 - cutting boards
 - knives:
 - large serrated cake knives
 - measures:
 - measuring jugs
 - mixers
 - moulds and shapes
 - tartlet rings
 - pie moulds
 - pastry brushes
 - pastry cutters and shapes
 - piping bags and attachments
 - presentation equipment:
 - cake boards
 - cake stands
 - platters
 - service-ware:
 - platters, dishes, and bowls
 - serving tongs and cake slice
 - small utensils:
 - sieves
 - strainers and chinois
 - spatulas
 - whisks
 - range of saucepans and pots for small and large production
 - scales (1 gram increments)
 - silicon mats
 - sets of stainless steel bowls
 - spoons and ladles
 - storage containers and trays
 - wire cooling racks

- food safe gloves
- 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 soap 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 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 achieved the Certificate III or Certificate IV in Patisserie or their successors; or
- hold a trade certificate as a cook or chef, or equivalent;

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>

SITHPAT014 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 pastry chefs.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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 production processes 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> locate information in standard recipes to determine preparation requirements locate and read date code and stock rotation labels.
Writing skills to:	<ul style="list-style-type: none"> write notes on recipe requirements and calculations.
Numeracy skills to:	<ul style="list-style-type: none"> determine cooking times and temperatures suitable to the type of bakery products being prepared.
Problem-solving skills to:	<ul style="list-style-type: none"> adjust taste, texture and appearance of food products according to identified deficiencies.
Planning and organising skills to:	<ul style="list-style-type: none"> efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHPAT004 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 SITHPAT014 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 six sweet and savoury yeast-based bakery products that include at least two from each of the three main categories listed below:
 - breads and buns:
 - baguettes
 - Bath buns
 - bread rolls
 - speciality breads
 - enriched yeast raised dough:
 - brioche
 - hot cross buns
 - kuchen
 - babas or savarins
 - yeast laminated dough:
 - Danish pastries
 - croissants
 - panettone
 - pain au chocolate
 - pain au raisin
 - laminated brioche
- 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 (at least once across production of the six bakery products):
 - sweet fillings:
 - cheese
 - chocolate
 - cream: butter or fresh
 - custard
 - frangipane
 - ganache

- fresh or crystallised fruit
- jam
- savoury fillings:
 - animal protein
 - dairy
 - vegetable
- spices
- whole or crushed nuts
- use appropriate cookery processes 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
 - following procedures for portion control and food safety practices when handling and storing yeast goods
 - responding to at least one special customer request.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and common trade names for:
 - ingredients used to produce yeast-based bakery products
 - yeast-based bakery products specified above in the performance evidence
- contents of date codes and rotation labels for stock
- cookery processes 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

- sifting dry ingredients
- whisking, folding, piping and spreading
- expected product characteristics of the yeast-based bakery products specified in the performance evidence:
 - appearance
 - colour
 - consistency
 - crumb structure
 - moisture content
 - shape
 - taste
 - texture
- historical and cultural origins of a variety of yeast-based bakery products
- 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
- 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 commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment such as an industry-realistic training kitchen.

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
- sink
- gas or electric stove top
- industrial strength food processor
- commercial oven with timer and trays
- pastry/dough break
- proofer
- storage facilities:
 - shelving
 - trays
- small equipment:
 - paper for lining moulds and trays
 - beaters
 - blender
 - cutting boards
 - cutting implements
 - grater
 - knives:
 - large serrated cake knife
 - measures:
 - measuring jugs
 - moulds, shapes and cutters
 - pastry cutters and shapes
 - piping bags and attachments
 - service-ware:
 - platters, dishes, and bowls
 - serving tongs and cake slice
 - small utensils:
 - sieves
 - strainers and chinois
 - spatulas
 - whisks
 - range of saucepans and pots for small and large production
 - scales (1 gram increments)
 - sets of stainless steel bowls
 - silicon mats
 - spatulas
 - spoons and ladles
 - storage containers and trays

- wire cooling racks
- food safe gloves
- 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 soap 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 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 achieved the Certificate III or Certificate IV in Patisserie or their successors; or
- hold a trade certificate as a cook or chef, or equivalent;

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>

SITHPAT015 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 pastry chefs.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Patisserie

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. Select ingredients.
 - 1.1. Confirm food production requirements from 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. Select and prepare bases for petits fours.
 - 4.1. Determine required base for petits fours according to food production requirements.
 - 4.2. Ensure bases are suitable for required filling.
 - 4.3. Assemble bases according to standard recipe specifications.
5. Prepare fillings and coatings for petits fours.
 - 5.1. Use cookery methods for fillings and coatings to achieve desired product characteristics.
 - 5.2. Follow standard recipes and make food quality adjustments within scope of responsibility.
 - 5.3. Fill and assemble petits fours according to standard recipe specifications.
 - 5.4. Design and use decorations, garnishes, glazes and finishes to enhance flavour and visual appeal.
6. Prepare and apply icing, glazes and finishes.
 - 6.1. Prepare icing, glazes and finishes at the correct temperature.
 - 6.2. Ensure a consistency that achieves required coating thickness and surface gloss.
 - 6.3. Apply icing, glazes and finishes to ensure a smooth and seamless finish.
7. Present and store petits fours.
 - 7.1. Visually evaluate petits fours and adjust presentation before displaying.
 - 7.2. Use suitable service-ware to attractively present petits fours according to organisational standards.

- 7.3. Display petits fours in appropriate conditions to retain optimum freshness and product characteristics.
- 7.4. Store petits fours in appropriate environmental conditions.
- 7.5. 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"> • locate information in standard recipes to determine preparation requirements • locate and read date code and stock rotation labels.
Writing skills to:	<ul style="list-style-type: none"> • write notes on recipe requirements and calculations.
Oral communication skills to:	<ul style="list-style-type: none"> • express opinion about petits fours, advising on most appropriate selection and ingredients.
Numeracy skills to:	<ul style="list-style-type: none"> • determine cooking times and temperatures suitable to the type of petits fours being prepared.
Problem-solving skills to:	<ul style="list-style-type: none"> • evaluate quality of ingredients and finished petits fours 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:	<ul style="list-style-type: none"> • efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> • manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHPAT005 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 SITHPAT015 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 standard recipes to produce and decorate two different types of petits fours from each of the following main groups:
 - iced petits fours
 - fresh petits fours
 - petits fours sec
 - sables
- use each of the following flavoured fillings at least once when preparing the above petits fours (at least once across production of the eight petits fours):
 - cream
 - custard
 - ganache
 - mousse
 - savoury filling
- use each of the following coatings at least once when preparing the above petits fours (at least once across production of the eight petits fours):
 - glaze
 - jam
 - fondant
- use each of the following decorations at least once when decorating the above petits fours (at least once across production of the eight petits fours):
 - chocolate
 - fresh fruit
 - glaze
- use appropriate preparation and cookery processes 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
 - following procedures for portion control and food safety practices when handling and storing petits fours
 - responding to at least one special customer request.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and common trade names for:
 - ingredients used to produce petits fours
 - petits fours specified in the performance evidence
- contents of date codes and rotation labels for stock
- preparation and cookery processes used when producing petit fours, 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 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 petits fours specified in the performance evidence:
 - appearance
 - colour
 - consistency
 - crumb structure
 - moisture content
 - shape
 - size
 - taste
 - texture
- historical and cultural origins 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 decorations, garnishes, glazes, finishes and icings used for petits fours

- decoration techniques for petits fours, including:
 - cigarette paste decoration techniques
- finishing and glazing techniques for petits fours
- 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 commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment such as an industry-realistic training kitchen.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m/person)
 - commercial cake mixer and attachments:
 - paddle
 - whisk
 - commercial refrigeration and freezer unit with shelving
 - sink
 - gas or electric stove top
 - industrial strength food processor
 - commercial ovens with timer and trays
 - storage facilities:
 - shelving
 - trays
- small equipment:
 - beaters
 - moulds
 - cutting boards
 - grater
 - knives:
 - large serrated cake knife
 - measurers:
 - measuring jugs
 - scales
 - service-ware:

- platters, dishes, and bowls
- serving tongs and cake slice
- sets of stainless steel bowls
- silicon mats
- small utensils:
 - sieves
 - strainers and chinois
 - spatula
 - whisk
- spoons and ladles
- storage containers and trays
- wire cooling racks
- specific equipment for producing petits fours:
 - chocolate thermometer
 - dipping forks
 - icing and decorating equipment:
 - chocolate spray gun
 - decorative combs
 - fine icing sugar sieves
 - fine paint brushes
 - fine piping tubes
 - stencils
 - piping bags and attachments
 - presentation equipment:
 - cake boards
 - cake stands
 - petit four cutters
 - petit four dipping racks
 - petit four moulds
 - petit four paper cases
 - platters
- food safe gloves
- 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 soap 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and:

- have achieved the Certificate III or Certificate IV in Patisserie or their successors; or
- hold a trade certificate as a cook or chef, or equivalent;

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>

SITHPAT016 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 pastry chefs.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 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. Produce desserts following standard recipes to achieve desired product characteristics.
 - 4.2. Follow special dietary recipes to produce desserts for those with special dietary requirements.
 - 4.3. Produce dessert sauces of correct temperature, consistency and flavour.
 - 4.4. 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. Complement desserts by using accompaniments and garnishes that enhance flavour and texture of desserts.
 - 5.3. Plate desserts attractively, according to standard recipes and practicality of service.
 - 5.4. Store desserts 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:	<ul style="list-style-type: none">• locate information in standard recipes to determine preparation requirements• locate and read date code and stock rotation labels.
Writing skills to:	<ul style="list-style-type: none">• write notes on recipe requirements and calculations.
Numeracy skills to:	<ul style="list-style-type: none">• calculate the number of portions.
Planning and organising skills to:	<ul style="list-style-type: none">• efficiently sequence the stages of food preparation and production.
Self-management skills to:	<ul style="list-style-type: none">• manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is not equivalent to SITHPAT006 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 SITHPAT016 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 and present at least eight different desserts from the list below, including at least four hot and four cold desserts:
 - bavarois
 - crème brûlée
 - crème caramel
 - crêpes
 - fritters
 - meringues
 - mousse
 - panna cotta
 - parfait
 - pies
 - poached or stewed fruit
 - puddings
 - soufflé
 - tarts
- follow standard and special recipes to produce at least two different frozen components to be included in any of the above eight desserts
- ensure that at least one of the hot and one of the cold desserts above are produced to meet different special dietary requirements
- produce and use each of the following sauces at least once when preparing above eight desserts (at least once across production of the eight desserts):
 - chocolate based sauces
 - custards and crèmes
 - fruit purées, sauces or coulis
 - sabayon or foams
- use each of the garnishes and decorations below at least once when preparing above desserts (at least once across production of the eight desserts):
 - fruits
 - jellies
 - tempered chocolate

- wafer or tuille
- nuts
- use appropriate cookery methods and processes when producing the above desserts, to achieve the desired:
 - appearance
 - colour
 - consistency
 - moisture content
 - shape
 - size
 - structure
 - taste
 - texture
- prepare above desserts:
 - 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 desserts.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and common trade names for:
 - variety of desserts
 - ingredients commonly used to produce desserts specified in the performance evidence
 - setting agents used to produce desserts, including animal and plant-based
 - substitute ingredients used to produce desserts for special dietary recipes
- adjustments to desserts to accommodate common special dietary requirements:
 - 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 dietary requirements
- contents of date codes and rotation labels for stock
- cookery methods and processes used when preparing desserts:

- adding fats and liquids to dry ingredients
- baking
- chilling
- flambé
- freezing
- poaching
- reducing
- selecting and preparing appropriate dessert moulds
- stabilising
- steaming
- stewing
- stirring and aerating to achieve required consistency and texture
- weighing or measuring
- sifting dry ingredients
- tempering chocolate
- whisking, folding, piping and spreading
- cooking temperatures and times for desserts
- techniques to garnish, decorate, plate and present 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 commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment such as an industry-realistic training kitchen.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m/person)
 - commercial cake mixer and attachments
 - commercial refrigeration and freezer unit with shelving
 - sink
 - gas or electric stove top
 - industrial strength food processor

- commercial ovens with timer and trays
- storage facilities:
 - shelving
 - trays
- small equipment:
 - paper for lining moulds and trays
 - beaters
 - blender
 - cutting boards
 - decorating equipment:
 - blow torch
 - sieves
 - fine piping tubes
 - deep-fryer
 - dessert service-ware:
 - plates
 - dishes
 - glasses
 - bowl
 - cutlery
 - whisks
 - strainers
 - graters
 - ice cream machines
 - juicers
 - knives
 - spoons and ladles
 - measuring jugs
 - moulds and dishes:
 - tartlet
 - darioles
 - pans
 - presentation equipment
 - piping bags and attachments
 - ramekins
 - range of saucepans and pots for small and large production
 - scales
 - scoops
 - sets of stainless steel bowls
 - skewers

- spatulas
- steamer
- storage containers and trays
- wire cooling racks
- food safe gloves
- 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 soap 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, standard recipes, and recipes for special dietary requirements
 - 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 achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or Certificate IV in Patisserie, or their successors; or
- hold a trade certificate as a cook or chef, or equivalent;

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>

SITHPAT017 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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 recipe, quality, freshness and stock rotation requirements.
 - 1.2. Weigh and measure wet and dry ingredients according to the recipe and quantity of marzipan required.
 - 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.
 - 2.2. Safely assemble and ensure cleanliness of equipment before use.
 - 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.
 - 3.2. Flavour and colour marzipan according to recipe or design requirements and soften with egg whites if required.
 - 3.3. Identify taste, texture and consistency problems and make adjustments 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, fruits and flowers.
 - 4.2. Use colourings, decorations and coating agents to enhance appearance and presentation.
 - 4.3. Seal finished shapes to preserve freshness, eating characteristics and appearance.
 - 4.4. Visually evaluate finished marzipan shapes and adjust presentation.
 - 4.5. Store marzipan products in the appropriate environmental conditions.

5. Use marzipan to cover finished product.
 - 5.1. Ensure surface of item to be covered is level and smooth.
 - 5.2. Roll out marzipan to specified size and thickness.
 - 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.

SKILLS**DESCRIPTION**

Reading skills to:

- locate information in 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.

Unit Mapping Information

Supersedes and is equivalent to SITHPAT007 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 SIT HPAT017 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
 - fruits
 - flowers
- demonstrate the use of each of the following when sealing the above nine finished products (at least once across production of the nine finished products):
 - cocoa butter
 - food lacquer
 - glaze
- cover one the following with marzipan:
 - cake
 - gateaux
 - petits fours
- model marzipan shapes and cover products:
 - with consistent quality, size, shape and appearance of marzipan products
 - within commercial time and cost constraints and deadlines
 - 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 common trade names for:
 - ingredients used to make marzipan icing and model marzipan shapes
 - marzipan shapes and icings specified in the performance evidence
- contents of date codes and rotation labels for stock
- 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 commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment such as an industry-realistic training kitchen.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m/person)
 - commercial cake mixer and attachments:
 - paddle
 - whisk
 - commercial refrigeration and freezer unit with shelving
 - sink
 - gas or electric stove top
 - marble bench or slab
 - marzipan refiner or industrial strength food processor
 - commercial oven with timer and trays
 - storage facilities:
 - shelving
 - trays
- small equipment:

- paper for lining moulds and trays
- beaters
- blenders
- cake tins with:
 - fixed base in a range of shapes
 - loose bottom
- cake moulds
- cutting boards
- knives:
 - large serrated cake knife
- measures:
 - measuring jugs
- mixer
- piping bags and attachments
- small utensils:
 - sieves
 - strainer
 - spatula
 - whisk
- scales (1 gram increments)
- silicon mats
- sets of stainless steel bowls
- spoons and ladles
- storage container and tray
- specific equipment for modelling marzipan:
 - 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
 - piping bags and attachments
 - piping tubes in a variety of sizes
 - textured boards
 - textured rolling pins
 - range of presentation equipment:
 - cake bases

- cake stands and platforms
- platters
- cake bases, stands and platforms
- food safe gloves
- 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 soap 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 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 achieved the Certificate III or Certificate IV in Patisserie or their successors; or
- hold a trade certificate as a cook or chef, or trade equivalent;

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>

SITHPAT018 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Patisserie

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
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Elements describe the *Performance criteria describe the performance needed to*

essential outcomes *demonstrate achievement of the element.*

1. Select ingredients.
 - 1.1. Confirm food production requirements from 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 temperature to achieve desired gloss, sheen, snap and release upon solidification.
 - 4.3. Control the temperature to retain workable consistency.

5. Prepare centres and fillings.
 - 5.1. Use cookery processes for centres and fillings to achieve full flavoured and natural characteristics.
 - 5.2. Manipulate ingredients at correct temperature to achieve desired 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. Coat centres using methods to achieve an even and appropriate thickness with a uniform quality finish. |
| 8. Decorate, present and store chocolates. | 8.1. Decorate chocolates 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.

SKILLS

DESCRIPTION

Reading skills to:

- locate information in standard recipes to determine preparation requirements
- locate and read date code and stock rotation labels.

Writing skills to:

- record clear sequenced instructions for new recipes, specifying ingredient quantities.

Numeracy skills to:

- determine tempering times and temperatures.

- Problem-solving skills to:
- evaluate quality of ingredients and finished chocolates 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.

Unit Mapping Information

Supersedes and is equivalent to SITHPAT008 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 SITHPAT018 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 at least 24 individual chocolates from each of the following three types:
 - hard centres
 - soft centres
 - fillings
- use at least three different processes for producing chocolates as listed in the knowledge evidence when preparing the above three types of chocolates
- use each of the following when preparing the above three types of chocolates (at least once across the preparation of all three types of chocolates):
 - caramel
 - croquant
 - flavoured fondant
 - ganache
 - jellies
 - liqueurs
 - nougat
 - nuts
 - fruits
- use at least one of the tempering methods for couverture when producing above chocolates
- produce above individual chocolates:
 - 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.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and common trade names for:

- ingredients used to produce chocolate confectionery
- individual chocolates prepared in the performance evidence
- contents of date codes and rotation labels for stock
- processes for producing different types of chocolates:
 - cut or dressed
 - hand coated
 - enrobing
 - made with prepared hollow shells
 - moulded
- characteristics of centres and fillings used when producing chocolates listed in the performance evidence
- historical and cultural origins 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 and 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, including 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.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment such as an industry-realistic training kitchen.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m/person)
 - commercial refrigeration and freezer unit with shelving
 - sink
 - gas or electric stove top
 - industrial strength food processor
 - marble bench or slab
 - microwave
 - storage facilities:
 - shelving
 - trays
 - warming area
- small equipment:
 - paper for lining moulds and trays
 - beaters
 - brushes
 - cutting boards
 - graters
 - knives:
 - large serrated cake knife
 - measures:
 - measuring jugs
 - mixer
 - pastry brushes
 - pastry cutters and shapes
 - piping bags and attachments
 - range of presentation equipment

- range of service-ware
- range of saucepans and pots for small and large production
- scales (1 gram increments)
- sets of stainless steel bowls
- spoons and ladles
- storage containers and trays
- whisk
- food safe gloves
- 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 soap 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 and standard recipes
 - 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 achieved the Certificate III or Certificate IV in Patisserie or their successors; or
- hold a trade certificate as a cook or chef, or trade equivalent;

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>

SITHPAT019 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. 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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Competency Field

Patisserie

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
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Elements describe the essential outcomes *Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Design decorative sugar work.
 - 1.1. Produce sketches of required forms and shapes to design sugar-based decorations.
 - 1.2. Identify required colours, sizes, shapes and proportions.
 - 1.3. 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. Use sugar pump to inflate pulled sugar to the correct shape.

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 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"> write notes on designs for sugar work ingredients.
Oral communication skills to:	<ul style="list-style-type: none"> express opinion about decorations and presentation.
Numeracy skills to:	<ul style="list-style-type: none"> weigh and measure ingredients for the quantity of sugar solution required determine temperature, boiling and cooling times for sugar work.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> develop creative ideas and explore a range of designs for sugar decorations.
Planning and organising skills to:	<ul style="list-style-type: none"> efficiently sequence the stages of sugar work preparation and production.
Self-management skills to:	<ul style="list-style-type: none"> manage own speed, timing and productivity.

Unit Mapping Information

Supersedes and is equivalent to SITHPAT009 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 SITHPAT019 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 and create one sugar centrepiece that incorporates techniques for:
 - pulling sugar
 - casting sugar
 - blowing sugar
- use each of the following cookery processes at least once when preparing the above centrepiece:
 - combining ingredients
 - appropriate temperatures and cooking times
 - cooling methods and times
- produce above centrepiece:
 - within commercial time constraints
 - 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 common trade names for:
 - ingredients commonly used to produce sugar-based decorations
 - sugar-based decorations
- types of designs commonly used for sugar-based decorations
- cookery processes used when preparing sugar centrepieces
- mise en place requirements for modelling sugar-based decorations
- shaping techniques for boiled sugar:
 - pouring into framework
 - free-flowing shapes
 - pouring into moulds
 - ribbons

- 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, cooling methods and times
- techniques for pulling, casting and blowing sugar
- required consistency of sugar solution for pulling, blowing and casting
- 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:
 - 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 commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment such as an industry-realistic training kitchen.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m/person)
 - commercial refrigeration and freezer unit with shelving
 - sink
 - gas or electric stove top
 - marble bench or slab
 - microwave
 - shelving
- small equipment:
 - acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper
 - cutting boards
 - knives
 - measures:
 - measuring jugs
 - strainers

- spatulas
- range of saucepans and pots for small and large production
- scales (1 gram increments)
- sets of stainless steel bowls
- spoons and ladles
- 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
 - blow torch
 - hand pump for blowing sugar
 - heat-resistant disposable gloves for pulling and shaping sugar
 - heating lamp
 - metal strapping
 - modelling tools
 - moulds
 - patterns
 - saucepan with pouring lip
 - rubber mats
 - scissors
 - silicon paper and mats
 - small cooling fan
 - sugar thermometers
- food safe gloves
- diverse and comprehensive range of commercial ingredients for modelling the sugar-based decorations 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 soap 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 and standard recipes
- designs for sugar-based decorations
- 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 achieved the Certificate III or Certificate IV in Patisserie or their successors; or
- hold a trade certificate as a cook or chef, or trade equivalent;

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>

SITHPAT020 Design and produce sweet showpieces

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design and produce sweet showpieces for display. 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.

The unit applies to hospitality and catering organisations that produce, display and serve specialist patisserie products, including hotels, restaurants and patisseries.

The preparation and display of showpieces is a high order technical skill used by experienced patissiers who operate independently or with limited guidance from others.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code **Unit Title**

SITXFSA005 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

*essential outcomes**demonstrate achievement of the element.*

- | | |
|---------------------------------------|--|
| 1. Design sweet showpieces. | 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. 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. Make showpiece components. | 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. Assemble sweet showpieces. | 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 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.

Unit Mapping Information

Supersedes and is equivalent to SITHPAT010 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 SITHPAT020 Design and produce sweet 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 showpieces, each containing at least two different components and using each of the following at least once when making the above components, either individually or in combination:
 - chocolate or plastic chocolate
 - marzipan or gum paste or sugar dough
 - sugar or isomalt
- produce and assemble the above three sweet showpieces:
 - within commercial time constraints
 - 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 common trade names for:
 - ingredients used to produce showpiece components
- types of designs used for the showpieces specified in the performance evidence
- mise en place requirements for producing sweet showpieces
- properties of the ingredients used in showpieces and their interaction and changes during production
- processes and techniques used to:
 - handle and mould chocolate, pastillage and marzipan, individually and in combination
 - blow, cast or pull sugar
 - assemble an entire 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 an entire showpiece.

Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace; or
- a simulated industry environment such as an industry-realistic training kitchen.

Assessment must ensure access to:

- fixtures and large equipment:
 - commercial grade work benches (1.5 m/person)
 - commercial refrigeration and freezer unit with shelving
 - sink
 - gas or electric stove top
 - marble bench or slab
 - microwave
 - storage facilities:
 - shelving
 - trays
- small equipment:
 - cutting boards
 - knives
 - measuring jugs
 - mixer
 - piping bags and attachments
 - small utensils:
 - sieve
 - strainer
 - spatula
 - whisk
 - range of saucepans and pots for small and large production
 - scales (1 gram increments)
 - sets of stainless steel bowls
 - spoons and ladles
- specific equipment for producing sweet showpieces:
 - adjustable blow torch
 - air brush kit complete with alcohol-based colours
 - rolling pin
 - calcium carbonate, pure alcohol, tartaric acid (stored in bottle with eye dropper lid) and quicklime
 - fine paint brushes
 - fine piping tubes
 - firm wire and pliers

- heat-resistant disposable gloves for pulling and shaping sugar
- scissors
- marzipan modelling tools
- moulds:
 - leaf moulds
 - novelty moulds and shapes
 - egg moulds
- multi-tier, platters, cake boards, socles and decorative cloths
- nougat lacquer and sugar colours, water-based, paste colours, powdered colours or alcohol colours
- polystyrene boxes and wooden skewers
- silicon paper and mats
- small cooling fan
- specific equipment for pastillage:
 - cutters
 - dried starch
 - moulds
 - sandpaper
 - scalpels
 - stencils
- specific equipment for preparing chocolate showpieces:
 - chocolate spray gun kit
 - chocolate thermometer
 - dipping forks
 - plastic acetate sheets
- wooden boards
- textured rolling pin
- equipment for storage of showpieces:
 - cool rooms
- food safe gloves
- diverse and comprehensive range of commercial ingredients for producing the sweet 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 soap 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
 - sweet showpiece designs
 - 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 achieved the Certificate III or Certificate IV in Patisserie or their successors; or
- hold a trade certificate as a cook or chef, or trade equivalent;

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>

SITTGDE013 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 SITTGDE019 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 Australian 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.

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.

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. Source information about the 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. Identify relevant stakeholders in the local Australian Indigenous community.
- 1.2. Research ways in which cultural information can be used to make tour activities authentic to the local area.
- 1.3. Prepare for tour activities taking into consideration obligations to the local Australian Indigenous community.
- 1.4. Recognise potential conflicts of tour content with the local Australian Indigenous community and identify solutions.
- 2.1. Seek consent from relevant stakeholders to share information about the local Australian Indigenous community.
- 2.2. Share accurate information about aspects of Australian Indigenous culture with customers.
- 2.3. Advise customers about culturally appropriate behaviour.
- 2.4. Show respect for Australian Indigenous cultures and values through promoting culturally sensitive behaviour during activities.
- 2.5. Provide information about traditional and contemporary practices to customers.
- 2.6. Use local Australian Indigenous language and share with customers.
- 2.7. Invite customers to participate and share in Australian Indigenous cultural experiences respecting cultural guidelines.

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">• make notes about Australian Indigenous culture to share with others.
Oral communication skills to:	<ul style="list-style-type: none">• liaise with customers and local Australian Indigenous community members.
Teamwork skills to:	<ul style="list-style-type: none">• 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.

Unit Mapping Information

Supersedes and is equivalent to SITTGDE001 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 SITTGDE013 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:

- identify relevant stakeholders within the local Australian Indigenous community and follow protocols to obtain information on local Australian Indigenous culture and incorporate into at least one tour activity
- share information on aspects of local Australian Indigenous culture with customers on at least two different occasions and at two different sites.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- protocols within a local Australian Indigenous community that address:
 - the type of information that can be shared
 - who can provide information
 - who can receive the information
 - what activities are appropriate
 - who should be involved in activities
 - appropriate use of imagery
- aspects of a 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
- processes for seeking permission to include local Australian Indigenous culture in tour activities

Assessment Conditions

Skills must be demonstrated in an Australian Indigenous tourism environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity, set up for the purposes of assessment.

Assessment must ensure access to:

- sites where Australian Indigenous cultural experiences take place
- 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>

SITTGDE014 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 take a lead role without supervision when guiding a tour or activity. 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.

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.

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 guiding activity. | <ul style="list-style-type: none"> 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. Communicate with tourism industry operators. | <ul style="list-style-type: none"> 2.1. Liaise with internal and external stakeholders to organise all aspects of the guiding activity. 2.2. Negotiate with tourism industry operators to 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. Guide tours or activities. | <ul style="list-style-type: none"> 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. Develop guiding skills and knowledge. | <ul style="list-style-type: none"> 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">• read and interpret industry codes of practice and regulations.
Writing skills to:	<ul style="list-style-type: none">• complete risk assessment documentation.
Oral communication skills to:	<ul style="list-style-type: none">• liaise with internal and external stakeholders and customers when carrying out job tasks.
Problem-solving skills to:	<ul style="list-style-type: none">• evaluate legal, ethical, safety and sustainability issues and requirements for guiding activities• make decisions on appropriate behaviours and actions.
Initiative and enterprise skills to:	<ul style="list-style-type: none">• make contingency plans when required, to deal with unexpected circumstances.
Teamwork skills to:	<ul style="list-style-type: none">• work effectively with industry operators.

Unit Mapping Information

Supersedes and is equivalent to SITTGDE002 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 SITTGDE014 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 and risks
- meet legal, ethical, safety and sustainability requirements 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 types of guides:
 - day tour guide
 - extended tour guide
 - hospitality desk guide
 - city host
 - driver guide
 - meet and greet guide
 - site guide
 - tour manager

- 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 law
 - national, state/territory and local licensing and industry accreditation requirements for guides
 - 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
 - work health and safety
- different types of technologies and their uses in tour guiding
- opportunities to update own knowledge as a guide
- tourism operators that work in collaboration with guides:
 - inbound tour operators
 - other guides
 - retail outlets
 - suppliers of tourism products or services that are components of the touring itinerary
- safety issues that affect guiding operations in particular contexts, including customer safety in different environments
- ethical considerations for guides:
 - industry codes of conduct
 - cultural considerations
 - dealings with local communities
 - dealings with Australian Indigenous communities
 - provision of services as promoted or confirmed
 - relationships with industry colleagues, customers and suppliers
 - avoiding unconscionable conduct
- sustainable work practice considerations for:
 - business sustainability
 - environmental sustainability
 - social impact.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity set up for the purposes of assessment.

Assessment must ensure access to:

- an environment in which guiding activities take place

- 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
- communications technology as required by the tour
- 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>

SITTGDE015 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 other locations, including accommodation providers. It requires the ability to check customer arrival and departure information, reconfirm all operational aspects of transportation 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. This unit 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.

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.

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.

- | | |
|---|---|
| <p>1. Conduct arrival transfers for groups or individuals.</p> | <p>1.1. Check customer arrival information, and take action to deal with alterations or delays.</p> <p>1.2. Confirm transport details with transport supplier.</p> <p>1.3. Use identification techniques so customers can locate the guide at the transport terminal.</p> <p>1.4. Make safe and appropriate use of terminal facilities.</p> <p>1.5. Record arrivals, no-shows and other comments on relevant documentation.</p> <p>1.6. Establish and monitor baggage arrangements prior to customer arrival.</p> <p>1.7. Ensure correct number of baggage pieces and passengers are transported following check-in procedures.</p> <p>1.8. Follow established procedures for lost baggage.</p> |
| <p>2. Deliver arrival information to customers.</p> | <p>2.1. Greet customers in a manner that encourages a positive response towards the guide, company, region and Australia in general.</p> <p>2.2. Provide customers with information and advice to introduce them to the local area.</p> |
| <p>3. Check-in groups and individuals at accommodation.</p> | <p>3.1. Brief customers on accommodation check-in procedures.</p> <p>3.2. Offer assistance with accommodation check-in or facilitate check-in on behalf of customers.</p> <p>3.3. Liaise with accommodation staff during check-in to minimise any communication difficulties.</p> |
| <p>4. Conduct departure transfers for groups and individuals.</p> | <p>4.1. Verify departure details in advance of transfer and take action to respond to variations.</p> <p>4.2. Organise customer departure to minimise disruption and take account of safety issues.</p> <p>4.3. Check details of departing passengers and ensure all are accounted for.</p> <p>4.4. Check baggage prior to departure using procedures that ensure no items are left behind.</p> <p>4.5. Advise customers to check belongings prior to departure.</p> <p>4.6. Advise customers on transport terminal departure procedures, including safety requirements.</p> <p>4.7. Obtain feedback on products and services from customers and relay information to relevant people.</p> <p>4.8. Offer assistance with transport check-in or facilitate</p> |

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">interpret tourism industry terminology, terminal and transport codes.
Numeracy skills to:	<ul style="list-style-type: none">interpret and provide information on scheduled arrivals and departure times by converting between 24-hour and 12-hour clock.
Learning skills to:	<ul style="list-style-type: none">update knowledge on availability of services in travel destinations and local area.
Problem-solving skills to:	<ul style="list-style-type: none">identify, resolve or report typical operational challenges with arrival and departure transfers.
Initiative and enterprise skills to:	<ul style="list-style-type: none">make contingency arrangements when issues arise causing changes to arrival or departure times.
Teamwork skills to:	<ul style="list-style-type: none">work effectively with colleagues in transport terminals and accommodation venues to provide smooth check-in and departure assistance to customers.

Unit Mapping Information

Supersedes and is equivalent to SITTGDE003 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 SITTGDE015 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 each of the following where required:
 - accommodation facilities
 - accommodation check-in procedures
 - forthcoming tour arrangements
 - local destination information
 - local time and weather forecast
 - money exchange rates and available facilities
 - tipping
 - 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
 - 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 and check-out procedures
- 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
- security requirements for:
 - customers' personal security
 - storage of luggage
 - transfer vehicles.

Assessment Conditions

Skills must be demonstrated in an operational transport terminal. This can be:

- an industry workplace; or
- a simulated industry environment, set up for the purposes of assessment.

Assessment must ensure access to:

- transport for conducting transfers
- accommodation venues
- customer and operational arrival and departure information
- 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>

SITTGDE016 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.

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.

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 and 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

Oral communication skills to:

DESCRIPTION

- brief group members clearly about tour or activity movements
- respond to and minimise the impact of interpersonal

problems between group members.

Problem-solving skills to: • respond to and resolve operational problems.

Planning and organising skills to: • coordinate practical aspects of moving groups of people.

Unit Mapping Information

Supersedes and is equivalent to SITTGDE004 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 SITTGDE016 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 of three hours or less
 - half or full day tours
 - overnight tours
 - extended tours of two or more nights
- use 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 likely to arise in a group touring situation:
 - interpersonal issues
 - operational issues
 - typical causes
 - appropriate responses.

Assessment Conditions

Skills must be demonstrated in an operational touring environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity, set up for the purposes of assessment.

Assessment must ensure access to:

- organisational specifications:
 - running sheets for tours and activities
 - incident report templates
 - passenger lists
- real or simulated touring activities
- communications technology as required by the tour
- 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>

SITTGDE017 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.

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.

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">research and analyse potentially complex information and adapt information for effective presentation.
Writing skills to:	<ul style="list-style-type: none">plan and structure cohesive presentations.
Oral communication skills to:	<ul style="list-style-type: none">engage with group members in a positive manner to build rapport.
Teamwork skills to:	<ul style="list-style-type: none">facilitate group participation throughout tour or activity.
Planning and organising skills to:	<ul style="list-style-type: none">structure and time presentations according to tour needs and the demographics of the group.

Unit Mapping Information

Supersedes and is equivalent to SITTGDE005 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 SITTGDE017 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 each related to different subject matter areas
- use interpretive and presentation techniques to present above commentaries or activities in a manner that:
 - is engaging, entertaining and informative
 - shares accurate and 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
- role and use of the following presentation and interpretive techniques:
 - body language
 - games and activities
 - humour
 - music
 - 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
- language
- physical factors impacting participation:
 - hearing impairment
 - problems with mobility
 - visual impairment
- special interests and requested coverage
- travelling with families
- 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. This can be:

- an industry workplace; or
- a simulated industry environment or activity, set up for the purposes of assessment.

Assessment must ensure access to:

- sources of information to prepare commentaries or activities
- organisational specifications:
 - running sheets for tours and activities
 - passenger lists
- real or simulated touring activities
- communication technology as required by the tour
- 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>

SITTGDE018 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.

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.

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 information on Australia and local

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify subjects of potential customer interest based on direct contact with customers and consultation with industry

- | | |
|--|--|
| region. | 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">research and interpret general information on Australia, specific regions and locations. |
| Writing skills to: | <ul style="list-style-type: none">organise ideas and facts in a logical manner for presentation purposes. |
| Problem-solving skills to: | <ul style="list-style-type: none">determine what information is relevant to specific guiding contexts. |
| Self-management skills to: | <ul style="list-style-type: none">take responsibility for ongoing development of knowledge. |
| Technology skills to: | <ul style="list-style-type: none">use online research systems. |

Unit Mapping Information

Supersedes and is equivalent to SITTGDE006 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 SITTGDE018 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:

- research and develop a series of three individual presentations for use in a guiding activity
- the above individual presentations must:
 - include a broad range of information on the subject area
 - use credible and reliable sources of information
 - relate to different subject areas from the aspects of Australia including general and specific aspects of local region listed in the knowledge evidence
 - incorporate interpretive themes and messages 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
- aspects of Australia including general and specific aspects of local region covering:
 - agriculture
 - architecture
 - cultural elements
 - Australian Indigenous culture
 - current events in Australia and the local region
 - economy
 - flora, fauna and the environment
 - food and drinks
 - local dishes and produce
 - geography and climate
 - government and politics
 - history
 - shopping

- sport
- local tourism services and facilities
- 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; or
- a simulated industry environment or activity, set up for the purposes of assessment.

Assessment must ensure access to:

- current sources of information used by guides
- 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>

SITTGDE019 Research and share 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.

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.

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 required.
- 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

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

Supersedes and is equivalent to SITTGDE007 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 SITTGDE019 Research and share 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:

- identify at least three relevant sources of information within the local Australian Indigenous community and follow protocols to obtain information on local Indigenous culture
- using above relevant sources of information, 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
- using culturally acceptable practices and protocols, 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
- culturally acceptable practices and protocols for researching and sharing information about Australian Indigenous cultures that address:
 - the type of information that can be shared
 - who can provide information
 - who can receive the information
 - what activities are appropriate
 - who should be involved in activities
 - appropriate use of imagery
- 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
- processes for seeking permission to include local Australian Indigenous culture in tour activities.

Assessment Conditions

Skills must be demonstrated in an Australian Indigenous tourism environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity, set up for the purposes of assessment.

Assessment must ensure access to:

- sites where Indigenous cultural experiences take place
- information sources verified or supported by Indigenous communities
- 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>

SITTGDE020 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.

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.

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 flora,

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify key sources of specialised information about flora, fauna and landscape.

- | | |
|---|--|
| fauna and landscape. | 1.2. Evaluate credibility and reliability of information sources. |
| | 1.3. Use formal and informal research techniques to access current, accurate and relevant information. |
| | 1.4. Determine potential subjects of customer interest and make focus of research activities. |
| 2. Prepare specialised information on flora, fauna and landscape. | 2.1. Analyse information and develop interpretive themes and messages to meet customer needs. |
| | 2.2. Organise information to support ways in which it will be used and presented. |
| 3. Update knowledge of specialised information on flora, fauna and landscape. | 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret potentially complex and detailed information on flora, fauna and landscape.
Writing skills to:	<ul style="list-style-type: none"> • make notes from research on flora, fauna and landscape.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • evaluate and adapt information for practical workplace purposes • create key messages, themes and storylines for customers.
Technology skills to:	<ul style="list-style-type: none"> • use the internet as a research tool.

Unit Mapping Information

Supersedes and is equivalent to SITTGDE008 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 SITTGDE020 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 and with each presentation:
 - use at least four credible and reliable sources of information
 - include information about flora, fauna and landscape as listed in the knowledge evidence
 - use appropriate ecological terminology and concepts
 - incorporate interpretive themes and messages
 - 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
- current interpretive theory, methods and media
- key methods to structure information for different audiences
- 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
- human impact on landscape
- management regimes and codes of practice for local landscape
- Australian Indigenous perspective on local landscape
- information sources used by guides.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity, set up for the purposes of assessment.

Assessment must ensure access to:

- sources of information used by guides
- 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>

SITTGDE021 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.

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.

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 marine

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify key sources of specialised information about

- | | |
|--|---|
| environments for presentation. | marine environments. |
| 2. Prepare specialised information on marine 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. |
| 3. Update knowledge of specialised information on marine environments. | 2.1. Analyse information and develop interpretive themes and messages to meet customer needs.
2.2. Organise information to support ways in which it will be used and presented.
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.

SKILLS

DESCRIPTION

- | | |
|--------------------------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> • interpret potentially complex and detailed information on marine environments. |
| Writing skills to: | <ul style="list-style-type: none"> • make notes on marine environments. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> • evaluate and adapt information for practical workplace purposes • create key messages, themes and storylines for customers. |
| Technology skills to: | <ul style="list-style-type: none"> • use the internet as a research tool. |

Unit Mapping Information

Supersedes and is equivalent to SITTGDE009 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 SITTGDE021 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 and with each presentation:
 - use at least four credible and reliable sources of information
 - include information about one or more marine environments as listed in the knowledge evidence
 - use appropriate ecological terminology and concepts
 - incorporate interpretive themes and messages
 - 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
- current interpretive theory, methods and media
- key methods to structure information for different audiences
- 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 feeding strategies
 - 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
- management and catchment management regimes for local marine environments, relevant authorities and codes of practice
- information sources frequently used by guides.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity, set up for the purposes of assessment.

Assessment must ensure access to:

- sources of information used by guides
- 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>

SITGDE022 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.

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.

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 cultural

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify key sources of specialised information about

and heritage environments.	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.

SKILLS

DESCRIPTION

Reading skills to:	<ul style="list-style-type: none">interpret potentially complex and detailed information on cultural and heritage environments.
Writing skills to:	<ul style="list-style-type: none">make notes on cultural and heritage environments.
Initiative and enterprise skills to:	<ul style="list-style-type: none">evaluate and adapt information for practical workplace purposescreate key messages, themes and storylines for customers.
Technology skills to:	<ul style="list-style-type: none">use the internet as a research tool.

Unit Mapping Information

Supersedes and is equivalent to SITTGDE010 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 SITTGDE022 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 and with each presentation:
 - use at least four credible and reliable sources of information
 - include information about cultural and heritage environments as listed in the knowledge evidence
 - use appropriate cultural and heritage terminology and concepts
 - incorporate interpretive themes and messages
 - 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:

- the role of interpretation in creating a powerful customer experience
- current interpretive theory, methods and media
- key methods to structure information for different audiences
- 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.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity, set up for the purposes of assessment.

Assessment must ensure access to:

- sources of information used by guides
- 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>

SITTGDE023 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.

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.

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 tour delivery logistics.
2. Brief and assist customers.
3. Liaise with industry colleagues.
4. Manage the itinerary.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Plan tour delivery according to briefing information or operational documentation provided by the tourism operator.
- 1.2. Make tour preparations and consider issues to ensure customer needs are met.
- 1.3. Prioritise and action tasks required in advance of tour commencement.
- 2.1. Welcome customers to tour and provide briefing on tour practicalities and procedures.
- 2.2. Provide additional information and assistance to enhance enjoyment of tour.
- 3.1 Liaise with industry colleagues to achieve smooth tour operation.
- 3.2. Action requests from industry colleagues promptly and willingly wherever possible and request assistance when required.
- 3.3. Make agreements about individual and joint responsibilities during tour.
- 3.4. Make forward reconfirmations and bookings in a timely manner.
- 3.5. Interpret documentation from other organisations and apply appropriately.
- 4.1. Conduct tour to schedule and include all features in itinerary.
- 4.2. Advise customers courteously and sensitively about unavoidable changes.
- 4.3. Re-plan itinerary when necessary to ensure purchased inclusions or their equivalent are delivered and disruption to customers is minimised.
- 4.4. Advise industry colleagues and suppliers affected by changes according to organisational procedures.
- 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.

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| 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 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"> • interpret tourism industry terminology including product codes.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate tour component times • translate time from the 24-hour to 12-hour clock • calculate logistics of group movements.
Planning and organising skills to:	<ul style="list-style-type: none"> • coordinate multiple and diverse tour components.
Technology skills to:	<ul style="list-style-type: none"> • use industry-current communication systems.

Unit Mapping Information

Supersedes and is equivalent to SITTGDE011 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 SITTGDE023 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, bookings and reconfirmation for each of the product or service components in the above tours to ensure:
 - tours are conducted to schedule and include all advertised itinerary features
 - tours are conducted in a manner that minimises impact on culturally or environmentally sensitive areas
 - the safety of customers and colleagues
- manage issues, situations and problems on above 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:
 - short tours of three hours or less
 - half or full day tours
 - overnight tours
 - extended tours of two or more nights
- 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

- booking and reconfirmation procedures for tour components
- planning procedures relating to the delivery logistics of a multifaceted touring itinerary
- 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
 - regulations
 - 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
 - operational reports
- 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 touring environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity, set up for the purposes of assessment.

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
- 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>

SITGDE024 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.

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.

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"> 1. Manage touring arrangements. | <ol style="list-style-type: none"> 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. |
| <ol style="list-style-type: none"> 2. Liaise and negotiate with others. | <ol style="list-style-type: none"> 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. |
| <ol style="list-style-type: none"> 3. Develop and maintain group rapport. | <ol style="list-style-type: none"> 3.1. Develop and maintain a team spirit for duration of program. 3.2. Gain trust and confidence of group through professional competence and integrity. 3.3. Use leadership and communication techniques 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. |
| <ol style="list-style-type: none"> 4. Resolve problems that arise on tour. | <ol style="list-style-type: none"> 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"> • interpret customer and operational tour information • interpret tourism industry terminology including product codes.
Writing skills to:	<ul style="list-style-type: none"> • complete operational and reporting documents.
Oral communication skills to:	<ul style="list-style-type: none"> • discuss customer concerns and sometimes sensitive and confidential issues.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate tour component times • translate time from the 24-hour to 12-hour clock.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • create opportunities to enhance the customer touring experience.
Planning and organising skills to:	<ul style="list-style-type: none"> • coordinate multiple, diverse and often complex logistical tour components and arrangements.
Technology skills to:	<ul style="list-style-type: none"> • use industry-current communication systems.

Unit Mapping Information

Supersedes and is equivalent to SITTGDE012 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 SITTGDE024 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 of more than one day duration for at least one of the types of tours listed in the knowledge evidence
- liaise with industry colleagues regarding logistical aspects of the above 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 the above touring program
- apply negotiation and contingency management procedures to manage issues, situations and problems on the above touring program 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 programs 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
- booking and reconfirmation procedures for tour components
- 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
 - customer operational situations
 - environmental conditions
 - equipment and transportation in contingency situations
 - itinerary challenges:
 - change in services delivered
 - delays
 - overbooking
 - poor supplier performance
- 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. This can be:

- an industry workplace; or
- a simulated industry environment or activity, set up for the purposes of assessment.

Assessment must ensure access to:

- equipment and resources required for the delivery of extended touring programs:
 - transport
 - venue access
- customer and operational documentation to support the delivery of an extended touring itinerary
- real or simulated touring activities
- customer group of a size and nature that reflects the commercial environment in which the guide operates
- a group of customers for whom the individual can act as a tour manager; this 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>

SITTIND003 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 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.

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.

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

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| <p>1. Source and use industry information.</p> | <p>1.1. Identify sources of information on the structure and operation of the tourism and travel industry.</p> <p>1.2. Access specific information of relevance to the tourism and travel industry to assist operational duties.</p> <p>1.3. Obtain information on features of current and emerging tourism products and services relevant to job role.</p> <p>1.4. Apply knowledge of the tourism and travel industry and its products and services to enhance the quality of work performance.</p> |
| <p>2. Source and use compliance information.</p> | <p>2.1. Obtain information on laws specifically relevant to the tourism and travel industry and work compliantly.</p> <p>2.2. Seek information on industry quality assurance schemes and apply it to benefit own organisation.</p> <p>2.3. Access and apply information on career planning and equal employment opportunity (EEO) law.</p> <p>2.4. Obtain information on ethical industry practices and conduct day-to-day tourism and travel activities according to those practices.</p> |
| <p>3. Source and use information on tourism and travel technology.</p> | <p>3.1. Source and access information on current and emerging technologies that impact on operational duties.</p> <p>3.2. Use information on technology to suggest new and improved workplace practices.</p> <p>3.3. Use current and emerging technology in day-to-day work activities to enhance the quality of work performance.</p> |
| <p>4. Update personal and organisational knowledge of the tourism and travel industry.</p> | <p>4.1. Identify and use a range of opportunities to update knowledge of the tourism and travel industry.</p> <p>4.2. Monitor current issues and trends for the industry.</p> <p>4.3. Share current tourism and travel issues and trends with 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.

SKILLS

DESCRIPTION

Reading skills to:

- read the content of plain English information about laws, industry accreditation schemes and codes of conduct
- research, sort and use tourism and travel industry

- information.
- Writing skills to:
- prepare notes, summarise and record information in basic documents, sheets and files on current tourism and travel industry practices, products, services and technology.
- Oral communication skills to:
- discuss current and emerging industry trends with experienced industry personnel, colleagues, suppliers and industry bodies.
- Learning skills to:
- continuously update, review and maintain own knowledge of the tourism and travel industries.
- Self-management skills to:
- take responsibility for sourcing and updating current and emerging information.
- Technology skills to:
- use online information systems to access tourism and travel industry information.

Unit Mapping Information

Supersedes and is equivalent to SITTIND001 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 SITIND003 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
- interpret information on the following and share with colleagues on at least one occasion, 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 on at least one occasion, 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 information on the tourism and travel industry:
 - industry associations
 - government and regulatory bodies
 - industry publications
 - colleagues
 - suppliers
 - plain English documents, issued by government regulators, that describe laws relevant to the tourism and travel industry
 - regional, state and national tourism offices
- 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
- key characteristics and main functions of allied and related industries
- primary functions of:
 - major industry associations
 - trade unions
 - local, regional, state and national tourism information service and marketing organisations
 - tourism research bodies
- basic aspects of tourism and travel industry quality assurance processes
- 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
- basic aspects of and actions that must be adhered to by tourism organisations for inbound tour operators and guides:
 - Queensland Tourism Services Act 2003 for the delivery of tourism products in Queensland
- current and emerging technologies that impact on the tourism and travel industry:
 - cyber-security
 - e-business
 - social media.

Assessment Conditions

Skills must be demonstrated in an operational tourism or travel business environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity set up for the purposes of assessment.

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 tourism industry:
 - Queensland Tourism Services Act 2003
- industry personnel, colleagues and suppliers with whom the individual can interact to obtain current industry information. These can be:
 - industry personnel, colleagues and 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>

SITTIND004 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.

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.

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

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| 1. Source and use industry information. | 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. Apply knowledge of the holiday park and resort industry and its products and services to enhance the quality of work performance. |
| 2. Source and use compliance information. | 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 apply it to benefit own organisation.
2.3. Access and apply 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. Source and use information on holiday park and resort technology. | 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. Update personal and organisational knowledge of the holiday park and resort industry. | 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:

- read the content of plain English information about laws, industry accreditation schemes and codes of conduct

- research, sort and use holiday park and resort industry information.
- Writing skills to:
- 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.
- Oral communication skills to:
- discuss current and emerging industry trends with experienced industry personnel, colleagues, suppliers and industry bodies.
- Numeracy skills to:
- conduct calculations pertaining to holiday park and resort industry fees and pricing issues.
- Learning skills to:
- maintain and update industry knowledge of the holiday park and resort industry.
- Self-management skills to:
- take responsibility for sourcing and updating current and emerging information.
- Technology skills to:
- use online information systems to access holiday park and resort industry information.

Unit Mapping Information

Supersedes and is equivalent to SITTIND002 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 SITIND004 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
- interpret information on the following and share with colleagues on at least one occasion 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 on at least one occasion 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 information on the holiday parks and resorts industry:
 - industry associations
 - government and regulatory bodies
 - industry publications
 - colleagues
 - suppliers
 - plain English documents, issued by government regulators, that describe laws relevant to the holiday parks and resorts sector
 - regional, state and national tourism offices
- 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)
 - types of recreational vehicles made in Australia and their key characteristics
 - current and emerging trends in RV products
- servicing:
 - key providers of specialised RV servicing
 - types of services offered
 - links with manufacturers, retailers and holiday parks and resorts
- retailing:
 - RV retailers in Australia and the local area
 - types of after sales services offered
- basic understanding of rental system, including residential tenancy legislation:
 - organisational policies and procedures applicable to managing and maintaining tenancy agreements and services
 - legislative requirements applicable to managing and maintaining tenancy agreements and services
 - rights and responsibilities of the resident and organisation
 - organisational policies and procedures for complaints
 - tribunal processes and resident right of appeal
 - difference between, and reasons for, termination and eviction
- roles and general responsibilities for different jobs in holiday parks and resorts
- general nature of and links of holiday parks and resorts sector to the wider tourism and travel industry
- primary functions of:
 - major industry associations
 - trade unions
 - 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
- 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 technologies that impact on holiday parks and resorts:
 - cyber-security
 - e-business
 - social media.

Assessment Conditions

Skills must be demonstrated in an operational holiday park or resort environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity set up for the purposes of assessment.

Assessment must ensure access to:

- computers, printers, communication technology, information programs to source industry information
- plain English documents issued by government regulators that describe laws:
 - local community protection
 - consumer protection
 - EEO
 - residential tenancy legislation
- industry personnel, colleagues and suppliers with whom the individual can interact to obtain current industry information. These can be:
 - industry personnel, colleagues and 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>

SITTPPD012 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.

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.

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. Source component

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify product objectives in consultation with appropriate

- products. colleagues and customers.
- 1.2. Determine customer or market destination and product preferences and requirements.
 - 1.3. Identify and research potential destinations and component products and services.
 - 1.4. Assess destination and product details for market suitability and consider innovative options when appropriate.
 - 1.5. Assess quality credentials of operators and their products.
 - 1.6. Select destinations and products based on research.
2. Package component products.
 - 2.1. Develop packaged products or programs to meet requirements of specific customers or markets.
 - 2.2. Combine and integrate program components to create maximum value and saleability within constraints.
 - 2.3. Make agreements with suppliers according to organisation profit and other requirements and confirm in writing.
 - 2.4. Check and incorporate legal requirements.
 - 2.5. Cost programs to ensure profitability and consideration of key financial factors.
 3. Finalise product packaging.
 - 3.1. Clearly document and present product or program and pricing structures, including details of inclusions, exclusions and add-ons.
 - 3.2. Review and adjust products or programs and pricing structures in response to feedback from customers or colleagues.
 - 3.3. Present final product or program details for approval within required timeframes.

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"> • interpret complex supplier component product information, contracts and costs.
Writing skills to:	<ul style="list-style-type: none"> • document complex product information, programs and pricing structures and specific conditions that apply.
Oral communication skills to:	<ul style="list-style-type: none"> • liaise with customers and colleagues on practical operational issues.
Numeracy skills to:	<ul style="list-style-type: none"> • 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

Supersedes and is equivalent to SITTPPD001 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 SITTPPD012 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
- 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 including:
 - budget
 - cultural requirements
 - destination preferences
 - integration, at least once, 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
 - taxes
- distribution and marketing networks, including 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
 - cruises
 - entertainment

- entrances to attractions, museums, events and exhibits
- food, beverage and catering
- tour guiding services
- tours
- transport
- vehicle rental
- 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 environment. This can be:

- an industry workplace; or
- 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>

SITTPPD013 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 *SITTGDE017 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.

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.

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 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 skills to:

- consult with colleagues about development issues for interpretive 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

Supersedes and is equivalent to SITTPPD002 Develop interpretive 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 SITTPPD013 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 and implement 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; or
- 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>

SITTPPD014 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.

The unit is particularly relevant to those who provide tourism experiences in environmentally sensitive areas, including nature or ecotourism-based experiences.

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.

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. Organise sustainable

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Develop experiences that combine education and

- activities.
- interpretation.
- 1.2. Ensure positive sustainable outcomes for local communities and environments.
 - 1.3. Consult with colleagues and other stakeholders about issues of responsibility for environmental and social sustainability.
 - 1.4. Develop techniques and procedures for tourism activities according to relevant codes of practice.
2. Conduct activities with minimal impact.
 - 2.1. Select and use minimal impact techniques and procedures for tourism activities appropriate to the area.
 - 2.2. Advise customers about minimal impact responsibilities and acceptable behaviour prior to entering area.
 - 2.3. Serve as a role model for customers and colleagues.
 - 2.4. Address unacceptable customer behaviour.
 3. Monitor impact and changes.
 - 3.1. Monitor and record changes in the natural environment using appropriate technology.
 - 3.2. Collect environmental information on behalf of environmental and social agencies as required.
 - 3.3. Advise appropriate authorities of environmental and social change 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"> • interpret sometimes complex materials describing environmental regulatory requirements and guidelines. |
| Writing skills to: | <ul style="list-style-type: none"> • document procedures for sustainable tourism activities • advise authorities of environmental and social change. |
| Numeracy skills to: | <ul style="list-style-type: none"> • make simple calculations and take simple measurements. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • identify and respond to situations where minimal impact procedures will be breached. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> • evaluate potential environmental and social impacts and make appropriate responses in organising activities. |
| Technology skills to: | <ul style="list-style-type: none"> • use current technology to observe and measure specific changes in environmental and social data relating to the natural environment. |

Unit Mapping Information

Supersedes and is equivalent to SITTPPD003 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 SITTPPD014 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, including layperson level 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, including 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; or
- 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>

SITTPPD015 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.

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.

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 in-house recreational activities.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify potential recreational activities and examine options according to customer interest and focus of the

- organisation.
- 1.2. Identify regulatory and licensing requirements applicable to the activity.
 - 1.3. Determine personnel and other resource requirements for delivery of the activity.
 - 1.4. Identify threats and hazards, conduct a risk assessment, and incorporate controls for activity operation.
 - 1.5. Cost the activity and determine selling price to ensure maximum profitability.
 - 1.6. Promote activity to customers and develop reservation arrangements.
2. Coordinate delivery of recreational activities.
 - 2.1. Develop activity information and arrange training for those delivering the activity.
 - 2.2. Develop checklists and briefings for use of delivery personnel.
 - 2.3. Verify number of participants according to reservation information.
 - 2.4. Book personnel and resources to match participant numbers.
 - 2.5. Develop and distribute staff-focused activity documentation.
 - 2.6. Minimise use of printed materials and maximise electronic transmission of all documents to reduce waste.
 3. Evaluate recreational activities.
 - 3.1. Monitor success of activities.
 - 3.2. Obtain feedback from customers and operational staff.
 - 3.3. Modify and continuously improve activities according to feedback.

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"> • interpret complex regulatory documents, customer satisfaction surveys, and operational reports from delivery personnel.
Writing skills to:	<ul style="list-style-type: none"> • prepare promotional materials, detailed operational itineraries, staff checklists and customer briefings.
Oral communication skills	<ul style="list-style-type: none"> • discuss accurate operational information with delivery personnel.

to:

- Problem-solving skills to:
- calculate numbers of required resources, and statistics of customer satisfaction.
- Initiative and enterprise skills to:
- identify and respond to threats and hazards associated with various recreational activities.
- Technology skills to:
- evaluate the success of various recreational activities and make improvements.

Unit Mapping Information

Supersedes and is equivalent to SITTPPD004 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 SITTPPD015 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 that reflect different customer interests or organisational focus, including:
 - at least one indoor and one outdoor activity
 - identification of potential safety and organisational risks for the above activities
 - identification of all regulatory and licensing requirements that apply to the above activities
- identify, cost and source appropriate resources 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:
 - digital resources
 - 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:

- types and components of recreational activities:
 - creative activities
 - educational activities
 - outdoor recreation activities

- environmental and community activities
- health and fitness activities
- team building activities
- resources required to conduct, control, direct, supervise and deliver recreational activities:
 - human resources:
 - employees
 - contractors
 - guides
 - instructors
 - entertainers
 - subject matter specialists or experts
 - third party providers
 - other resources:
 - amenities and structures
 - educational aids and participant materials
 - food and beverage
 - guidelines and regulations
 - work health and safety instructions and checklists
 - equipment relevant to activity
 - vehicles and vessels
- regulatory and licensing requirements:
 - insurance coverage
 - legal compliance for activities and where they may be undertaken
 - work health and safety, public liability and duty of care
 - operation of equipment and vehicles
 - permits and licences required for specific activities
 - licences required for personnel delivering or supervising 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:
 - interaction with wildlife
 - local customs and courtesies
 - risk associated with the activity
 - safe participation
- ways to ensure minimal negative impacts on the environment
- formats and inclusions used in:
 - operational itineraries and schedules
 - operational checklists and briefings
 - report templates
 - customer surveys
- measurements for success of activities:
 - sales results
 - profit
 - positive feedback from customers and personnel
 - safe operation of activity
 - suitability of activity to the organisation
 - relevance and adherence to environmental education and sustainability values.

Assessment Conditions

Skills must be demonstrated in a business operation for which recreational activities are developed, implemented and evaluated. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, printers, communication technology, information programs and publications used 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
- 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>

SITTPPD016 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.

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.

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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • analyse and interpret complex tourism research documents and statistical data • select, synthesise and evaluate information from primary and secondary sources.
Writing skills to:	<ul style="list-style-type: none"> • organise research findings in a manner that supports the purpose and intended use of information.
Oral communication skills to:	<ul style="list-style-type: none"> • communicate research findings in plain English.
Numeracy skills to:	<ul style="list-style-type: none"> • interpret and apply complex tourism data in order to make recommendations with regard to activities and planning.
Problem-solving skills to:	<ul style="list-style-type: none"> • develop recommendations in response to the analysis of complex information and make observations about its

- significance.
- Planning and organising skills to:
- coordinate the practical aspects of the research process.
- Technology skills to:
- use current research technologies.

Unit Mapping Information

Supersedes and is equivalent to SITTPPD007 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 SITTPPD016 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 tourism research 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 applying:
 - research and data collection methods
 - information from:
 - government agency websites and tools
 - industry associations
 - regional, state or territory, and federal tourism marketing agencies
 - reliable data analysis
 - written and oral 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
 - 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; or
- 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
- colleagues and others with whom the individual can interact. These can be:
 - people 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>

SITTPPD017 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 tourism industry sectors and to senior personnel working in strategic planning and product development roles.

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.

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 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"> interpret complex tourism research documents that relate to tourism trends, market statistics, and information on market preferences and requirements.
Writing skills to:	<ul style="list-style-type: none"> communicate with internal and external stakeholders in regard to products.
Oral communication skills to:	<ul style="list-style-type: none"> consult with stakeholders in regard to products.
Numeracy skills to:	<ul style="list-style-type: none"> assess the profitability of product options complete complex budgetary costings calculate different commission and mark-up structures.
Problem-solving skills to:	<ul style="list-style-type: none"> make strategic responses to product development challenges.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> evaluate and develop strategic responses to complex marketing and business information.
Planning and organising skills to:	<ul style="list-style-type: none"> coordinate implementation aspects of product development.
Technology skills to:	<ul style="list-style-type: none"> work with current tourism management and marketing systems.

Unit Mapping Information

Supersedes and is equivalent to SITTPPD008 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 SITTPPD017 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 one 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 and implementing a product development plan
 - developing measures of success and return on investment for the new product or service
 - monitoring and evaluating the success of the product.

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
 - 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's capacity to sustain tourism
 - impacts of potential product diversification for the business
 - profitability issues
 - resource constraints
 - skills requirements
 - sustainability:
 - economic
 - environmental
 - 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
- organisational methods to monitor and evaluate key indicators of product success.

Assessment Conditions

Skills must be demonstrated in a tourism operation where tourism products are developed. This can be:

- an industry workplace; or
- 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
- internal and external stakeholders with whom the individual can interact. These can be:
 - people 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>

SITTPPD018 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.

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.

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

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Make environmental sustainability an integral part of

- environmental sustainability.
- product planning processes.
- 1.2. Conduct evaluations prior to any decision to establish operation.
 - 1.3. Consult stakeholders and incorporate their views into planning process.
 - 1.4. Investigate methods of managing impact.
 - 1.5. Develop strategies that provide social and economic returns to communities.
 - 1.6. Proactively seek opportunities for new, innovative and more sustainable approaches to conducting operations.
 - 1.7. Develop strategies that balance environmental sustainability and economic viability.
2. Implement environmentally sustainable operations.
 - 2.1. Establish and integrate best practice environmental standards to limit negative environmental impacts.
 - 2.2. Evaluate and use technologies for environmental best practice.
 - 2.3. Develop environmentally-friendly codes of practice for the operation and for customer use.
 - 2.4. Conduct operations according to environmentally sustainable practices, guidelines and legal requirements.
 - 2.5. Promote environmental awareness among stakeholders.
 3. Evaluate environmental impact.
 - 3.1. Monitor and assess environmental impacts as part of regular management reviews.
 - 3.2. Monitor compliance with codes of practice and legislative requirements.
 - 3.3. Initiate follow-up action based on assessment of environmental impact and compliance.

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"> • interpret materials describing environmental regulatory requirements and codes of practice. |
| Writing skills to: | <ul style="list-style-type: none"> • develop plans, systems and procedures for tourism operations. |
| Oral communication skills to: | <ul style="list-style-type: none"> • 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

Supersedes and is equivalent to SITTPPD009 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 SITTPPD018 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 one tourism operation that supports environmental sustainability and includes:
 - 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, guidelines and industry codes of practice
- implement the above plan, complying with environmentally sustainable practices, guidelines and legal requirements
- monitor and evaluate the environmental impact of the above tourism operation including:
 - 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 environmentally sustainable tourism operations
- current and emerging issues and trends relevant to above operation and the environment
- global environmental issues, including layperson's level science associated with:
 - climate change
 - energy
 - land management
 - waste and consumption
 - water

- relevance of 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
- strategic frameworks and operational systems and procedures that support environmentally sustainable operations
- ways of balancing ecological sustainability and the economic viability of an operation
- key stakeholders in the area and their roles in the tourism planning process:
 - consumer representatives
 - host community
 - investors
 - government authorities
 - land management agencies
- suppliers of environmentally-friendly products
- 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; or
- 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:
 - real stakeholders; 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>

SITTPPD019 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.

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.

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 appropriate tourism

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify cultural issues for consideration at commencement of planning process.

- operations.
- 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:	<ul style="list-style-type: none"> • interpret wide ranging information from a variety of potentially unfamiliar sources.
Writing skills to:	<ul style="list-style-type: none"> • develop complex documents that include a strategic and tactical focus • prepare consultation information.
Oral communication skills to:	<ul style="list-style-type: none"> • manage consultation with the broad community and key community stakeholders • facilitate information sessions.
Numeracy skills to:	<ul style="list-style-type: none"> • research and interpret 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

Supersedes and is equivalent to SITTPPD010 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 SITTPPD019 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 one tourism operation that supports cultural sustainability including:
 - analysis of the following key cultural issues:
 - 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 practice 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:
 - 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
- organisational procedures to evaluate culturally appropriate tourism operations and report on improvements.

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; or
- 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>

SITTTOP006 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 work with some independence under limited supervision prepare and check touring equipment.

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.

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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret tour documentation.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate and load correct quantities of equipment and supplies.
Problem-solving skills to:	<ul style="list-style-type: none"> • evaluate ways of minimising waste and maximising profitability • proactively identify and respond to discrepancies with equipment and supplies.
Planning and organising skills to:	<ul style="list-style-type: none"> • follow a logical selection, loading and checking process.

Unit Mapping Information

Supersedes and is equivalent to SITTTOP001 Load touring equipment and supplies.

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 SITTTOP006 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 one of 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:

- pre-departure documentation:
 - completed checklists
 - fault reports where appropriate
- supply lists
- equipment and supplies
- tour details:
 - itineraries
 - passenger information
- rooming lists
- equipment and supplies required for different types of tours
- ways in which effective management of equipment and supplies can improve profitability
- ways of minimising waste of equipment and supplies
- 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 tour operation business. This can be:

- an industry workplace; or
- 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>

SITTTOP007 Provide outdoor catering

Modification History

Not applicable.

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.

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.

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

Pre-requisite Unit

SITXFSA005 Use hygienic practices for food safety

Competency Field

Tour Operations

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Plan outdoor menus.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Plan menus from options available, taking account of touring and participant factors.

1.2. Identify special requests and ensure special meals can be

- offered for those with special dietary requirements.
- 1.3. Identify food safety hazards involved in storing, preparing and serving planned meals, assess risks, and take action to eliminate or minimise them.
2. Store and maintain food and beverages.
 - 2.1. Select and use appropriate storage equipment.
 - 2.2. Store food and beverage items safely and hygienically.
 - 2.3. Monitor quality of food and beverages during tour and make adjustments as required.
 3. Prepare and serve meals.
 - 3.1. Check, clean and set up food preparation equipment as required.
 - 3.2. Treat water, if required, to ensure suitability for human consumption.
 - 3.3. Prepare food using safe and hygienic food preparation techniques and cooking methods.
 - 3.4. Serve food according to safe hygiene practices.
 4. Clear and clean catering equipment.
 - 4.1. Clear, clean and break down equipment in a safe, hygienic and environmentally sound manner.
 - 4.2. Store remaining foodstuffs safely and hygienically.
 - 4.3. Remove rubbish from site where disposal facilities are not available.

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"> • interpret touring and participant requirements, and cooking and storage instructions.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate appropriate numbers of meals and proportions of ingredients.
Problem-solving skills to:	<ul style="list-style-type: none"> • monitor and respond to routine food storage and preparation problems.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • assess and respond to food safety requirements.

Unit Mapping Information

Supersedes and is equivalent to SITTOP002 Provide outdoor catering.

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 SITTTOP007 Provide outdoor catering

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 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 occasions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- 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 and cooking techniques commonly used in an outdoor environment
- 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.

Assessment Conditions

Skills must be demonstrated in a commercial environment or activity where outdoor catering is provided. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- an outdoor environment
- outdoor catering equipment
- food and beverage supplies used for preparing and providing outdoor meals
- storage equipment suitable for outdoor catering
- sufficient numbers of people to be catered for to reflect local industry needs and product profile. These can be:
 - customers in an industry workplace who are catered for 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>

SITTTOP008 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 work independently with limited guidance from others undertake this role.

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.

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 requirements.

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.
- 1.2. Evaluate operational information to determine participant

- and operational needs.
2. Allocate resources to meet operational needs.
 - 2.1. Assess resource risks and make contingency plans to avoid disruptions.
 - 2.2. Maximise profitability in the allocation of resources and consider ways to enhance operational sustainability.
 - 2.3. Take account of maintenance, safety and statutory requirements.
 - 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.
 - 3.2. Recognise and respond to changes in resource priorities.
 - 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret tour information and customer data.
Writing skills to:	<ul style="list-style-type: none"> • prepare wide ranging operational information, rosters, resource schedules and operational itineraries in established formats.
Oral communication skills to:	<ul style="list-style-type: none"> • provide and seek regular feedback on efficiency of resource allocation.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate and allocate appropriate resources • calculate costs within a predetermined budget.
Problem-solving skills to:	<ul style="list-style-type: none"> • develop and implement resource contingency plans.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • assess and respond to potentially complex and competing operational, profitability and service priorities.
Planning and organising skills to:	<ul style="list-style-type: none"> • coordinate and schedule multiple operational resources.
Technology skills to:	<ul style="list-style-type: none"> • work with resource allocation systems.

Unit Mapping Information

Supersedes and is equivalent to SITTTOP003 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 SITTTOP008 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 tour activities that meet profitability, efficiency and service needs
- consider the following when allocating resources for the above as appropriate to the tour and activities:
 - human resources
 - physical resources
 - equipment
- meet time pressures and other work constraints that apply to the above resource allocation, and manage contingencies.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- operational elements and resources for tours or activities relevant to the work context:
 - human resources:
 - camp site cooks
 - drivers
 - guides
 - hosts
 - interpreters
 - specialist tour leaders
 - tour guides
 - tour managers
 - physical resources:
 - consumable goods
 - transportation
 - spare parts or equipment
 - equipment required for:
 - camping

- catering
- communication
- educational
- first aid
- maintenance
- recreation
- safety
- 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
 - physical resources
- sustainability considerations in 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. This can be:

- an industry workplace; or
- 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>

SITTTOP009 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. Individuals working independently in the field within established organisational procedures undertake this role.

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.

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.

Unit Mapping Information

Supersedes and is equivalent to SITTTOP004 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 SITTTOP009 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
 - latrine and wash area
 - pathways
 - tents
- 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:

- work health and safety issues to be considered when setting up, operating and breaking down a camp site
- 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 including 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- 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
- 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.

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>

SITTTOP010 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. Individuals working independently in the field, within established organisational procedures undertake this role.

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.

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
Oral communication skills to:	<ul style="list-style-type: none"> • use remote area communications equipment clearly and succinctly.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate distances between various declinational points.
Problem-solving skills to:	<ul style="list-style-type: none"> • independently respond to varied and unpredictable operational challenges.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • apply bushcraft and survival skills to emergency situations and other challenges that arise during tours in remote areas.
Planning and organising skills to:	<ul style="list-style-type: none"> • coordinate different service and operational elements of a remote area tour.

Technology skills to:

- troubleshoot simple issues with navigation and communications equipment while on tours in remote areas.

Unit Mapping Information

Supersedes and is equivalent to SITTTOP005 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 SITTTOP010 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 two tours in remote areas with minimal negative environmental and social impact
- operate at least two of the following experiences across the above remote tours:
 - adventure activities
 - boating or cruising
 - fishing
 - four-wheel driving
 - walking
- use navigation and communication equipment according to organisational procedures and safety requirements while operating above tours
- use problem-solving, bushcraft and survival techniques 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 including 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
 - 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:

- an industry workplace; or
- a simulated industry activity or tour set up for the purposes of assessment.

Assessment must ensure access to:

- camping equipment
- navigation and communication equipment
- transportation and other equipment used on remote tours
- customers on 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.

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>

SITTTVL001 Access and interpret product information

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to access product information about travel 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 international or domestic products sold by any travel organisation. 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 travel consultants, inbound tour coordinators, reservations sales agents and owner-operators of small travel organisations.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Travel

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. Access product information. | 1.1. Identify sales or operational need for product information.
1.2. Select suitable method to access sources of product information according to commercial agreements and specific needs.
1.3. Source specific product information to meet sales or operational need. |
| 2. Interpret product information. | 2.1. Read and interpret general and specific details about the product and confirm information meets 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 customer, sales or operational risks that relate to the product.
2.4. Record and store information for future use. |
| 3. Update product knowledge. | 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: | <ul style="list-style-type: none"> • research, sort and interpret diverse product information. |
| Writing skills to: | <ul style="list-style-type: none"> • prepare notes and basic summaries of information. |
| Oral communication skills to: | <ul style="list-style-type: none"> • discuss products with colleagues • question suppliers about product details. |
| Numeracy skills to: | <ul style="list-style-type: none"> • 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: | <ul style="list-style-type: none"> • locate key information relevant to work requirements. |
| Technology skills to: | <ul style="list-style-type: none"> • use a computer and keyboard • manipulate features of online information systems to search |

for information.

Unit Mapping Information

Supersedes and is equivalent to SITTTSL002 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 SITTTVL001 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 or operations related enquiries
- use at least two of the following sources to access product information for the above enquiries:
 - computerised reservations systems (CRS)
 - internet
 - global distribution systems (GDS)
 - government tourism authority information systems
 - organisation-designed information systems
 - principal or supplier of the product
- interpret and correctly use industry terminology and common abbreviations in response to each of the above enquiries for product information
- share and interpret above product information with colleagues
- 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:

- sources of product information and specific product types
- industry accepted terminology, codes and abbreviations for the major categories of tourism and travel products and services
- features and benefits of tourism and travel products
- sales or operational functions which utilise product information in the tourism and travel industry:
 - booking a supplier service for a customer
 - credentials of the service operator in regard to environmental, social and cultural impacts
 - issuing air tickets
 - issuing customer documentation for tourism and travel products or services

- distribution of promotional products
- providing information and advice to customers
- travel add-ons:
 - pre-payment of baggage charges
 - pre-payment of in-flight meals
 - pre-travel seat selection
 - travel insurance
- preparing quotations
- processing financial transactions
- sources of information regarding:
 - government issued travel warning advice for Australian travellers
 - health advisory notices and vaccination information issued by local and international bodies
 - safety advisory information issued by police authorities and emergency service authorities
 - passport and visa requirements
- 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:
 - promotional information
 - accessing the internet
 - attending professional development activities
 - contact with other organisations
 - formal study
 - informal discussions with colleagues and customers
 - media
- special jargon or specifications:
 - common abbreviations used in the tourism and travel industries
 - industry terminology and codes
 - use of the 24-hour clock
- risks relating to the sale or operation of tourism and travel products:
 - fluctuations in exchange rates
 - limitations in participation due to:
 - incapacity, age or disability
 - special licence requirements
 - government restrictions
 - non-operation of the product
 - product price increase

- products that cause negative environmental, cultural or social impacts
- 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 a safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

Assessment must ensure access to:

- computers and information systems currently used by the tourism and travel industries
- sources of information for the tourism and travel industry
- colleagues and suppliers with whom the individual can interact. These can be:
 - colleagues and suppliers 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.

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>

SITTTVL002 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.

International destinations and their features can include any sold by a travel organisation. Travel 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, tour managers, and reservations sales agents.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Travel

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. Develop knowledge of international destinations. | 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. Update knowledge of international destinations. | 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 to gain first-hand information.
2.3. Share updated information with colleagues. |
| 3. Provide information and advice on specific international destinations. | 3.1. Identify the specific information and advice needs of the customer.
3.2. 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.

SKILLS

DESCRIPTION

Reading skills to:

- interpret information on destinations as well as sometimes complex information about specific health, safety and regulatory issues for international destinations.

Writing skills to:

- prepare basic summaries of information.

Oral communication skills to:

- listen to and note specific customer needs, providing a verbal summary of information in response.

- 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

Supersedes and is equivalent to SITTTSL003 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 SITTTVL002 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 of different customer types or demographics
- for each of the above customers, provide current, relevant and accurate information on at least five different features of two different international tourism destinations
- obtain above information by accessing at least three different information sources from the following:
 - computerised reservations systems (CRS)
 - global distribution systems (GDS)
 - international government tourism authority information systems
 - internet
 - organisation-designed information systems
 - principal or supplier information
- 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
 - accessing the internet
 - attending professional development activities
 - contact with other organisations
 - formal study
 - informal discussions with colleagues and customers
 - media
- sources of information on regions and destinations and types of product offered
- sources of information on current health and safety issues for international destinations:
 - government issued travel warning advice for Australian travellers

- health advisory notices and vaccination information issued by local and international bodies
- safety advisory information issued by police authorities and emergency service authorities
- sources of information on regulatory issues for international destinations:
 - passport and visa requirements
 - travel restrictions for destinations
- international destinations including 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
 - currency information
 - facilities for customers with special needs
 - local customs
 - local economy
 - local facilities
 - major gateways for and transport networks within the region and destination
 - airports
 - cruise ports
 - tourist attractions
 - unique regional features
- sources of information for specific information relating to international travel destinations:
 - key information on geographical features of the destination
 - key information on cultural and related features of the destination
 - key information on socioeconomic features of the destination
- formats and inclusions used to present information to customers, and styles that cater for those with special needs
- different procedures for storing destination information.

Assessment Conditions

Skills must be demonstrated in a safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

Assessment must ensure access to:

- computers, printers and information programs currently used by the travel industry to store destination information
- current destination and general product information
- internet
- 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>

SITTTVL003 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.

Domestic destinations and their features can include any sold by a travel organisation. Travel 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 and reservations sales agents.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Travel

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. Develop knowledge of Australian destinations.</p> <p>2. Update knowledge of Australian destinations.</p> <p>3. Provide information and advice on specific Australian destinations.</p> | <p>1.1. Identify and access information sources that provide current and accurate information on Australian destinations.</p> <p>1.2. Obtain information on functional or operational features of the Australian destination that meet different client needs.</p> <p>1.3. Obtain key information on social, cultural and geographical features and current health and safety features of the Australian destination.</p> <p>1.4. Record and store destination information for future use.</p> <p>2.1. Use formal and informal research to update destination knowledge.</p> <p>2.2. Seek feedback from colleagues and customers on their experience with Australian destinations to gain first-hand information.</p> <p>2.3. Share updated information with colleagues.</p> <p>3.1. Identify the specific information and advice needs of the customer.</p> <p>3.2. Provide current and accurate destination information and advice.</p> <p>3.3. Provide appropriate scope and depth of information to meet customer needs.</p> <p>3.4. Present information and advice in a clear format and style.</p> <p>3.5. Refer customers to current sources of health, safety and regulatory 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.

SKILLS

DESCRIPTION

Reading skills to:

- interpret information on destinations as well as sometimes complex information about specific health, safety and regulatory issues for Australian destinations.

Writing skills to:

- prepare basic summaries of information.

- Oral communication skills to:
- listen to and note specific customer needs, providing a verbal summary of relevant information in response.
- 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

Supersedes and is equivalent to SITTTSL004 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 SITTTVL003 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 of different customer types or demographics
- for each of the above customers, provide current, relevant and accurate information on at least five different features of two different Australian tourism destinations
- 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
 - organisation-designed information systems
 - principal or supplier information
 - regional tourism office information systems
 - state and federal government tourism authority information systems
- 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
 - accessing the internet
 - attending professional development activities
 - contact with other organisations
 - formal study
 - informal discussions with colleagues and customers
 - media
- 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
- breadth and depth of Australian destinations including 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 facilities
 - major gateways for and transport networks within the region and destination:
 - airports
 - cruise ports
 - accommodation facilities
 - tourist attractions
- formats and inclusions used to present information to customers, and styles that cater for those with special needs
- different procedures for storing destination information.

Assessment Conditions

Skills must be demonstrated in a safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

Assessment must ensure access to:

- computers, printers and information programs currently used by the travel industry to store destination information
- current destination and general product information
- internet
- 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>

SITTTVL004 Sell tourism products or services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to proactively sell tourism products and services. 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 product can include any international or domestic product sold by any travel 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, reservations sales agents and owner-operators of small travel organisations.

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.

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.

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

Pre-requisite Unit

Nil

Competency Field

Travel

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. Use communication techniques relevant to the sales environment in which transaction is taking place.
- 1.3. Determine customer needs, preferences and expectations.
- 1.4. Identify appropriate products to meet customer needs and specific information and advice relevant to these products.
- 1.5. Identify and refuse 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 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. 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 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. Identify where appropriate and 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"> interpret product features, benefits and conditions, and plain English regulatory documents.
Oral communication skills to:	<ul style="list-style-type: none"> select and use appropriate verbal and non-verbal language to respond to different personal and cultural customer needs.
Numeracy skills to:	<ul style="list-style-type: none"> interpret and calculate any sales and product coordination fees.
Planning and organising skills to:	<ul style="list-style-type: none"> promptly source and provide customer information.

Unit Mapping Information

Supersedes and is equivalent to SITTTSL005 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 SITTTVL004 Sell tourism products or 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 the tourism product requirements of at least three different customers, each in a different sales environment
- sell a combination of at least three different tourism products from the list in the knowledge evidence to each of the above customers
- during each of the above customer service interactions:
 - communicate with customers to correctly interpret their requirements
 - use different sales techniques in response to different customer types
 - integrate product information in the sales process
- complete above 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 and characteristics of tourism products:
 - accommodation
 - attractions
 - air product
 - cruise product
 - tours
 - transportation
 - travel insurance
 - vehicle rental
- features of and communication techniques for different sales environments
- sales techniques:
 - opening techniques
 - qualifying
 - recognising buying signals
 - strategies to focus customer on specific products

- selling intangible products
- selling add-ons, upgrades 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
- 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
- considerations for selling specific products relevant to the specific industry sector and organisation:
 - negotiated costs
 - contractual arrangements
 - commissions and margins
 - 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
- requirements for 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
- requirements 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 safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

Assessment must ensure access to:

- computerised reservations systems (CRS) and software programs currently used by tourism and travel industry operators
- internet
- 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>

SITTTVL005 Prepare customer 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 travel industry organisation 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, reservations sales agents, and owner-operators of small travel organisations.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Travel

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. Calculate costs of products and services.
 - 1.1. Create client profile to administer customer details and requirements.
 - 1.2. Source, select and interpret product and costing information to prepare quotation.
 - 1.3. Calculate commissions or mark-up net costs according to organisational procedures to determine a profitable selling price.
 - 1.4. Use relevant system to calculate any additional taxes, special fees and other charges.
 - 1.5. Use relevant system to calculate any required currency conversions.
 - 1.6. Check product or service package or itinerary calculation against all individual product and service components.
 - 1.7. Determine final cost of product or service package or itinerary and record on client profile according to organisational procedures.
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:

- interpret documents, customer files, customer requests and complex product costing information.

- Writing skills to:
- 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.
- Oral communication skills to:
- discuss supplier costs and negotiate a mutually agreeable rate.
- Numeracy skills to:
- interpret complex product and costing information and calculate complex costs for all products
 - interpret and calculate any sales and product coordination fees.
- Problem-solving skills to:
- identify and resolve mistakes in calculations.
- Planning and organising skills to:
- prepare quotations in correct customer file sequence according to the earliest service dates for customers.
- Technology skills to:
- use features of electronic databases.

Unit Mapping Information

Supersedes and is equivalent to SITTTSL006 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 SITTTVL005 Prepare customer 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 three quotations, each including at least three different product or service components from the list in the knowledge evidence
- across the above quotations the following product or service components must be included on at least one occasion each:
 - international airfare
 - domestic airfare
 - cruise
 - packaged touring
 - tour land arrangements
- integrate commissions, mark-ups and fees into each of the above quotations
- complete above 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
 - costs and features of products sold
 - sources of costs for products, services and fees
 - commission and mark-up rates and procedures
 - formats for and inclusions of quotations presented to customers
- conditions and limitations of quotation considerations:
 - changes to pre-existing quotation or booking
 - exclusions
 - general conditions, rules and legislative requirements
 - inclusion of fees, taxes and levies
 - expiry date of quotation
 - methods of customer accepting quotation

- payment requirements
- itineraries and prices being subject to change
- product and service components of quotations:
 - accommodation
 - attractions
 - air product
 - cruise product
 - tours
 - transportation
 - travel insurance
 - vehicle rental
- additional fees and other charges that apply to customer bookings
- 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 and future credits
 - supplying products as described or substituting suitable products when product is unavailable.

Assessment Conditions

Skills must be demonstrated in a safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

Assessment must ensure access to:

- computers, information systems and software currently used by the travel industry
- internet
- storage for computer data
- current costing information for travel products and services
- operational documentation
- details of supplier contracts and customer files
- current plain English regulatory documents distributed by government consumer protection regulators
- customers and suppliers with whom the individual can interact. These can be:
 - customers and suppliers 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>

SITTTVL006 Book tourism products and process documentation

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 administer all bookings from identification of customer booking requirements, through to finalisation and issue of documentation. This may include determining availability of the product or service, offering alternatives, accurately recording the booking details, interpreting all documentation requirements and preparing and despatching documents within designated deadlines.

The product or service can include any international or domestic product or service sold by any travel organisation. This includes airlines, cruise lines, 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 frontline operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants, cruise consultants, inbound tour coordinators, reservation sales agents and owner-operators of small travel organisations.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Travel

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. Confirm booking request.
 - 1.1. Confirm client requirements for travel products or services directly, or from prepared quotation and record any special requests or special needs.
 - 1.2. Determine availability of requested product or service and advise customer, offering alternatives for unavailable products or services, including waitlist options and cruise guarantee options.
 - 1.3. Provide all details to customer, and then confirm their understanding and agreement, responding to any customer questions.
 - 1.4. Provide details of amendment or cancellation conditions and charges and confirm customer understanding and agreement.
2. Administer customer file and identify booking requirements.
 - 2.1. Record customer details against booking and enhance customer service and operational efficiency by using available customer profile or history if available.
 - 2.2. Identify details of all supplier products and services required by customer.
 - 2.3. Where no specific product or service has been confirmed, select appropriate suppliers to ensure customer needs and quoted prices are met.
 - 2.4. Select suppliers according to negotiated arrangements to maximise the profitability of the sale.
3. Request products and services.
 - 3.1. Request products and services from suppliers using appropriate method.
 - 3.2. Provide full details of required booking to ensure customer receives correct product or service.
 - 3.3. Request return confirmation of booking from supplier.
 - 3.4. Make requests for multiple services in the most practical sequence.
 - 3.5. Identify flow-on impacts and book alternative dates, itineraries and products when desired products are unavailable.
 - 3.6. File records of all bookings, including requests and confirmations, according to system and procedural requirements.
4. Update and finalise bookings.
 - 4.1. Monitor files to ensure all confirmations are received and follow up outstanding confirmations.
 - 4.2. Note and schedule future action to be taken for bookings.
 - 4.3. Make and record necessary amendments or adjustments to bookings.

- 4.4. Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.
5. Process documentation.
- 5.1. Interpret existing booking data to identify all customer details.
- 5.2. Identify and interpret details of specific products and services confirmed to customer and check prices quoted.
- 5.3. Identify confirmed bookings held for customers and check costs quoted by product and service suppliers.
- 5.4. Check payment status of customer files and take required action.
- 5.5. Check booking data and report any discrepancies including in costs.
- 5.6. Calculate supplier costs, record in supplier documents and action supplier payments within designated deadline.
6. Finalise and issue documentation.
- 6.1. Check all documentation for accuracy prior to issue and amend as necessary.
- 6.2. Prepare accurate documentation and issue documents and reissue as required, within designated timeframes.
- 6.3. File and despatch copies of documents according to organisational procedures.
- 6.4. Process required refunds or additional payments according to product or service conditions.
- 6.5. 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"> • interpret customer files, customer requests, customer quotations, complex product and costing information, supplier confirmations and any applicable conditions. |
| Writing skills to: | <ul style="list-style-type: none"> • complete customer documents accurately and legibly. |
| Oral communication skills to: | <ul style="list-style-type: none"> • respond to customers, giving clear sequenced information on product information and reservation options • discuss bookings with suppliers • discuss customer data and cost discrepancies with colleagues or supervisors. |

- Numeracy skills to:
- interpret costs confirmed by the supplier
 - use the 24-hour clock in a written context and then translate it to the 12-hour clock for customer use
 - create and maintain financial documentation to administer bookings.
- Planning and organising skills to:
- prepare and issue documents in correct customer file sequence according to the earliest service dates for customers.
- Technology skills to:
- manipulate features of online reservation systems
 - use calculators, computers and printers when booking supplier products or services and preparing documents.

Unit Mapping Information

Supersedes and is not equivalent to SITTTSL007 Process reservations, SITTTSL008 Book supplier products and services and SITTTSL009 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 SITTTVL006 Book tourism products and process 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:

- process five 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 provide 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 documentation
 - credit confirmation
 - information pack
 - invoice
 - receipt
 - service voucher
- maintain accurate records of above bookings and confirmations, including:
 - customer names and contact details
 - arrival and departure details, itineraries, times and locations
 - payment arrangements
 - details of particular operational or service requirements specified
 - loyalty programs
 - special needs
 - special requests including bedding, dietary requirements, and request for special services
- update financial status of above bookings:
 - checking and recording that the booking 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
- for each of the above customer bookings, accurately process paper-based or electronically transmitted documentation
- complete above activities within commercial time constraints and deadlines determined by the customer, the supplier and the organisation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of reservations, and the industry and organisational relationships that exist
- methods customers use to make reservations
- types of reservations and operations systems used to administer the booking of supplier services:
 - booking systems and procedures
 - features of products and services sold
 - sources of product, service and logistical information
 - sources of negotiated cost of supply, contractual arrangements and preferred supplier arrangements
 - relationship between the organisation and the supplier
- customer details required for booking products and services and processing documentation and sources of this information
- supplier services and products that are booked:
 - accommodation
 - attractions
 - air product
 - cruise product
 - tours
 - transportation
 - travel insurance
 - vehicle rental
- types of booking and documentation procedures
- 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, including 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

- formats and inclusions used in supplier booking requests, and styles that cater for those with special needs
- supplier payment actions
- key booking and confirmation 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
- documentation types and standard formats for:
 - air travel documents
 - transportation documents
 - confirmation document
 - cruise e-docs, tickets and boarding passes
 - documentation advising sources of information relating to health, safety and regulatory issues
 - documentation outlining terms, conditions and liability restrictions
 - passenger itineraries
 - product disclosure statements
 - travel insurance documentation
 - visa and passport forms
 - vouchers for travel products or services.

Assessment Conditions

Skills must be demonstrated in a safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

Assessment must ensure access to:

- systems currently used by travel industry to administer booking and operational functions, book supplier services and maintain accounting records
- internet
- 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>

SITTTVL007 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 business operating in the travel industry 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, reservations sales agents and owner-operators of small travel organisations.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Travel

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. Access and manipulate system information. | 1.1. Access and interpret system displays. |
| | 1.2. Use system features to access information required to administer reservations. |
| 2. Use computer system features to create and administer reservations. | 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. Send and receive communications. | 3.1. Create and process accurate communications to industry colleagues using system functions. |
| | 3.2. Access and interpret communications from industry colleagues. |
| 4. Administer sales and operations functions using the system. | 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.

SKILLS

DESCRIPTION

- | | |
|----------------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> interpret system codes, abbreviations and complex product information controlled by the system. |
| Writing skills to: | <ul style="list-style-type: none"> create accurate and succinct notes for special requests or operational details. |
| Numeracy skills to: | <ul style="list-style-type: none"> interpret statistical data within various reports. |
| Problem-solving skills to: | <ul style="list-style-type: none"> identify, report or resolve system failures and inaccurate product information. |
| Planning and organising | <ul style="list-style-type: none"> meet system-created deadlines for payments and issuing |

skills to: documents.

Technology skills to:

- use a computer and keyboard
- use capabilities and functions of a reservations or operations system.

Unit Mapping Information

Supersedes and is equivalent to SITTTSL010 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 SITTTVL007 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 of the product or service reservations or operations from the following:
 - accessing and providing product information
 - checking availability of a product or service
 - booking a supplier service for a customer
 - constructing airfares
 - issuing air tickets or customer documentation
 - preparing a quotation
 - selling a product to the customer
 - updating a customer reservation
- use the full range of system features when completing each of the above activities
- complete above 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:

- role of computerised reservations and operations systems
- computerised reservations and operations systems:
 - organisation-specific computerised reservations or operations system
 - industry-wide systems used when booking supplier services:
 - computerised reservations systems (CRS)
 - global distribution systems (GDS)
- types of reservations:
 - accommodation
 - airlines
 - attractions
 - cruise operators

- holiday parks and resorts
- outbound tour wholesalers
- vehicle rental companies
- inbound tour operators
- types of customers for whom reservations are made, including customers with special needs
- 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
 - use of system-created deadlines for payments and issuing documents
 - reports required for product or service reservations or operations specified in performance evidence
- 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
 - 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.

Assessment Conditions

Skills must be demonstrated in a safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

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 travel industry 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>

SITTTVL008 Source airfares and issue tickets for domestic flights

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to create flight itineraries, source airfares for domestic air travel, issue tickets and process re-issues or cancellations. 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 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, ticketing consultants, consolidator ticketing officers, reservations sales agents and owner-operators of small travel organisations.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Travel

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. Interpret domestic airfare information. | 1.1. Identify and access sources of fare information. |
| | 1.2. Interpret information on domestic flights, fares and conditions applicable to specific fares. |
| 2. Create domestic flight itineraries, source airfares and issue tickets. | 2.1. Identify domestic flight options to meet customer needs. |
| | 2.2. Create flight itineraries and source airfares for direct and connecting domestic flights. |
| | 2.3. Source costs for airfares to meet customer needs. |
| | 2.4. Calculate taxes, fees and surcharges. |
| | 2.5. Check calculations for accuracy. |
| | 2.6. Compare domestic airfares and quote optimum airfare that meets customer needs. |
| | 2.7. Issue ticket according to customer requirements. |
| 3. Document and maintain records of calculations. | 3.1. Record full details of the calculated airfare. |
| | 3.2. Minimise use of printed materials and maximise electronic record keeping to reduce waste. |
| 4. Process ticket re-issues and cancellations. | 4.1. Confirm changed customer requirements. |
| | 4.2. Check fare conditions and advise customer. |
| | 4.3. Confirm client wishes to proceed with change. |
| | 4.4. Re-issue or cancel ticket according to customer requirements in accordance with fare conditions. |
| | 4.5. Issue applicable refund or airline credit according to airline 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
Reading skills to:	<ul style="list-style-type: none"> • interpret complex flight schedules, airline and consolidator fare schedules and applicable conditions.
Writing skills to:	<ul style="list-style-type: none"> • record accurate and legible records of fare calculations.
Numeracy skills to:	<ul style="list-style-type: none"> • enter data from a number of sources and complete calculations and checks with that data.
Planning and organising skills to:	<ul style="list-style-type: none"> • prepare fare quotations in correct customer file sequence according to the earliest departure dates for customers.
Technology skills to:	<ul style="list-style-type: none"> • 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

Supersedes and is not equivalent to SITTTSL011 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 SITTTVL008 Source airfares and issue tickets 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 across the above customers:
 - 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 and issue tickets
- process a ticket re-issue for one of the above customers
- process a cancellation for one of the above customers, including processing a refund or credit as required
- complete above 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:
 - normal fares

- concession fares
- child and infant fares
- corporate fares
- promotional fares
- payment and ticketing deadline
- taxes, fees and surcharges
- domestic airfare conditions:
 - amendment fees
 - availability of:
 - changes 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
 - seating charges
 - ticketing deadline
 - time limits for passenger name records (PNRs)
- difference between GDS fares and New Distribution Capability (NDC) fares
- conditions and processes for booking NDC fares
- content and format of information provided by airlines and consolidators:
 - fare schedules
 - flight schedules
 - special bulletins
 - websites
- formats used to calculate and record airfares
- processes for issuing domestic air tickets
- processes for re-issue and cancellation of tickets
- processes for issuing refunds or credits.

Assessment Conditions

Skills must be demonstrated in a safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

Assessment must ensure access to:

- computers, software programs or CRS currently used in the travel industry

-
- current airline and consolidator documentation or computer data, published fares, schedules and bulletins outlining fares and conditions
 - internet
 - 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>

SITTTVL009 Construct international airfares

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to create flight itineraries and construct 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Travel

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. Interpret international airfare information. | 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. Create international flight itineraries and airfares. | 2.1. Configure flight itineraries for direct and connecting international flights. |
| | 2.2. Calculate and check 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. Document and maintain records of calculations. | 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
Writing skills to:	<ul style="list-style-type: none"> • record accurate and legible fare calculations.
Numeracy skills to:	<ul style="list-style-type: none"> • enter data from a number of sources and complete complex calculations and checks with that data.
Planning and organising skills to:	<ul style="list-style-type: none"> • prepare fare quotations in correct customer file sequence according to the earliest departure dates for customers.
Technology skills to:	<ul style="list-style-type: none"> • use appropriate technological devices to interpret the outcomes and cost optimum airfares for customers • use calculators, computers and software programs when preparing airfare calculations.

Unit Mapping Information

Supersedes and is not equivalent to SITTTSL012 Construct normal international airfares and SITTTSL013 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 SITTTVL009 Construct 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 international airfares to meet the requirements of seven different customers, including:
 - at least one adult and one child airfare
 - at least one normal airfare for travel to each of the following destinations:
 - Africa
 - South America
 - at least one promotional airfare for travel to each of the following destinations:
 - New Zealand
 - USA and Canada
 - Europe
 - Asia
 - South West Pacific
- 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
- 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 above 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
 - concession fares
 - child and infant fares
 - corporate 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
- restricted articles in baggage
- role of IATA in billing and settlement plan
- servicing options, including:
 - electronic miscellaneous documents (EMD)
 - additional charges for seating and baggage
- 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
- difference between GDS fares and New Distribution Capability (NDC) fares
- conditions and processes for booking NDC fares
- key elements of and procedures for calculations and checks used in constructing international airfares:
 - compliance with indirect travel limitations rule
 - global indicators (GI)
 - identifying fare basis code and fare type code
 - journeys commencing outside the country of sale
 - local currency fares (LCF)
 - neutral units of construction or currency (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 safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

Assessment must ensure access to:

- computers, software programs and CRS currently used in the travel industry
- current airline, consolidator and IATA documentation or computer data, such as published fares, schedules and bulletins outlining fares, rules, conditions and regulations
- internet
- 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>

SITTTVL010 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 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

SITTTVL009 Construct international airfares

Competency Field

Travel

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. Create complex international flight itineraries and airfares. | 1.1. Configure flight itineraries and apply minimum fare checks to appropriate itineraries.
1.2. Calculate and check complex international fares according to IATA regulations.
1.3. Calculate through fares, incorporating add-ons and those with intermediate points.
1.4. Calculate taxes, fees and surcharges for all itineraries.
1.5. Calculate pre-paid ticket advice for journeys commencing outside the country of sale according to IATA regulations. |
| 2. Construct mixed class fares | 2.1. Identify options where mixed class combinations are allowed and appropriate to meet customer needs.
2.2. Calculate mixed class fares according to IATA regulations. |
| 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. | 4.1. Correctly interpret add-on tables.
4.2. Calculate through fares, incorporating add-ons according to IATA regulations. |
| 5. Construct round the world journeys. | 5.1. Identify situations where round the world fares are appropriate to meet customer needs.
5.2. Accurately calculate round the world fares according to IATA regulations. |
| 6. Construct fares for open jaw journeys. | 6.1. Identify options where open jaw journeys are allowed and appropriate to meet customer needs.
6.2. Accurately calculate round, circle and open jaw fares according to IATA regulations. |
| 7. Apply the pricing unit concept. | 7.1. Divide a single or return fare journey into separate pricing units.
7.2. Calculate the lowest combination of fares for a series of pricing units. |
| 8. Document and maintain records of calculations. | 8.1. Record full details of the calculated airfares.
8.2. 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

- Writing skills to:
- record accurate and legible fare calculations.
- Numeracy skills to:
- enter data from a number of sources and complete complex calculations and checks with that data
 - identify and resolve mistakes in calculations and non-compliance with fare rules.
- Planning and organising skills to:
- prepare fare quotations in correct customer file sequence 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

Supersedes and is not equivalent to SITTTSL014 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 SITTTVL010 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 seven 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 or 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
 - internet
- correctly apply 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 above 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
 - child and infant fares
 - concession fares
 - corporate 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
 - restricted articles in baggage
 - role of IATA in billing and settlement plan
 - servicing options:
 - electronic miscellaneous documents (EMD)
 - additional charges for seating and baggage
 - 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 and ticketing deadline
- restricted articles in baggage
- 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
- difference between GDS fares and New Distribution Capability (NDC) fares
- conditions and processes for booking NDC fares
- 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 safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

Assessment must ensure access to:

- computers, software programs and CRS currently used in the travel industry
- current airline, consolidator and IATA documentation or computer data, published fares, schedules and bulletins outlining fares, rules, conditions and regulations
- internet
- 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>

SITTTVL011 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 operators, such as travel agencies and tour wholesalers, and 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.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Travel

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. Source information on cruise operations and | 1.1. Source information on cruise ship design and features.
1.2. Research current and emerging product development and |
|--|---|

- trends. market trends for domestic and international cruises.
- 1.3. Identify cruise industry regulatory issues that affect cruise operations and 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 appeal 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.

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:	<ul style="list-style-type: none"> • obtain information on cruise operations, destinations and products • identify and qualify the information needs of customers • provide current and accurate advice to meet the destination and product preference needs of customers.
Numeracy skills to:	<ul style="list-style-type: none"> • interpret data on cruise products and services and their application to different customer needs.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • proactively seek cruise operation, product and destination information to assist with day-to-day sales functions.
Technology skills to:	<ul style="list-style-type: none"> • use a computer and keyboard • manipulate features of online information systems to search for information • use social media to source current information and communicate with customers.

Unit Mapping Information

Supersedes and is equivalent to SITTTSL016 Provide specialist advice on cruises.

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 SITTTVL011 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 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 and breakdowns
 - 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
 - documents and visa requirements
- provide tailored domestic or international cruise product information and advice to meet the requests of customers from at least three of the following different customer types:
 - singles
 - couples
 - families
 - groups
 - special interest
 - retirees
- complete above 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
- health and sanitation policies
- medical facilities
- operational safety practices
- awareness of responsible conduct of gambling
- awareness of responsible service of alcohol
- security
- waste management
- general objectives and content 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
 - trade associations
- sources of information on regulatory issues affecting customer participation in cruise destinations:
 - passport and visa requirements
 - customs, quarantine and border security requirements
- major cruise operators and their product style, target market, major turnaround ports, main ports of call on cruise itineraries and major shore excursions for the main ports of call for the following geographical cruise regions:
 - the Americas
 - Europe
 - Australia, New Zealand, South Pacific and Antarctica
 - Asia and the Indian Ocean
- responses to common reservations regarding purchasing cruise holidays:
 - cost
 - sea-sickness
 - safety and health
- 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
 - facilities for people with special needs
 - fitness, health, beauty and spa services
 - entertainment activities
 - kid's clubs and family activities
 - other activities
- features of key ports of call
- 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
- how to interpret brochures and deck plans for:
 - accommodation and categories
 - entertainment facilities
 - key ship features.

Assessment Conditions

Skills must be demonstrated in a safe environment, incorporating the use of industry-realistic simulations and scenarios where required.

Assessment must ensure access to:

- computers and information programs currently used by the travel industry
- current cruise operation, product and destination information
- internet
- customers and suppliers with whom the individual can interact. These can be:
 - customers and suppliers 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>

SITTVAF006 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.

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.

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"> • interpret basic procedural documentation. |
| Oral communication skills to: | <ul style="list-style-type: none"> • interact with customers during ride loading and unloading in a professional and courteous manner. |
| Numeracy skills to: | <ul style="list-style-type: none"> • count and compare numbers of riders against capacity • estimate individual riders' weight in order to balance ride weight distribution. |

Unit Mapping Information

Supersedes and is equivalent to SITT VAF001 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 SITTVAF006 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 ride location. This can be:

- an industry workplace; or
- 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
- 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>

SITT VAF007 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.

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.

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">interpret simple procedural documents.
Oral communication skills to:	<ul style="list-style-type: none">interact in a friendly and courteous way with customersprovide clear ride information to customers.
Numeracy skills to:	<ul style="list-style-type: none">interpret instructions involving numberscalculate required supplies.
Problem-solving skills to:	<ul style="list-style-type: none">identify and respond to ride operation problems in the context of established procedures.
Planning and organising skills to:	<ul style="list-style-type: none">complete housekeeping tasks in the ride location.
Technology skills to:	<ul style="list-style-type: none">operate ride equipment.

Unit Mapping Information

Supersedes and is equivalent to SITT VAF002 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 SITTVAF007 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 above 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 above 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 ride location. This can be:

- an industry workplace; or
- 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
 - incident reporting templates
- 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>

SITT VAF008 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.

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.

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.

SKILLS**DESCRIPTION**

Reading skills to:	<ul style="list-style-type: none">• interpret standard procedural documents.
Numeracy skills to:	<ul style="list-style-type: none">• work with numerical games• tally customer payments and data reports.
Problem-solving skills to:	<ul style="list-style-type: none">• address typical operational problems in a games location.
Technology skills to:	<ul style="list-style-type: none">• work with games equipment and make simple repairs.

Unit Mapping Information

Supersedes and is equivalent to SITTVAF003 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 SITTVAF008 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 above 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 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- a games location with operational games
- organisational policies and procedures:
 - games operation procedures and reporting templates
 - safety procedures
 - emergency procedures
 - incident reporting templates
- 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>

SITTVAF009 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.

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.

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

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare for towing of recreational vehicle.
 - 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 and remove or avoid obstacles or hazards.
 - 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"> • interpret weight-to-vehicle towing ratios, manufacturer instructions and operational check information.
Oral communication skills to:	<ul style="list-style-type: none"> • discuss where the recreational vehicle will be sited.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate weights, aggregate mass of recreational vehicles and capacities of towing vehicles.
Problem-solving skills to:	<ul style="list-style-type: none"> • identify and avoid obstacles or hazards.

Unit Mapping Information

Supersedes and is equivalent to SITT VAF004 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 SITTVAF009 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 during above operations
- identify and calculate weight-to-vehicle towing ratios set by state and territory authorities and manufacturers for above 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:

- 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 site where recreational vehicles 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 environment where recreational vehicles are towed and sited. This can be:

- an industry workplace; or
- 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>

SITT VAF010 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 policies and procedures and relevant legislative requirements.

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.

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 safety

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Implement safe work practices when preparing, undertaking and finalising LPG decanting.

- policies and procedures for working with LPG.
- 1.2. Move 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"> • interpret unfamiliar and complex materials describing regulatory requirements for LPG safety management and organisational policies and procedures.
Writing skills to:	<ul style="list-style-type: none"> • prepare reports on hazards, the effectiveness of LPG safe management practices and recommendations for change • create accurate written records according to WHS policy and procedures and regulatory compliance.
Numeracy skills to:	<ul style="list-style-type: none"> • interpret LPG cylinder specifications including measurement information.
Problem-solving skills to:	<ul style="list-style-type: none"> • analyse LPG safety requirements, deficiencies and recommend change.

Unit Mapping Information

Supersedes and is equivalent to SITTVAF005 Fill LPG gas cylinders.

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 SITTVAF010 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:

- safely decant liquefied petroleum gas (LPG) for at least three LPG cylinders following organisational policies 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
- identify a hazardous cylinder and apply organisational policies 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
- respond 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
- 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
- key aspects of current legislation and standards 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. This can be:

- an industry workplace; or
- a simulated environment set up for the purpose of assessment.

Assessment must ensure access to:

- 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 and signage
 - current organisational policies, procedures and template documents
- safety equipment for decanting LPG
- tools and equipment for decanting LPG

- LPG gas cylinders requiring filling
- LPG decanting cylinder
- 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 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>

SITXCCS009 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, events, 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.

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.

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 information.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Source and access information on facilities, products and services.

- 1.2. Incorporate information into day-to-day work activities.
- 1.3. Share information with colleagues to support the efficiency and quality of service.
- 1.4. Identify and use opportunities to update and maintain facility, product and service knowledge.
2. Assist customers.
 - 2.1. Proactively identify information and assistance needs of customers, including those with special needs.
 - 2.2. Provide accurate information in a clear, courteous and culturally appropriate way.
 - 2.3. Identify and use opportunities to assist or instruct customers in the use of equipment and facilities according to safety requirements, or refer to relevant colleagues.
 - 2.4. Identify and use opportunities to promote internal products and services.
3. Seek feedback on services.
 - 3.1. Proactively seek customer feedback on facilities, products and services.
 - 3.2. Observe customer behaviour to inform future service developments and follow procedures for formal customer evaluation.
 - 3.3. Provide information on customer 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret sometimes detailed information on predictable customer requests.
Writing skills to:	<ul style="list-style-type: none"> • record brief notes and basic information.
Oral communication skills to:	<ul style="list-style-type: none"> • listen and respond to diverse customer requests, asking questions to clarify and confirm.
Learning skills to:	<ul style="list-style-type: none"> • review own knowledge of information required to assist customers and participate in activities that continuously update it.

Unit Mapping Information

Supersedes and is equivalent to SITXCCS001 Provide customer 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 SITXCCS009 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
- provide above information and assistance in a culturally appropriate manner and according to customer service standards
- maintain and extend personal knowledge of above 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
- 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

- methods to update and maintain facility, product and service knowledge
- 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 regard 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. This can be:

- an industry workplace; or
- a simulated industry environment.

Assessment must ensure access to:

- sources of information on facilities, products 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>

SITXCCS010 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, events, 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.

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.

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. Access and update visitor information. | 1.1. Identify and access sources of visitor information.
1.2. Obtain general information on local facilities, products and services to meet different visitor needs.
1.3. Share information with colleagues to support the efficiency and quality of service.
1.4. Identify and use opportunities to update and maintain local area knowledge. |
| 2. Provide information to visitors. | 2.1. Identify specific information and assistance needs of visitors, including those with special needs.
2.2. Provide appropriate scope and depth of information to meet visitor needs.
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.
3.2. Follow procedures for any formal visitor evaluation.
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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret sometimes detailed product and local area information • research, sort and use relevant information.
Writing skills to:	<ul style="list-style-type: none"> • record simple notes and basic information on local facilities, products and services for visitors.
Oral communication skills to:	<ul style="list-style-type: none"> • listen and respond to range of visitor requests, asking questions to clarify and confirm.
Learning skills to:	<ul style="list-style-type: none"> • review own knowledge of information required to assist visitors and participate in activities that continuously update it.

Unit Mapping Information

Supersedes and is equivalent to SITXCCS002 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 SITXCCS010 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
- 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 to above visitors
- 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
- 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
- methods to update and maintain local area knowledge
- 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 regard 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 where information is sourced and provided to visitors. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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>

SITXCCS011 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.

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.

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. Greet and serve

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Prioritise customers ahead of other workplace duties.

- customers.
- 1.2. Greet customers according to organisational customer service standards.
 - 1.3. Communicate with customers in a clear and professional manner.
 - 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 others where appropriate.
 - 2.2. Follow directions of supervisors and managers to deliver quality service.
 - 2.3. Resolve routine customer problems according to own level of responsibility and organisational policy.
 - 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.
 - 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret sometimes detailed procedures documents.
Writing skills to:	<ul style="list-style-type: none"> • record simple notes and basic information.
Oral communication skills to:	<ul style="list-style-type: none"> • ask questions and actively listen to customers to determine their needs • discuss causes of customer problems with colleagues and supervisors in a professional manner.
Problem-solving skills to:	<ul style="list-style-type: none"> • recognise customer problems and resolve or refer service issues.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • recognise delays and deficiencies in customer service and rectify to customer satisfaction in line with own level of responsibility.

Unit Mapping Information

Supersedes and is equivalent to SITXCCS003 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 SITXCCS011 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
- respond to three different customer problems according to organisational policies and procedures including:
 - identifying 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
- product pricing and quality
- processing refunds and exchanges
- gathering and recording customer feedback on services
- empowerment of different levels of personnel to resolve complaints, disputes, service issues and customer compensation
- escalating and reporting service issues and customer problems
- methods to communicate with customers:
 - by telephone
 - electronically
 - face-to-face
- techniques for showing interest in customer needs and maintaining a welcoming customer environment during service delivery, including through the use of:
 - appropriate voice tonality and volume
 - basic gestures
- product information sheets
- 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; or
- a simulated industry environment set up for the purposes of assessment.

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>

SITXCCS012 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, events and entertainment 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.

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

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|---|
| 1. Determine and record details of lost or found item. | 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. Assist customer with | 2.1. Conduct all communication with property owner in a |

- | | |
|----------------------------------|---|
| lost or 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"> • interpret organisational lost and found procedures, details in the lost and found register, and claimant identification documents. |
| Writing skills to: | <ul style="list-style-type: none"> • record clear and succinct descriptions of lost and found items in the register • write simple reports. |
| Oral communication skills to: | <ul style="list-style-type: none"> • determine details of lost items using active listening and questioning techniques • discuss details of lost items in a professional manner. |

Unit Mapping Information

Supersedes and is equivalent to SITXCCS004 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 SITXCCS012 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 techniques 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:
 - daily or weekly reports
 - logs or journals
 - verbal or written reports
 - hard copy or electronic reports
- required content of entries of lost and found reports:
 - date, time and location of loss
 - date, time and location of find
 - description of lost or found item

- owner contact details.

Assessment Conditions

Skills must be demonstrated in an operational environment where lost and found services are provided. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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>

SITXCCS013 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.

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.

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. Provide information

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Provide advice and information on club services and

- on club 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: | <ul style="list-style-type: none"> • 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: | <ul style="list-style-type: none"> • enter information legibly into membership application forms. |
| Oral communication skills to: | <ul style="list-style-type: none"> • discuss club entry matters with members and guests in a professional manner. |
| Numeracy skills to | <ul style="list-style-type: none"> • calculate and check membership payments. |
| Technology skills to: | <ul style="list-style-type: none"> • access and interpret membership database information • use public address systems. |

Unit Mapping Information

Supersedes and is equivalent to SITXCCS005 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 SITXCCS013 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 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- club reception technology:
 - communications equipment
 - internal public address system
 - computers and information systems currently used by clubs to manage membership
- scanning equipment for 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>

SITXCCS014 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.

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.

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 and external

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Communicate with customers in a professional manner within designated response times using appropriate verbal

- customers. 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
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- Reading skills to:
- interpret messages, notes, letters, online communications, and policies and procedures.
- Writing skills to:
- record clear and concise messages, notes, emails and letters.
- Self-management skills to:
- deal with customer enquiries in a logical sequence while accommodating other work commitments.
- Technology skills to:
- use electronic communication media.

Unit Mapping Information

Supersedes and is equivalent to SITXCCS006 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 SITXCCS014 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
- apply procedures to respond to and resolve three different customer complaints according to organisational policies and procedures
- use effective communication techniques with the above internal and external customers, including at least one 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
- 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, including those with special service needs
- types of customers
 - external

- internal
- new
- regular or repeat
- visitors
- designated response times for acknowledging customers and their enquiry
- customer service policies and procedures, including 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 regard to:
 - modes of greeting, farewelling and conversation
 - body language and body gestures
 - formality of language
 - clothing
- considerations when selecting a mode of communication:
 - assistive technology requirements
 - use of interpreters
 - two-way communication systems
- methods of collecting feedback:
 - formal:
 - surveys
 - interviews
 - structured questioning
 - informal:
 - observation
 - casual discussion
- essential features, conventions and use 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; or
- a simulated industry environment set up for the purposes of assessment.

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 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>

SITXCCS015 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.

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.

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. 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 of complaint 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret organisational policies and procedures.
Writing skills to:	<ul style="list-style-type: none"> • record entries in customer service records.
Oral communication skills to:	<ul style="list-style-type: none"> • use probe questioning to determine customer needs, preferences and problems; clarify ambiguities; and clarify customer complaints.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate the cost of products and services, estimate profitability, and consider the cost of customer compensation.
Problem-solving skills to:	<ul style="list-style-type: none"> • determine adequate and appropriate compensation for service or product difficulty.
Technology skills to:	<ul style="list-style-type: none"> • use computers and databases that manage customer profiles and promotional activities.

Unit Mapping Information

Supersedes and is equivalent to SITXCCS007 Enhance the customer service experiences.

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 SITXCCS015 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
- apply procedures to respond to and resolve three different customer complaints according to organisational policies and procedures
- apply effective communication techniques with the above internal and external customers, including at least one 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
- extras and add-ons to enhance the customer experience
- 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 customer databases
- organisational policies and procedures:
 - 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
- factors to consider when determining compensation of dissatisfied customers:
 - legal and regulatory requirements in relation to consumer law
 - feasibility of providing the solution
 - own authority to resolve the complaint
 - policy and procedures
- awareness of special needs, customs and practices of social and cultural groups of customers in regard 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 use 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; or
- a simulated industry environment set up for the purposes of assessment.

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 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>

SITXCCS016 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.

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.

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. Develop quality

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Obtain information on customer needs, expectations and

- customer service practices.
- satisfaction levels using both formal and informal research.
- 1.2. Provide opportunities for customers and staff to give feedback on products and services.
 - 1.3. Review changes in internal and external environments and integrate findings into planning for quality service.
 - 1.4. Provide opportunities for staff to participate in development of customer service practices.
 - 1.5. Develop policies and procedures for quality service provision.
2. Manage delivery of quality service.
 - 2.1. Communicate policies, procedures and expectations to staff.
 - 2.2. Make policies readily available to customers and staff.
 - 2.3. Monitor customer service in the workplace to ensure standards are met.
 - 2.4. Initiate staff training to enhance customer service.
 - 2.5. Take responsibility for service outcomes and dispute resolution.
 - 2.6. Act as a positive role model for professional standards expected of service industry personnel.
 3. Monitor and adjust customer service.
 - 3.1. Seek ongoing feedback from staff and customers to improve performance.
 - 3.2. Assess effectiveness of customer service practices.
 - 3.3. Identify systemic customer service problems and adjust policies and procedures to improve service quality.
 - 3.4. Develop, document and communicate new approaches to customer service to staff involved in service delivery.

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 service surveys and unfamiliar complex documents on current industry trends and changes that affect service delivery
- research customer service requirements.

Writing skills to:

- produce comprehensive yet easily accessible policies and procedures that provide service expectations.

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

Supersedes and is equivalent to SITXCCS008 Develop and manage quality customer service 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 SITXCCS016 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 above practices for quality service provision and identify any failings
- review above policies and procedures, adjust as necessary, and communicate 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
- 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
 - discussions with customers
 - formal customer interviews
 - regular staff meetings that involve customer 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
- 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 where customer service takes place. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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

SITXCCS017 Use a computerised booking system

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use a computerised booking system to create bookings for products and services. The unit covers the computer skills required to use booking functions and system capabilities and not the related sales skills which are found in other units.

The unit applies to frontline sales and operations personnel in any type of business that takes bookings for products or services, and who operate with some level of independence and under limited supervision.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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. Use computerised system features to create and administer bookings.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Use system features to check availability of required product or service.
- 1.2. Create new bookings containing accurate customer details.

- 1.3. Input customer details in the format required by the system.
- 1.4. Retrieve bookings using the format required by the system.
- 1.5. Make updates and amendments to bookings as required.
- 1.6. Save and file bookings details according to organisational policies and procedures.
2. Send and receive communications.
 - 2.1 Create and process accurate communications to colleagues using system functions.
 - 2.2. Access and interpret communications from colleagues.
3. Administer sales and operations functions using the system.
 - 3.1. Use system capabilities to undertake sales or operational tasks.
 - 3.2. Use system capabilities to manage required accounting processes for bookings according to organisational policies and procedures.
 - 3.3. Produce reports according to organisational requirements.
 - 3.4. 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret product information within the computerised booking system.
Writing skills to:	<ul style="list-style-type: none"> • input accurate customer or operational details • create accurate and succinct notes for bookings.
Numeracy skills to:	<ul style="list-style-type: none"> • manage accounting processes for bookings • interpret statistical data within various reports.
Technology skills to:	<ul style="list-style-type: none"> • use capabilities and functions of a computerised booking system.

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 SITXCCS017 Use a computerised booking 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 booking system to create and administer at least five product or service bookings, including:
 - accessing and providing product or service information
 - communicating with colleagues
 - checking availability of a product or service
 - booking a product or service for a customer
 - updating a customer booking
- complete above 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:

- role of computerised booking systems
- types of computerised booking systems:
 - organisation-specific computerised booking system
 - industry-wide systems used when booking supplier services
- types of products and services for which bookings are made by the organisation
- customer types for whom bookings are made
- features of computerised booking systems:
 - sales, operational and accounting functions that can be controlled by the system
 - system codes for and requirements to enter and exit a system
 - operational jargon and entries
 - mandatory fields
 - specific formatted entries
 - system requirements for:
 - confirming, storing and retrieving reservations or operational data
 - amending and cancelling bookings

- sending and receiving messages
- reports required for product or service bookings updates and amendments made through computerised booking systems:
 - adding additional customers
 - cancelling a booking
 - adding or deleting products or services
 - changing customer names
 - entering payment details
- accounting processes for which computerised booking systems are used.

Assessment Conditions

Skills must be demonstrated in a safe environment, incorporating the use of industry-realistic simulations and scenarios.

Assessment must ensure access to:

- bookings for products or services for which the computerised booking system must be used
- a computerised booking system currently used in 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>

SITXCCS018 Make bookings and process documentation

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 administer all bookings from identification of customer booking requirements, through to finalisation and issue of documentation. This may include determining availability of the product or service, offering alternatives, accurately recording the booking details, interpreting all documentation requirements, and preparing and despatching documents within designated deadlines.

The unit applies to frontline sales and operations personnel in any type of business that takes bookings and issues documentation relating to products or services, who operate with some level of independence and under limited supervision.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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. Confirm booking request.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm client requirements for products or services and record any special requests or special needs.

- 1.2. Determine availability of requested product or service and advise customer, offering alternatives for unavailable products or services.
 - 1.3. Provide all details to customer, and then confirm their understanding and agreement, responding to any customer questions.
 - 1.4. Provide details of amendment or cancellation conditions and charges and confirm customer understanding and agreement.
2. Administer customer file and identify booking requirements.
 - 2.1. Record customer details against booking and use available customer profile or history if available.
 - 2.2. Identify details of all supplier products and services required by customer.
 - 2.3. Select suppliers to meet customer requirements and maximise the profitability of the sale.
3. Request products and services.
 - 3.1. Request products and services from suppliers according to organisational policies and procedures.
 - 3.2. Provide full details of required booking to ensure customer receives correct product or service.
 - 3.3. Request return confirmation of booking from supplier.
 - 3.4. File records of all bookings, including requests and confirmations, according to system and procedural requirements.
4. Update and finalise bookings.
 - 4.1. Monitor files to ensure all confirmations are received and follow up outstanding confirmations.
 - 4.2. Note and schedule future action to be taken for bookings.
 - 4.3. Make and record necessary amendments or adjustments to bookings.
5. Process documentation.
 - 5.1. Interpret existing booking data to identify all customer details.
 - 5.2. Identify and interpret details of specific products and services confirmed to customer and check prices quoted.
 - 5.3. Check payment status of customer files and take required action.
 - 5.4. Check for and report any discrepancies in costs.
 - 5.5. Action supplier payments as required, within designated deadlines.
6. Finalise and issue documentation.
 - 6.1. Check all documentation for accuracy prior to issue and amend as necessary.
 - 6.2. Prepare and issue documentation within designated timeframes.
 - 6.3. File copies of documents according to organisational procedures.

- 6.4. Process required refunds or additional payments according to product or service conditions.
- 6.5. 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"> interpret customer files, requests and quotations, complex product and costing information, supplier confirmations and any applicable conditions.
Writing skills to:	<ul style="list-style-type: none"> complete customer documents accurately and legibly record clear and succinct bookings and file notes.
Oral communication skills to:	<ul style="list-style-type: none"> elicit information from customers about their requirements respond to customers, giving clear sequenced information on product information and reservation options discuss customer data and cost discrepancies with colleagues or supervisors.
Numeracy skills to:	<ul style="list-style-type: none"> interpret costs confirmed by the supplier create and maintain financial documentation to administer bookings.
Planning and organising skills to:	<ul style="list-style-type: none"> prepare and issue documents in correct customer file sequence.
Technology skills to:	<ul style="list-style-type: none"> manipulate features of computerised booking systems.

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 SITXCCS018 Make bookings and process 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:

- process five bookings for different products or services from initial request to finalisation of the bookings, including at least one for:
 - a single product or service
 - a combination of at least three products or services
- service requests and provide confirmations efficiently for each of the above bookings
- maintain accurate records of above bookings and confirmations, including:
 - customer names and contact details
 - details of particular product or service requirements being booked
 - payment arrangements
 - loyalty program details
 - special needs and customer requests
- update financial status of above bookings, including:
 - checking correct method of payment
 - inputting method of payment
 - receiving, processing and recording payments
- issue the required paper-based or electronically transmitted customer documents for each of the above bookings
- complete above activities within commercial time constraints and deadlines determined by the customer, the supplier and the organisation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- methods customers use to make bookings:
 - email
 - face-to-face
 - online
 - telephone

- features of booking systems used to administer the booking of products and services, including:
 - booking systems and procedures
 - products and services sold
 - sources of product, service and logistical information
 - sources of negotiated cost of supply, contractual arrangements and preferred supplier arrangements
- key details required for booking products and services and processing documentation and sources of this information:
 - customer details
 - name
 - address
 - age
 - special requirements
 - nature of product or service to be provided
 - in the case of a service, date, time and location of its commencement and conclusion
- types of products and services offered by the organisation
- booking and documentation requirements for different products and services and customer types
- industry terminology and common abbreviations used when making bookings
- 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
 - receiving, processing and recording payments
 - making supplier payments
- formats and inclusions used in supplier booking requests, and styles that cater for those with special needs
- documentation types and standard formats:
 - confirmation documents
 - terms, conditions and liability restrictions
 - product disclosure statements
 - tickets or vouchers for products or services.

Assessment Conditions

Skills must be demonstrated in a safe environment, incorporating the use of industry-realistic simulations and scenarios.

Assessment must ensure access to:

- internet
- booking systems currently used by travel 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>

SITXCCS019 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 type of organisation and quotations can be for any product or service. It applies to frontline sales or operations personnel who operate with some level of independence and under limited supervision.

The skills in this unit of competency must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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. Calculate costs of products and services.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Create customer file to administer customer details and requirements.
- 1.2. Source, select and interpret product or service costing

- information to prepare quotation.
- 1.3. Calculate commissions or mark-up net costs according to organisational procedures to determine a profitable selling price.
 - 1.4. Calculate any additional taxes, fees or other charges.
 - 1.5. Check product or service package cost calculation against all individual product and service components.
 - 1.6. Determine final cost of product or service package and record on customer file according to organisational procedures.
2. Provide quotations to customer.
 - 2.1. Prepare quotation to reflect customer requirements and provide to customer according to organisational procedures and formats.
 - 2.2. Include accurate details of cost of product and service provision, and conditions and limitations of quotation.
 - 2.3. 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 customer 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 on customer 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"> • interpret documents, customer files, customer requests and product or service costing information. |
| Writing skills to: | <ul style="list-style-type: none"> • record customer details and requests and quotations in a clear format and style, with accurate details of conditions and limitations specifically applicable to the quotation. |
| Numeracy skills to: | <ul style="list-style-type: none"> • interpret product or service costing information and calculate costs for all products or services • interpret and calculate any sales and product coordination fees. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • identify and resolve mistakes in calculations. |
| Planning and organising | <ul style="list-style-type: none"> • prepare quotations in correct customer file sequence according to the earliest service dates for customers. |

skills to:

Technology skills to:

- use computer systems and software to prepare quotations.

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 SITXCCS019 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 for three different customers, each including at least three different product or service components
- integrate commissions, mark-ups and fees into each of the above quotations as applicable
- complete above 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:

- for products or services provided by the organisation:
 - quotation systems and procedures
 - costs and features of products sold
 - sources of costs for products, services and fees
 - commission and mark-up rates and procedures
- formats for and inclusions of quotations presented to customers
- conditions and limitations of quotation considerations:
 - changes to pre-existing quotation or booking
 - exclusions
 - general conditions, rules and legislative requirements
 - inclusion of fees, taxes and levies
 - expiry date of quotation
 - methods of customer accepting quotation
 - payment requirements
 - prices being subject to change
- additional fees and other charges that apply to customer bookings
- 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 and future credits

- supplying products as described or substituting suitable products when product is unavailable.

Assessment Conditions

Skills must be demonstrated in a safe environment, incorporating the use of industry-realistic simulations and scenarios.

Assessment must ensure access to:

- computers, information systems and software
- internet
- storage for computer data
- current costing information for products and services
- operational documentation
- details of supplier contracts and customer files
- current plain English regulatory documents distributed by government consumer protection 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>

SITXCOM006 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.

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.

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.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify current sources appropriate to the information required.
- 1.2. Access information sources and review for relevance.
- 1.3. Obtain information according to organisational requirements.

2. Prepare and present information.
- 2.1. Review information and select content to suit the specific 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:	<ul style="list-style-type: none"> • source and interpret information on familiar topics.
Writing skills to:	<ul style="list-style-type: none"> • record information using an established format.
Oral communication skills to:	<ul style="list-style-type: none"> • present simple information clearly and logically.
Learning skills to:	<ul style="list-style-type: none"> • identify and approach a more experienced worker for assistance.
Self-management skills to:	<ul style="list-style-type: none"> • meet organisational requirements when sourcing and presenting required information.
Technology skills to:	<ul style="list-style-type: none"> • use the internet as a research tool.

Unit Mapping Information

Supersedes and is equivalent to SITXCOM001 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 SITXCOM006 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, including feedback from customers about a particular product or service
 - features of the local area or environment in which the organisation operates
 - features of products or services supplied by the organisation
 - product supplier information
 - new workplace systems or equipment
 - product and service styles that would meet different customer and market requirements
- present 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 sources available and how to access them
- organisational guidelines on 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; or

- a simulated industry environment set up for the purposes of assessment.

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>

SITXCOM007 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.

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.

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. Treat customers and colleagues from different social and cultural groups with respect and sensitivity.
- 1.2. Respond to social and cultural differences in 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"> • interpret workplace anti-discrimination policies and plain English documents produced by government information agencies. |
| Oral communication skills to: | <ul style="list-style-type: none"> • discuss cross-cultural misunderstandings and difficulties with supervisors, managers and other team members and identify possible strategies to resolve them. |

Unit Mapping Information

Supersedes and is equivalent to SITXCOM002 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 SITXCOM007 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 verbally and in a non-discriminatory way with three different colleagues or customers, including at least one from a different social group and one from a different cultural group, including:
 - attempting to overcome language barriers
 - communicating in line with appropriate social and cultural conventions
 - being respectful and sensitive
- 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 business environment with diverse customers and colleagues. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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

Companion Volume implementation guides are found in VETNet -

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

SITXCOM008 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.

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 and often using information prepared or scripted by others. They could be working under supervision or with guidance from others.

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.

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 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.

SKILLS

DESCRIPTION

- | | |
|-------------------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> • interpret information scripts or other briefing information. |
| Oral communication skills to: | <ul style="list-style-type: none"> • present cohesive and audible group presentations • interact positively with participants and other team members. |
| Numeracy skills to: | <ul style="list-style-type: none"> • address safety considerations and not exceed safe number of participants in a given location. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • identify and respond to the need to adjust presentation. |

Unit Mapping Information

Supersedes and is equivalent to SITXCOM003 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 SITXCOM008 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:

- verbally 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 business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- scripted commentary and briefing information
- presentation equipment that supports the briefing or scripted commentary
- 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 -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

SITXCOM009 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.

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.

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

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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:	<ul style="list-style-type: none"> • interpret protocol information.
Writing skills to:	<ul style="list-style-type: none"> • compose correspondence reflecting correct protocols, when preparing correspondence to dignitaries and officials, invitations, and team briefing papers.
Oral communication skills to:	<ul style="list-style-type: none"> • liaise with customers, clients, their agents and personal assistants to confirm protocol requirements • address dignitaries and officials using appropriate language.
Self-management skills to:	<ul style="list-style-type: none"> • take responsibility for meeting protocol requirements.

Unit Mapping Information

Supersedes and is equivalent to SITXCOM004 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 SITXCOM009 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:
 - an event or function
 - 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
- coordinate the use of protocol through integrating protocol requirements into oral and written material for each of the above
- update and integrate knowledge of protocol when completing 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 protocols 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.

Assessment Conditions

Skills must be demonstrated in an operational business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- current protocol information relevant to organisation
- individuals in a workplace who operate according to protocols. These can be:
 - staff, suppliers, customers or others in an industry workplace who participate in 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>

SITXCOM010 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.

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.

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. Identify conflict

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify potential for conflict and take swift and tactful

- situations. 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"> • research sources of internal and external assistance to resolve the conflict.
Writing skills to:	<ul style="list-style-type: none"> • prepare reports, noting comprehensive details of the conflict, the parties involved, discussions with all parties and the resolution.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • consider and suggest changes to workplace practices to avoid future conflict.
Teamwork skills to:	<ul style="list-style-type: none"> • discuss and resolve conflicts between team members.

Unit Mapping Information

Supersedes and is equivalent to SITXCOM005 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 SITXCOM010 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:

- take action to resolve escalated complaints or disputes with customers in relation to at least three of the following matters:
 - cultural misunderstanding
 - incorrect pricing of product or service
 - delays or errors in providing product or service
 - misunderstanding of customer request or communication barrier
 - person who appears to be violent or threatening
 - problem or fault with product or service
 - refused entry or ejection from premises
 - situation where someone has been or may be hurt
- take action to resolve team member disputes in relation to at least two of the following matters:
 - dispute or argument among work colleagues
 - drug or alcohol-affected person
 - job duties or rosters
 - lack of competence
- use conflict-resolution and communication techniques when seeking to resolve above situations
- organisational procedures for evaluating conflict resolution.

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
 - 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
 - minimising the impact of conflict on other colleagues and customers
- resources to assist in managing conflict:
 - counsellors
 - internal security staff
 - mediators
 - other staff members
 - police
- 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 business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- current commercial policies and procedures for complaint, conflict and dispute resolution
- 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>

SITXCRI003 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.

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.

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"> 1. Identify and acknowledge the crisis. 2. Provide customer crisis care. 3. Organise services to assist customer. 4. Evaluate and debrief customer crisis management. | <ol style="list-style-type: none"> 1.1. Determine scope and severity of customer crisis. 1.2. Consider impacts on customer ability to continue in service participation. 1.3. Assess impacts of crisis 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. 2.1. Identify symptoms of customer trauma. 2.2. Monitor and document 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. 3.1. 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. 4.1. 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">comprehend information and reports on customer crisis and service arrangements.
Writing skills to:	<ul style="list-style-type: none">document succinct action plans and accurate and complex crisis management reports.
Oral communication skills to:	<ul style="list-style-type: none">discuss details of customer crisis with key internal and external people.
Numeracy skills to:	<ul style="list-style-type: none">calculate immediate costs of service provision to the customer.
Learning skills to:	<ul style="list-style-type: none">research sources of assistance for the customer.
Problem-solving skills to:	<ul style="list-style-type: none">evaluate the severity of the impact of the crisis on the customer.
Initiative and enterprise skills to:	<ul style="list-style-type: none">provide sympathetic and sensitive support to the customer.
Self-management skills to:	<ul style="list-style-type: none">take responsibility for managing a customer in crisis.

Unit Mapping Information

Supersedes and is equivalent to SITXCRI001 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 SITXCRI003 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 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 customers.

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
- 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
- policies and processes to be followed for repatriation of bodies for:
 - airlines
 - consulates
 - funeral directors
 - high commissions
 - travel insurance companies
- formats for and inclusions of incident reports
- organisational policies and procedures:
 - roles and responsibilities of key staff members
 - procedures for reporting and managing customer incidents
 - procedures for reviewing and debriefing customer crisis management.

Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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>

SITXCRI004 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.

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.

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. Consider impacts on business operation through early identification of triggers for a downturn in business.
 - 1.2. Access and interpret information relevant to crisis.
 - 1.3. Identify and acknowledge internal and external crises.
2. Assess impacts on the financial viability of the organisation.
 - 2.1. Involve key people in assessment of crisis.
 - 2.2. Review business documents to determine current financial and operational status of organisation.
 - 2.3. Produce new financial forecasts based on known information about crisis.
 - 2.4. Produce forecast options based on reasonable and worst-case predictions of impacts.
 - 2.5. Monitor severity of crisis and adjust forecasts according to swiftly changing circumstances.
 - 2.6. Determine severity of business impacts and develop recommendations to ensure financial viability of organisation.
3. Adapt business operations to manage the crisis.
 - 3.1. Develop and implement emergency operational plan to manage the crisis.
 - 3.2. Involve key people in managing business crisis and integrate their perspectives.
 - 3.3. Implement accepted recommendations for changing business operations.
 - 3.4. Communicate new practices to key people including external suppliers.
 - 3.5. Re-align staffing arrangements to control wage costs.
 - 3.6. Gain staff confidence in current managerial activity and commitment to the organisation in crisis.
 - 3.7. Re-align products and services to meet current market needs.
 - 3.8. Re-negotiate with suppliers to achieve optimum profitability during crisis.
 - 3.9. Implement promotional and public relations activities to ensure consumer confidence.
4. Monitor and evaluate business operations.
 - 4.1. Monitor business activity and profitability throughout all stages of crisis.
 - 4.2. Seek internal and external feedback on effectiveness of emergency business operations.

- 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"> • interpret complex and unfamiliar reports about external crises and complex internal business management plans and reports • research the internal and external factors that impact on business performance.
Writing skills to:	<ul style="list-style-type: none"> • prepare clear, accurate and complex emergency operational plans.
Oral communication skills to:	<ul style="list-style-type: none"> • consult with others on complex operational, financial and management issues • communicate difficult operational changes.
Numeracy skills to:	<ul style="list-style-type: none"> • interpret and analyse financial information from forecasts and previous performance data • develop financial estimates and scenarios.
Problem-solving skills to:	<ul style="list-style-type: none"> • evaluate the severity of crisis impacts on business operations and re-align practices to ensure the financial viability of the organisation • react to swiftly changing circumstances.
Planning and organising skills to:	<ul style="list-style-type: none"> • manage a cohesive and changeable response to crises and produce reports within tight timelines.
Self-management skills to:	<ul style="list-style-type: none"> • take responsibility for managing an organisation in crisis and for the outcomes of emergency management practices.
Technology skills to:	<ul style="list-style-type: none"> • use accounting software packages.

Unit Mapping Information

Supersedes and is equivalent to SITXCRI002 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 SITXCRI004 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 potential ramifications of at least two internal and two external crises on business continuity
- for each of the above internal and external business continuity crises:
 - 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
 - government restrictions on travel
 - impending economic recession or crisis
 - in destinations used by the business, including warnings of impending:
 - natural disasters

- political and civil uprisings
- terrorism acts
- wars
- pandemics
- 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
 - radiation leak
 - terrorism
 - financial recession or crisis for the source market
 - industrial dispute
- key characteristics of internal and external crises
- impacts of crises on the provision of products and services and business viability
- promotion and public relations activities commonly used by organisations during a crisis
- techniques to adapt business operations to manage an organisation in crisis
- organisational policies and procedures:
 - roles and responsibilities of key staff members and external consultants
 - contents and role of business documents in managing the organisation
- 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
- business documents used to determine current financial and operational status of an organisation:
 - budgets
 - business plans
 - current contracts relating to current financial and operational business matters
 - financial reports and forecasting
 - product costings and published tariffs and price lists
 - reports
 - tenders, proposals or bids
 - terms and conditions for credit provision
- sources of crisis information:
 - health advisory notices and vaccination information issued by government bodies
 - press releases and emergency advice notices issued by:
 - emergency services organisations
 - industry associations and organisations
 - local, state, territory or federal governments
 - destination marketing companies
 - regional, state and national tourism offices
 - franchisors
 - staff, contractor and supplier reports on:
 - accidents
 - breakdown or complete failure of key equipment
 - death
 - injury
 - major work health and safety incidents
- options to ensure financial viability of organisations in continuity crisis:
 - 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 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. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, software programs, printers and communication technology used to administer crisis management
- current commercial plans and financial reports
- current crisis information
- a team. This can be:
 - a 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>

SITXFIN007 Process financial transactions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to accept and process 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.

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.

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. Process customer payments.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Receive, check and record cash float.
- 1.2. Check customer payments against sale value.

- 1.3. Process and record transactions according to organisational procedures.
 - 1.4. Provide correct change for cash payments.
 - 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. Report discrepancies in the reconciliation.
 - 2.7. Record takings according to organisational procedures.
 - 2.8. 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"> • interpret organisational procedures for processing financial transactions, cash float documentation, credit card and receipt details and reconciliation information.
Writing skills to:	<ul style="list-style-type: none"> • complete documentation and receipts • record reconciliations and basic reports about discrepancies.
Numeracy skills to:	<ul style="list-style-type: none"> • count cash floats • tender correct change.
Technology skills to:	<ul style="list-style-type: none"> • use point-of-sale equipment and software applications.

Unit Mapping Information

Supersedes and is equivalent to SITXFIN001 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 SITXFIN007 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
- process each of the above financial transactions:
 - in line with security and other relevant procedures
 - in a logical sequence
 - within customer time constraints
- 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:
 - payments
 - deposits
 - refunds
 - split billing
 - vouchers
- methods for accepting payments:
 - cash
 - electronic
- procedures for processing and recording different types of transactions:
 - complying with financial institution documents and procedures
 - process for taking payment and providing receipts and invoices to customers:
 - electronic
 - cash
 - handling customer claims of short change
 - securing credit card authorisations

- managing petty cash
- features and functions of point-of-sale software
- role and importance of the reconciliation process to organisational financial management system:
 - processes for completing reconciliation records
 - designated times for completing reconciliations
- security procedures for securing cash floats, cash and other payments:
 - how and where large sums of cash should be counted
 - maintaining low levels of cash in tills
 - 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
 - securing takings in the event of a hold-up
- products and services that attract GST.

Assessment Conditions

Skills must be demonstrated in an operational business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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 payment
- 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>

SITXFIN008 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.

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.

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 financial information.

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 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"> • prepare explanatory notes to accompany financial information. |
| Numeracy skills to: | <ul style="list-style-type: none"> • use basic mathematics to calculate and check financial information |
| Technology skills to: | <ul style="list-style-type: none"> • use accounting software. |

Unit Mapping Information

Supersedes and is equivalent to SITXFIN002 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 SITXFIN008 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 interpret at least six 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
 - business activity statements (BAS)
 - credit card transaction statements
 - invoices
 - journal entries
 - merchant statements
 - profit and loss statements
- 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:

- financial terminology specific to financial reports
- 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 reports
 - departmental income reports
 - outstanding accounts

- 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
- key elements of accounting and how it provides information for business management:
 - 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 business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, printers and accounting software
- 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>

SITXFIN009 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 SITXFIN010 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 people who operate independently or with limited guidance from others. This includes supervisors and departmental managers.

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.

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. Allocate budget resources. | <ul style="list-style-type: none"> 1.1. Allocate funds according to budget and agreed priorities. 1.2. Discuss changes to income and expenditure priorities with relevant 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. | <ul style="list-style-type: none"> 2.1. Identify and use relevant financial records to check actual income and expenditure against budget. 2.2. Ensure accuracy of reference records for monitoring purposes. 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 relevant colleagues of budget status in relation to targets. |
| 3. Identify and evaluate options for improved budget performance. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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:
- interpret business and financial documents.
- Writing skills to:
- document clear recommendations based on budget information and reports.
- Oral communication skills to:
- discuss budget requirements and seek and provide feedback.
- Numeracy skills to:
- interpret and use budget figures in day-to-day work operations
 - calculate budget estimates and scenarios for performance improvement.
- Problem-solving skills to:
- identify budget deviations and deficiencies and develop options for improved budgetary performance.
- Teamwork skills to:
- discuss desired budget outcomes with team members and provide direction on resource use.

Unit Mapping Information

Supersedes and is equivalent to SITXFIN003 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 SITXFIN009 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
 - business activity statements (BAS)
 - credit card transaction statements
 - invoices
 - journal entries
 - labour and wages reports
 - merchant statements
 - transaction reports
- types of budgets:
 - cash
 - cash flow

- departmental
- project
- purchasing
- sales
- wage
- whole of organisation
- 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
 - sales performance
 - staff costs
 - stock levels
 - variance in income or expenditure
 - wastage
 - yield
- use, contents of and formats for:
 - budgets
 - financial reports
 - statistical reports
- budget terminology
- 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 business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

computers, printers and 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>

SITXFN010 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.

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.

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. Prepare budget information.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Determine and confirm scope and nature of required budgets.

- 1.2. Identify, access and interpret data and data sources required for budget preparation.
- 1.3. Analyse internal and external factors for potential impact on budget.
- 1.4. Provide opportunities for colleagues to contribute to budget planning process.
2. Prepare budget.
 - 2.1. Draft budget based on analysis of all available information.
 - 2.2. Estimate income and expenditure and support with valid, reliable and relevant information.
 - 2.3. Reflect organisational objectives within draft budget.
 - 2.4. Assess and present options and recommendations in a clear format.
 - 2.5. Circulate draft budget to colleagues and managers for input.
3. Finalise budget.
 - 3.1. Negotiate budget according to organisational policies and procedures.
 - 3.2. Agree on and incorporate modifications.
 - 3.3. Complete final budget in a clear format within designated timelines.
 - 3.4. Inform colleagues of final budget decisions and application within relevant work area, including reporting and financial management responsibilities.
4. Monitor and review budget.
 - 4.1. Regularly review budget to assess actual performance against estimated performance and prepare accurate financial reports.
 - 4.2. Incorporate all financial commitments into budget and budget reports.
 - 4.3. Investigate and take appropriate action on significant deviations.
 - 4.4. Analyse changes in internal and external environment and make necessary adjustments.
 - 4.5. Collect and record relevant information to assist in future budget preparation.

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 | • liaise and negotiate with colleagues on budget requirements. |
|---------------------------|--|

to:

- Numeracy skills to:
- interpret and analyse financial information from forecasts and previous performance data
 - develop financial estimates and scenarios.
- Problem-solving skills to:
- 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 information required for budget preparation
 - coordinate a timely, efficient and consultative budget development process.
- Technology skills to:
- use accounting software.

Unit Mapping Information

Supersedes and is equivalent to SITXFN004 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 SITXFIN010 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
- include 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
 - cash flow
 - departmental
 - project
 - purchasing
 - sales
 - wage
 - whole of organisation
- budget terminology
- 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 business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, printers and accounting software
- 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>

SITXFN011 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, travel, hospitality and event sectors.

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.

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.
- 1.2. Develop practices for managing physical assets that reflect overall business objectives.

- physical assets.
- 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret product specifications and financial contracts.
Oral communication skills to:	<ul style="list-style-type: none"> • discuss asset deficiencies with team members • negotiate purchase and financial arrangements with suppliers.
Numeracy skills to:	<ul style="list-style-type: none"> • analyse financial data and interpret estimates and financial agreements for physical asset acquisition.
Learning skills to:	<ul style="list-style-type: none"> • research new physical assets to enhance business performance.
Problem-solving skills to:	<ul style="list-style-type: none"> • evaluate current and future asset needs and financial ability to update physical assets.
Initiative and enterprise	<ul style="list-style-type: none"> • identify and analyse the utility of enhanced physical assets

- skills to: to improve business performance.
- Teamwork skills to:
- 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

Supersedes and is equivalent to SITXFN005 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 SITXFIN011 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:

- establish a regime for the acquisition, maintenance and replacement of at least three different physical assets listed in the knowledge evidence
- when establishing the above regime, include practices that:
 - monitor the utility of 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:
 - buildings
 - computer systems
 - equipment fixtures, fittings and furniture in:
 - 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
- 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 business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- current commercial purchase specifications, supplier product and cost information, and contractual documentation used for the purchase of assets
- others with whom the individual can liaise in regard to the management of physical assets.

These can be:

- those in an industry workplace who participate in 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>

SITXFN012 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.

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.

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 activity.

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 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.
 - 2.1. 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.

SKILLS

DESCRIPTION

- | | |
|----------------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> • interpret business performance information. |
| Numeracy skills to: | <ul style="list-style-type: none"> • analyse business performance data • calculate different commission and mark-up structures • assess profitability scenarios. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • interrogate business information and develop business strategies in response • develop strategic responses to business performance challenges. |
| Technology skills to: | <ul style="list-style-type: none"> • work with financial and forecasting models and online distribution channels. |

Unit Mapping Information

Supersedes and is equivalent to SITXFIN006 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 SITXFIN012 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
- determine the relevance of the following factors when developing 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 business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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>

SITXFSA005 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 and use required personal protective equipment, including appropriate bandages and dressings where required.
- 3.2. Prevent food contamination from clothing and other personal items.
- 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 and sanitising 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:	<ul style="list-style-type: none">• interpret organisational documents or diagrams relating to:<ul style="list-style-type: none">• hygiene and food safety procedures.
Oral communication skills to:	<ul style="list-style-type: none">• report hygiene hazards and non-compliant organisational practices accurately.

Unit Mapping Information

Supersedes and is equivalent to SITXFSA001 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 SITXFSA005 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:

- use hygienic food handling practices in line with organisational procedures, including each of the following on at least three occasions:
 - correct hand-washing procedures
 - appropriate use of uniform and personal protective equipment
 - effective personal health and hygiene practices
 - hygienic food service
- use procedures to:
 - report unsafe hygiene practices.

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
 - 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
- effective hand washing procedures
- when hand-washing is required:
 - upon entering a food service area
 - before commencing or recommencing work with food

- immediately after:
 - handling raw food
 - handling money
 - smoking, coughing, sneezing or blowing the nose
 - eating or drinking
 - touching the hair, scalp or any wound
 - using the toilet
 - using cleaning products or chemicals
 - using point of sale terminals
- effective personal health and hygiene practices:
 - skin clean and no body odour
 - non-excessive make-up
 - hair clean and long hair tied back or in hair net
 - nails clean and appropriate length
 - clean-shaven or beard trimmed
 - clean uniform or clothing and enclosed shoes
 - piercings removed or covered
 - use of appropriate food-grade bandages where required
- for specific industry sector and organisation:
 - major hygiene-related causes of food contamination and food-borne illnesses
 - workplace hygiene hazards when handling food and food contact surfaces
 - contents of organisational hygiene and food safety procedures
 - hygienic work practices for individual job roles and responsibilities
 - procedures for reporting hygiene risks and unsafe work practices, including personal health issues.

Assessment Conditions

Skills must be demonstrated in an operational food preparation or service environment. This can be:

- an industry workplace; or
- an industry-realistic simulated environment.

Assessment must ensure access to all fixtures and equipment required in the specific industry environment.

This includes:

- food handler gloves
- receptacles for storage and display purposes
- serving utensils
- appropriate changing facilities
- personal protective equipment relevant to job role

- appropriate facilities for handwashing:
 - designated hand washing sink
 - antiseptic liquid soap
 - single use towels
 - warm running water
- first aid kit
- 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 organisational hygiene and food safety policies and procedures.

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>

SITXFSA006 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

Elements describe the essential outcomes

1. Follow food safety program.
2. Store food safely.
3. Prepare food safely.
4. Provide safe single use items.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access and use relevant information from organisational food safety program.
- 1.2. Follow policies and procedures in food safety program.
- 1.3. Control food hazards at critical control points.
- 1.4. Complete food safety monitoring processes and complete documents as required.
- 1.5. Identify and report non-conforming practices.
- 1.6. Take corrective actions within scope of job responsibility for incidents where food hazards are identified.
- 2.1. Select food storage conditions for specific food type.
- 2.2. Store food in environmental conditions that protect against contamination and maximise freshness, quality and appearance.
- 2.3. Store food at controlled temperatures and ensure that frozen items remain frozen during storage.
- 2.4. Ensure food is stored to avoid cross-contamination of ingredients.
- 3.1. Use cooling and heating processes that support microbiological safety of food.
- 3.2. Monitor food temperature during preparation using required temperature measuring device to achieve microbiological safety.
- 3.3. Ensure safety of food prepared, served and sold to customers.
- 3.4. Prepare food to meet customer requirements, including actions to address allergen requests by customers.
- 4.1. Store, display and provide single use items so they are protected from damage and contamination.
- 4.2. Follow instructions for items intended for single use.

- | | |
|----------------------------------|--|
| 5. Maintain a clean environment. | <p>5.1. Clean and sanitise equipment, surfaces and utensils.</p> <p>5.2. Use appropriate containers and prevent accumulation of garbage and recycled matter.</p> <p>5.3. Identify and report cleaning, sanitising and maintenance requirements.</p> <p>5.4. Dispose of, or report damaged or unsafe eating, drinking or food handling utensils.</p> <p>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.</p> |
| 6. Dispose of food safely. | <p>6.1. Mark and separate from other foodstuffs any food identified for disposal until disposal is complete.</p> <p>6.2. Dispose of food promptly to avoid cross-contamination.</p> <p>6.3. Use appropriate documentation to record disposed food items.</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"> • read and interpret food safety programs, policies, procedures and flow charts that identify critical control points. |
| Writing skills to: | <ul style="list-style-type: none"> • complete documentation for monitoring food safety. |
| Numeracy skills to: | <ul style="list-style-type: none"> • calibrate and use a temperature probe and calculate timings. |
| Planning and organising skills to: | <ul style="list-style-type: none"> • coordinate different food handling tasks to take account of food safety issues. |

Unit Mapping Information

Supersedes and is equivalent to SITXFSA002 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 SITXFSA006 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:

- use safe food handling practices including the correct methods of controlling food hazards at each of the following critical control points:
 - receiving
 - storing
 - preparing
 - processing
 - displaying
 - serving
 - packaging
 - transporting
 - disposing
- follow procedures to calibrate temperature probe to ensure accuracy
- follow procedures to report incidents of food contamination.

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
 - meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code
 - ramifications of failure to observe food safety law and organisational policies and procedures
- 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
- cross contamination of food allergens
- environmental conditions and temperature controls, for storage
- temperature danger zone and the two-hour and four-hour rule
- temperature control for cooling and storing of processed food
- contents of organisational food safety program, including 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
- 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
 - dry goods
 - eggs including raw egg foods
 - frozen goods
 - fruit and vegetables
 - meat and poultry
 - fin-fish and shellfish
- operating procedures for temperature probe:
 - calibration
 - correct use
 - cleaning methods

- identifying faults
- choice and application of cleaning, sanitising and pest control equipment and materials following manufacturers advice
- 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:
 - minor faults
- high risk customer groups:
 - children or babies
 - pregnant women
 - aged persons
 - people with immune deficiencies
 - people with allergies
 - people with medical conditions.

Assessment Conditions

Skills must be demonstrated in an operational food preparation area. This can be:

- an industry workplace; or
- an industry-realistic simulated environment.

Assessment must ensure access to all fixtures and equipment required in the specific industry environment.

This includes:

- commercial grade work bench
- refrigeration unit
- sink
- storage facilities
- food handler gloves
- serving utensils
- temperature monitoring device
- cleaning materials and equipment
- 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>

SITXFSA007 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

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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SITXFSA006	Participate in safe food handling practices
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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 vehicle according to food type, 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 maintain 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

DESCRIPTION

Reading skills to:

- follow work instructions and interpret food labels.

Numeracy skills to:

- calculate quantities during the packing and unpacking process.

Problem-solving skills to:

- deal with routine food handling, storage and transportation problems.

Unit Mapping Information

Supersedes and is not equivalent to SITXFSA003 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 SITXFSA007 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
 - dry goods
 - eggs including raw egg foods
 - frozen food
 - fruit and vegetables
 - meat and poultry
 - fin-fish and shellfish.

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 freshness, palatability and safety
- for 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; or
- an industry-realistic simulated 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>

SITXFSA008 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 one or more designated units of competency 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

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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SITXFSA006	Participate in safe food handling practices
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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 and contaminants 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. Identify and 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> interpret sometimes complex materials describing regulatory requirements relating to food safety.
Oral communication skills to:	<ul style="list-style-type: none"> provide information on food safety program to colleagues.
Numeracy skills to:	<ul style="list-style-type: none"> work with the concepts of measurement.
Problem-solving skills to:	<ul style="list-style-type: none"> evaluate and respond to strategic and operational factors that influence the food safety program identify and respond to systemic operational issues.
Planning and organising skills to:	<ul style="list-style-type: none"> coordinate and respond to multiple and interrelated operational challenges.

Unit Mapping Information

Supersedes and is not equivalent to SITXFSA004 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 SITXFSA008 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 food preparation organisation in line with regulatory requirements, including:
 - policies and procedures
 - product specifications
 - monitoring documentation
 - providing 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 food safety programs
- role of different stakeholders in the development of a food safety plan:
 - food safety team
 - department heads
 - procurement team
- 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
 - 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
- contents of organisational food safety program, including policies and procedures for:
 - audit
 - cleaning and sanitation
 - communication
 - contingency management
 - corrective actions
 - equipment maintenance
 - evaluation
 - 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
 - hazards:
 - control methods for each critical point
 - corrective actions
 - systematic monitoring of hazard controls and record keeping
 - personal considerations:
 - dress
 - hygiene
 - personal protective equipment
 - 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
 - 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, including 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
 - temperature control for cooling and storing of processed food
- choice and application of cleaning, sanitising and pest control equipment and materials
- high risk customer groups:
 - children or babies
 - pregnant women
 - aged persons
 - people with immune deficiencies
 - people with allergies
 - people with medical conditions.

Assessment Conditions

Skills must be demonstrated in an operational food preparation organisation for which a food safety plan is developed and implemented. This can be:

- an industry workplace; or
- an industry-realistic simulated 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>

SITXGLC002 Identify and manage legal risks and comply with law

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify and manage legal risks and comply with laws applicable to specific business operations. It requires the ability to identify legal risks, access and interpret regulatory information, and determine action required to manage legal risks and to comply with applicable laws.

The unit applies to legal issues arising in day-to-day business operations in all tourism, travel, hospitality and event sectors.

It applies to senior personnel who operate with limited guidance from others and who are responsible for making a range of operational business and legal risk management decisions.

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.

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 outcomes

1. Identify legal risks

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Evaluate areas of business operation for which legal risk

- and compliance needs. management and compliance is required.
- 1.2. Identify legal risks and compliance requirements that arise in business operations.
 2. Research information required for legal compliance.
 - 2.1. Identify sources of information for compliance with laws and licensing for business operations.
 - 2.2. Access regulatory and other legal information relevant to specific business operation.
 - 2.3. Identify risks, penalties and consequences of non-compliance.
 - 2.4. Assess and act on need for specialist legal advice.
 3. Consider legal risk management strategies and actions for legal compliance.
 - 3.1. Articulate legal risk management strategies and actions necessary to comply with laws.
 - 3.2. Develop practices for updating personnel to ensure they have current knowledge of roles and responsibilities for legal risk management and compliance.
 4. Ensure management of legal risks and compliance with legal requirements.
 - 4.1. Maintain business and occupational licences and check contractor contracts and conduct to avoid risk to business.
 - 4.2. Continuously evaluate business operations for non-compliance and implement modifications.
 5. Maintain personal and organisational knowledge of legal risk management strategies and compliance requirements.
 - 5.1. Identify and use opportunities to maintain knowledge of current legal risk management strategies and legal compliance requirements.
 - 5.2. Use organisational communication methods to share updated regulatory knowledge.

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 materials describing legal issues and risks and legal compliance requirements.

Writing skills to:

- document identification of legal risks and compliance needs
- document legal risk management strategies and legal compliance actions.

Unit Mapping Information

Supersedes and is not equivalent to SITXGLC001 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 SITXGLC002 Identify and manage legal risks and comply with law

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 six different legal risks requiring risk management and legal compliance for the operations of a specific tourism, travel, hospitality or events business
- develop risk management strategies and legal compliance actions for each of the six legal areas above
- integrate the risk management strategies and legal compliance actions into operational planning activities for each of the six legal areas above
- identify sources of information and advice on risk management and legal compliance for each of the six legal areas above.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal advantages and disadvantages, risks and benefits of different business operation structures:
 - sole trader
 - partnership
 - company
- sources of information and advice on legal risk management and compliance:
 - local, state, territory or Commonwealth government departments or regulatory agencies
 - 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
- libraries
- personal observations and experience
- reference books
- training courses
- functions of regulatory authorities relevant to the tourism, travel, hospitality and events industries
- methods of receiving updated information on managing legal risks and compliance requirements
- strategies for managing legal risks and legal compliance
- primary components of legal principles and of local, state, territory and Commonwealth government laws to which all types of businesses must comply:
 - anti-discrimination, including provisions for equal employment opportunity (EEO) and harassment
 - anti-trust laws ("restrictive trade practices"), including the prohibitions on anti-cartel, resale price maintenance and third line forcing
 - Australian Consumer Law (ACL), including provisions for refunds, exchanges and cancellations, terms and conditions of quotations and consumer contracts
 - contract formation and content
 - copyright law
 - duty of care and negligence
 - e-commerce and social media
 - employer superannuation contributions
 - Fair Work Act 2009, including provisions for National Employment Standards (NES)
 - insurance, including public liability and professional indemnity insurance
 - privacy law
 - trade mark law
 - work health and safety
 - workers' compensation, including provisions for injury reporting and occupational rehabilitation
- laws, codes, standards and licensing requirements that impact on specific operators in the tourism, travel, hospitality and event industries and are applicable to the individual's context:
 - 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, including responsible service of alcohol
 - Queensland Tourism Services Act 2003
 - Residential Tenancy Act

- responsible conduct of gaming regulation
- for each relevant law, code, standard and licensing requirement listed above:
 - objectives and primary components
 - key practices and legal risks that need to be managed
 - key actions needed to manage the legal risks and comply with the law
 - main consequences of failure to manage the legal risks or non-compliance with the law
 - requirements for record keeping and acceptable record keeping mechanisms
- opportunities to maintain knowledge of legal risks and legal risk management and compliance requirements:
 - participating in industry seminars
 - membership of professional industry associations
 - participating in training courses.

Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, software programs, printers and communication technology used to source information on legal risk management and compliance
- current legislation
- current materials displayed or published by government regulators
- information issued by industry associations or commercial publishers.

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>

SITXHRM007 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, travel, hospitality and event sectors.

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.

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

Elements describe the essential outcomes

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 assessment of relevant 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 on 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"> • review workplace documentation completed by colleague.
Oral communication skills to:	<ul style="list-style-type: none"> • use active listening and open questioning techniques to confirm understanding.
Numeracy skills to:	<ul style="list-style-type: none"> • estimate adequate time required for coaching and for the colleague to complete required tasks.
Planning and organising skills to:	<ul style="list-style-type: none"> • complete own work tasks within designated timeframes and simultaneously coach others in their job skills.

Unit Mapping Information

Supersedes and is equivalent to SITXHRM001 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 SITXHRM007 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 two 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
- apply 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
 - 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
- organisational procedures related to work tasks

- 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 business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- work tasks in which to coach others
- colleagues in need of coaching. 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>

SITXHRM008 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.

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.

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. Develop staff rosters.
 - 1.1. Develop rosters according to relevant industrial agreements, other considerations and wage budgets.
 - 1.2. Maximise operational and customer service efficiency while minimising wage costs.
 - 1.3. Combine duties where appropriate to ensure effective use of staff.
 - 1.4. Roster teams with complementary skills mix to meet operational requirements.
 - 1.5. Take account of social and cultural considerations and broader organisational policies that affect staff rosters.
 - 1.6. Consult with colleagues to obtain their input into rosters.
 - 1.7. Use roster systems and equipment to administer rosters.
2. Present and communicate rosters.
 - 2.1. Present rosters in required formats to ensure clarity of information according to organisational standards.
 - 2.2. Communicate rosters to appropriate colleagues within designated timeframes.
3. Maintain rostering records.
 - 3.1. Administer records of shift time completed by employees or contractors.
 - 3.2. Maintain staff rostering records according to organisational procedures.
4. Evaluate rosters.
 - 4.1. Monitor effectiveness of rosters in consultation with colleagues.
 - 4.2. Identify ways in which rosters and roster development processes may be improved and take appropriate 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret documents outlining opening and closing times, operational hours, and expected customer traffic.
Writing skills to:	<ul style="list-style-type: none"> • write potentially complex roster documentation.
Oral communication skills to:	<ul style="list-style-type: none"> • ask colleagues questions to confirm their requirements • listen to and interpret messages.
Numeracy skills to:	<ul style="list-style-type: none"> • complete planning activities involving dates, times and staff ratios.
Problem-solving skills to:	<ul style="list-style-type: none"> • 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

Supersedes and is equivalent to SITXHRM002 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 SITXHRM008 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
- ensure the following when preparing the above staff rosters:
 - sufficient staff to ensure the delivery of required services within wage budget constraints
 - appropriate skills mix of the team
 - modifications are incorporated where required
 - compliance with industrial provisions and organisational policies and procedures
 - 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 human resource policies and procedures which impact the preparation of staffing rosters:
 - sociocultural-friendly organisational initiatives
 - family-friendly workplace initiatives
 - provisions for leave:
 - carers
 - compassionate reasons
 - illness or injury
 - jury service
 - long service
 - maternity or paternity
 - rehabilitation of injured workers
 - study
 - recreation
 - social, cultural and skills mix of the team to be rostered
- operational requirements of the business activity, department or event subject to rostering
- role of rosters and their importance in controlling staff costs
- wage budget for the business activity, department or event subject to rostering
- system capabilities and functions of rostering software programs
- different formats for and inclusions of staff rosters
- processes for modifying rosters
- methods used to communicate rosters, including both electronic and paper-based.

Assessment Conditions

Skills must be demonstrated in a business operation or activity requiring staff rostering. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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 business activity, department or event subject to rostering
- information about the social, 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>

SITXHRM009 Lead and manage people

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and manage people individually and 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, and operational and senior managers.

The unit applies to all tourism, travel, hospitality and event sectors.

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.

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 behaviour.

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.
- 1.2. Show support for and commitment to organisational goals

- in day-to-day work performance.
- 1.3. Interact with team members in a positive and professional manner.
2. Develop team commitment and cooperation.
 - 2.1. Develop and clearly communicate short, medium and long-term plans and objectives consistent with organisational goals in consultation with the team.
 - 2.2. Communicate expectations, roles and responsibilities of team members to encourage them to take responsibility for own work.
 - 2.3. Encourage teams and individuals to develop innovative approaches to work.
 - 2.4. Model and encourage open and supportive communication within the team.
 - 2.5. Seek and share information from the wider business environment with the team.
 - 2.6. Represent team interests in the wider business environment.
 - 2.7. Seek feedback from team members and implement changes within the bounds of organisational goals and policies.
 3. Manage team performance.
 - 3.1. Delegate tasks and responsibilities, identify barriers to delegation, and implement processes to overcome the identified barriers.
 - 3.2. Evaluate team member skills and provide opportunities for individual development.
 - 3.3. Monitor team performance to ensure progress towards achievement of goals.
 - 3.4. Provide mentoring and coaching to support team members.
 - 3.5. Motivate individuals and teams to achieve optimum performance.
 - 3.6. Provide recognition and rewards for team achievements.

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"> • prepare and document team plans. |
| Oral communication skills to: | <ul style="list-style-type: none"> • overcome communication barriers in providing effective support and motivation to a team. |
| Planning and organising | <ul style="list-style-type: none"> • ensure activities and initiatives important to team |

skills to: development are integrated into own work planning.

Unit Mapping Information

Supersedes and is equivalent to SITXHRM003 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 SITXHRM009 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:

- lead and manage individual or team performance including at least four of the following leadership and management roles:
 - decision making
 - delegation of tasks
 - information provision
 - monitoring performance
 - provision of feedback
 - motivation through recognition and rewards
 - planning and organising
- seek and respond to feedback from team members on at least two occasions, 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
 - delegation of tasks
 - monitoring performance
 - provision of feedback
 - motivation through recognition and rewards
 - 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 by leaders
- 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 a business operation or activity where a team is managed. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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>

SITXHRM010 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, and operational and senior managers.

It applies to all tourism, travel, hospitality and event sectors.

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.

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 needs.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Monitor organisational service and efficiency levels to identify recruitment needs.

- 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 incorporates 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 policies.
 - 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 policies.
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 policies.
 - 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"> • evaluate job applications against selection criteria • interpret and follow: <ul style="list-style-type: none"> • organisational policies and procedures • employment related legislation including equal employment opportunity (EEO).
Writing skills to:	<ul style="list-style-type: none"> • construct complex and varied documentation for recruitment advertisements, selection criteria and induction program content.
Oral communication skills to:	<ul style="list-style-type: none"> • conduct interviews and adapt interview techniques to meet the needs of social and cultural groups.
Numeracy skills to:	<ul style="list-style-type: none"> • calculate advertising costs and salary levels.
Problem-solving skills to:	<ul style="list-style-type: none"> • identify deficiencies in applications and resolve by re-advertising or choosing different recruitment methods.
Teamwork skills to:	<ul style="list-style-type: none"> • consult team members about staffing needs and select new staff members to complement existing workers.
Planning and organising skills to:	<ul style="list-style-type: none"> • evaluate staffing requirements and plan for recruitment of required numbers.

Unit Mapping Information

Supersedes and is equivalent to SITXHRM004 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 SITXHRM010 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:

- coordinate 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:

- 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
- organisational policies and procedures:
 - 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:
 - approval processes for advertised salaries and recruitment of new personnel

- nature and content of job advertisements and communications with applicants
- participation in interview panels
- required skills profile of potential employees for particular jobs
- 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
 - use of:
 - assistive technology
 - electronic presentation media
 - interpreters
 - interview techniques for those with disabilities
 - teleconference

- videoconference
- visual information and diagrams instead of written material
- role of induction programs and typical content:
 - conditions of employment
 - contact details for 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 business operation or activity where new staff members are recruited, selected and inducted. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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
- key human resource policies and procedures
- colleagues and applicants with whom the individual can interact. These can be:
 - those in an industry workplace who participate in 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>

SITXHRM011 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 coordinate the recruitment and training of 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, and 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.

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.

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

Elements describe the

Performance criteria describe the performance needed to

*essential outcomes**demonstrate achievement of the element.*

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Research, determine and define needs for volunteer involvement. 2. Undertake volunteer recruitment. 3. Maximise volunteer retention. | <ol style="list-style-type: none"> 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. Identify key target areas from which volunteers might be recruited. 2.4. Establish and incorporate volunteer rewards into recruitment program. 2.5. Recruit volunteers according to organisational need. 2.6. Communicate and delegate responsibility for volunteer coordination to relevant paid personnel. 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.

SKILLS

DESCRIPTION

- Reading skills to:
- research sources of a volunteer workforce.
- Writing skills to:
- write volunteer recruitment information and position descriptions.
- Oral communication skills to:
- provide information about volunteer responsibilities and responsibility for volunteer coordination to paid personnel
 - discuss volunteers' experience with the organisation.
- Numeracy skills to:
- estimate numbers of volunteers.
- Problem-solving skills to:
- research and evaluate aspects of volunteer recruitment and management
 - identify and resolve volunteer skill deficiencies through training, coaching or reassignment of duties.

Unit Mapping Information

Supersedes and is equivalent to SITXHRM005 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 SITXHRM011 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 one organisation, project or activity
- recruit and select one or more volunteers for the above organisation, project or activity, including the following:
 - preparation of position description
 - targeting sources for recruitment
 - provision of volunteer rewards
- prepare and implement induction and training for the above volunteers
- maximise retention of the volunteers recruited above including:
 - 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; or
- a simulated industry environment or activity set up for the purposes of assessment.

Assessment must ensure access to:

- organisation specifications:
 - operational information about the organisation, project or activity subject to volunteer use
 - current recruitment documentation
- others with whom the individual can interact. These can be:
 - volunteers, colleagues and stakeholders 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>

SITXHRM012 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.

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.

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 provide feedback.

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 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.

SKILLS

DESCRIPTION

- | | |
|-------------------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> • review staff records and performance management documents. |
| Writing skills to: | <ul style="list-style-type: none"> • record potentially complex and sensitive information about staff performance. |
| Oral communication skills to: | <ul style="list-style-type: none"> • provide effective feedback, coaching and counselling to team members. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • evaluate factors contributing to poor staff performance. |
| Teamwork skills to: | <ul style="list-style-type: none"> • monitor the performance of individuals and their effect on the team and take corrective action to enhance whole of team performance. |

Unit Mapping Information

Supersedes and is equivalent to SITXHRM006 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 SITXHRM012 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 at least three staff members 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 above staff members, in line with established organisational procedures
- recognise outstanding performance of above staff members as required, 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:
 - advising on training and development opportunities
 - confirming organisational objectives and key performance requirements
 - ensuring adequate resources are applied
 - providing opportunities to discuss work challenges
 - providing confirmation and corrective feedback
 - representing staff interests in other forums
 - supporting 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
- organisational policies and procedures for:
 - performance appraisal interviews
 - 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
 - grievances.

Assessment Conditions

Skills must be demonstrated in a business operation where staff performance is monitored. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- organisational policies and procedures:
 - 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>

SITXINV006 Receive, store and maintain 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 requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.

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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Unit Code	Unit Title
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SITXFSA005	Use hygienic practices for food safety
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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. Inspect items for damage, quality and use-by dates and record findings according to organisational procedures.
 - 1.3. Conduct and record temperature checks on perishable stock, ensuring they are within specified tolerances.
 - 1.4. Identify discrepancies or deficiencies with delivered stock items, and reject supply within scope of own responsibility, or report findings.
 - 1.5. Record details of incoming stock according to organisational procedures.
2. Store stock in appropriate conditions.
 - 2.1. Choose and prepare correct environmental conditions for the storage of stock.
 - 2.2. Promptly transport stock to storage area, using safe manual handling techniques to avoid injury.
 - 2.3. Label perishable stock according to organisational procedures.
 - 2.4. Store supplies in appropriate storage area to minimise wastage and avoid food contamination.
 - 2.5. Maintain cleanliness of stock handling and storage areas, and identify and report problems.
3. Maintain and rotate stock.
 - 3.1. Regularly check environmental conditions of all storage areas and equipment to maintain stock at optimum quality.
 - 3.2. Protect supplies from damage of cross-contamination and pests.
 - 3.3. Rotate perishable supplies according to principles of first-in-first-out to minimise wastage according to expiration dates.
 - 3.4. Report on excess stock according to organisational procedures.
4. Check and dispose of spoilt stock.
 - 4.1. Regularly check the quality of stock, identify deficiencies and report according to organisational procedures.
 - 4.2. Inspect stock for pest damage and report according to organisational procedures.
 - 4.3. Safely dispose of all spoilt stock, 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
Writing skills to:	<ul style="list-style-type: none">• write stock rotation labels and simple documents that record temperature results.
Oral communication skills to:	<ul style="list-style-type: none">• make simple verbal reports on the disposal of perished supplies.
Numeracy skills to:	<ul style="list-style-type: none">• read a thermometer correctly to measure temperatures• estimate times for regular temperature checks.
Technology skills to:	<ul style="list-style-type: none">• use thermometers and adjust temperature and humidity controls on storage equipment.

Unit Mapping Information

Supersedes and is not equivalent to SITXINV001 Receive and store stock and SITXINV002 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 SITXINV006 Receive, store and maintain 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 stock for deliveries of each of the following types of food supplies:
 - dairy products
 - dry goods
 - eggs
 - frozen goods
 - fruit and vegetable
 - meat
 - poultry
 - seafood
- for each of the above deliveries:
 - correctly interpret stock orders and delivery documentation
 - ensure use of appropriate environmental conditions
 - ensure stock is stored according to commercial time constraints and safe food handling practices
- conduct temperature and quality checks on each of the above delivered goods to establish whether they are within allowable tolerances:
 - cold or chilled foods
 - dry goods
 - frozen foods
 - raw foods
- identify spoiled 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:

- principles of stock control:
 - rotation of stock

- product life cycle
- minimising wastage of stock
- key functions of stock control systems
- organisational procedures for:
 - order and delivery documentation
 - receiving and recording incoming stock
 - reporting on discrepancies or deficiencies
 - stock security
- safe manual handling techniques for the receipt, transportation and storage of stock
- contents of date codes and rotation labels for stock
- meaning of 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 stock:
 - contaminated stock
 - stock that is intended to be:
 - frozen but has thawed
 - chilled but has reached a dangerous temperature zone
 - packaged stock that is exposed through damaged packaging
- correct environmental storage conditions for each of the main food types specified in the performance evidence:
 - correct humidity and temperature
 - correct ventilation
 - protecting perishables from exposure to:
 - heating or air conditioning
 - accidental damage through people traffic
 - environmental heat and light
 - sanitary cleanliness and hygiene
 - storing stock:
 - in dry stores
 - in cool rooms or refrigerators
 - in freezers
- food safety procedures and standards for storage of stock:
 - appropriate containers
 - avoiding allergen contamination

- labelling and coding
- first in first out methods
- product life of stock
- 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 stock
- correct and environmentally sound disposal methods for spoilt stock.

Assessment Conditions

Skills must be demonstrated in an operational business environment where stock is received and stored. This can be:

- an industry workplace; or
- an industry-realistic simulated environment.

Assessment must ensure access to:

- commercial refrigeration facilities:
 - freezer
 - fridge
- designated:
 - delivery area
 - storage areas for stock
- diverse and comprehensive range of stock for food types listed in the performance evidence
- organisational specifications:
 - current commercial stock control procedures and documentation for the receiving, storage and monitoring of stock
 - temperature recording charts
- food labels
- 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>

SITXINV007 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 overall supply of goods for an organisation.

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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Performance criteria describe the performance needed to

*essential outcomes**demonstrate achievement of the element.*

- | | |
|---|---|
| 1. Determine purchasing requirements. | 1.1. Access and interpret information and discuss end product requirements with relevant personnel to determine goods to be purchased.
1.2. Check and assess quality and suitability of stock on hand before proceeding with new purchases.
1.3. Maximise use of suitable stock on hand to avoid wastage.
1.4. Use forecasting methods to calculate required quantity of goods.
1.5. Determine price limitations for the purchase of goods using job costings.
1.6. Develop purchase lists and prioritise purchasing requirements according to organisational deadlines. |
| 2. Source suppliers and discuss requirements. | 2.1. Source and review potential suppliers and comply with organisational procedures for the supply of goods.
2.2. Inform supplier of requirements and specifications.
2.3. Confirm availability of supply to meet production requirements.
2.4. Seek price for the supply and negotiate costs within scope of individual responsibility and organisational policy.
2.5. Refer complex supply issues to a higher level staff member for action. |
| 3. Assess quality of goods and make purchase. | 3.1. Assess supplier capacity to meet price, quality and delivery expectations.
3.2. Complete assessment of quality of goods.
3.3. Select supplier and purchase goods based on price, availability and quality, and within scope of individual responsibility and organisational policy.
3.4. Keep accurate purchase records. |

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 and follow operational documents that describe purchasing requirements for goods.

- Writing skills to:
- write purchase orders and descriptive purchase specifications for suppliers.
- Oral communication skills to:
- discuss product and purchase requirements with supervisors and managers.
- Numeracy skills to:
- interpret job costings and calculate supplier costs.
- Initiative and enterprise skills to:
- purchase from the most cost-effective supplier.
- Teamwork skills to:
- discuss production requirements with supervisors and managers to determine purchase requirements.
- Planning and organising skills to:
- prioritise purchasing requirements according to organisational deadlines.
- Technology skills to:
- use a calculator to assist with supply numbers and costs.

Unit Mapping Information

Supersedes and is equivalent to SITXINV003 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 SITXINV007 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 and make arrangements for supply of at least six different goods
- ensure that at least three different end product requirements or customer specifications are met, across the supply of the above six goods
- 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:

- for specific industry sector and organisation:
 - features of products purchased and the expected level of quality
 - formats for and contents of workplace documents that describe supply requirements
 - considerations in determining quality and suitability of stock on hand
 - forecasting methods for calculating required quantity of goods to be purchased
 - 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
 - stock ordering procedures and documents
 - individual stock ordering responsibilities
 - sources of information to determine purchase requirements
- 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

- determinants of the quality of incoming goods.

Assessment Conditions

Skills must be demonstrated in an operational business environment where goods are purchased. This can be:

- an industry workplace; or
- an industry-realistic simulated environment.

Assessment must ensure access to:

- diverse and comprehensive range of industry-relevant 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>

SITXINV008 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.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

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

Elements describe the essential outcomes

PERFORMANCE CRITERIA

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"> interpret supplier purchasing agreements, purchase orders, records of incoming stock and organisational procedures.
Writing skills to:	<ul style="list-style-type: none"> prepare detailed reports on stock levels, performance, losses and stocktakes.
Oral communication skills to:	<ul style="list-style-type: none"> discuss reasons for stock losses with staff.
Numeracy skills to:	<ul style="list-style-type: none"> calculate: <ul style="list-style-type: none"> supplier costs and complex order costs complex details of stock on hand and stock losses and produce complex numerically-based reports reconcile incoming stock and invoices against purchase orders.
Teamwork skills to:	<ul style="list-style-type: none"> direct staff on ordering responsibilities and supervise staff participation in stocktakes.
Planning and organising skills to:	<ul style="list-style-type: none"> efficiently order and maintain stock so that stock levels meet organisational requirements.
Technology skills to:	<ul style="list-style-type: none"> use a computer, keyboard and stock control software use electronic stock control equipment.

Unit Mapping Information

Supersedes and is equivalent to SITXINV004 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 SITXINV008 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 for the above stock life cycle period
- 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:
 - 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
- for 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
- for 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 business environment where stock levels are monitored and maintained. This can be:

- an industry workplace; or
- an industry-realistic simulated environment.

Assessment must ensure access to:

- computers, printers and stock control software systems
- electronic equipment used for stock control

- diverse and comprehensive range of industry-relevant 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>

SITXINV009 Establish stock 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.

This unit applies to senior managers who operate with significant autonomy and who are responsible for making a range of strategic management decisions.

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.

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

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|--|
| 1. Determine stock requirements. | 1.1. Use business data, forecasting methods and standard measures to calculate required stock levels.
1.2. Determine stock requirements for standard business periods, peak seasons and special events.
1.3. Establish cost-effective purchase quantities based on business information and supplier advice. |
| 2. Establish optimum supply arrangements. | 2.1. Evaluate quality of supply based on feedback from colleagues and customers.
2.2. Source and review potential suppliers.
2.3. Develop appropriate and accurate purchase specifications.
2.4. Assess suppliers against purchase specifications, considering all relevant factors.
2.5. Assess terms of purchase, and negotiate with suppliers to achieve optimum supply arrangements.
2.6. Adjust sources of supply and make accurate records of agreements. |
| 3. Develop and implement stock control systems. | 3.1. Develop stock control systems and communicate to relevant staff.
3.2. Develop special control systems for stock with high wastage or loss.
3.3. Monitor workplace systems and make adjustments according to feedback and operational experience.
3.4. Initiate training of staff to minimise stock wastage. |

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"> • interpret complex supplier cost sheets, specific terms of purchase and supplier contracts • sort and analyse information to make decisions on supply arrangements. |
| Writing skills to: | <ul style="list-style-type: none"> • prepare complex and accurate purchase specifications and stock control system documents. |
| Numeracy skills to: | <ul style="list-style-type: none"> • 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

Supersedes and is equivalent to SITXINV005 Establish stock and 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 SITXINV009 Establish stock 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 stock items
- 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:

- 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, functions and features of computer stock control systems used
- stock security systems
- types of storage and their suitability for different kinds of stock
- supply sources for different types of stock
- appropriate terminology and formats for, and inclusions of, purchase specifications
- 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
 - imprest
 - integrated point-of-sale
 - ledger
- stock control procedures and template documents and reports for:
 - ordering
 - levels
 - loss
 - performance
 - monitoring of quality
 - receipt
 - reorder cycles
 - rotation
 - security
 - stocktakes
 - valuation
 - wastage
- processes for use of stock control equipment and software
- 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
 - stock control reports
- types and features of goods or stock items that need to be purchased by a business.

Assessment Conditions

Skills must be demonstrated in an operational business. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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. These can be:
 - suppliers who provide stock and with whom the individual liaises with 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>

SITXLAN007 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.

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.

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.

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

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify language needed to conduct basic communication.

- communication.
- 1.2. Recognise and observe social and cultural conventions of language speaker.
2. Communicate in a language other than English to support routine workplace activities.
- 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	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> locate information to support communication process.
Oral communication skills to:	<ul style="list-style-type: none"> use and understand key words, phrases, short expressions and numbers in a language other than English.

Unit Mapping Information

Supersedes and is equivalent to SITXLAN001 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 SITXLAN007 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 oral communications in a language other than English in at least six different oral communication exchanges:
 - listen and respond 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
 - language mats
 - menus written in a language other than English
 - pamphlets written in a language other than English
 - phrase books
 - signs written in a language other than English
 - 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; or
- a simulated industry environment, set up for the purposes of assessment.

Assessment must ensure access to:

- people with whom the individual can interact in a language other than English. These can be:
 - customers or others in an industry workplace who participate in 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>

SITXLAN008 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.

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.

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.

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

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

- than English.
- 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. Provide detailed information and advice in a language other than English.
 - 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. Respond to unpredictable situations and problems using a language other than English.
 - 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. Conduct negotiations at a functional level in a language other than English.
 - 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:

- locate information to support communication process.

Oral communication skills to:

- interact positively and courteously in non-routine and varied interactive workplace communications in a language other than English

- establish rapport in a language other than English.

Unit Mapping Information

Supersedes and is equivalent to SITXLAN003 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 SITXLAN008 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:
 - use narrative and descriptive statements
 - use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict, and reassure others
 - use effective non-verbal communication skills
- exchange information in a language other than English to provide information and advice about each of the following:
 - external products and services
 - internal products and services
 - medical and emergency information.

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:
 - 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- people with whom the individual can interact in a language other than English; these can be:
 - customers or others in an industry workplace who participate in 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>

SITXLAN009 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 applies to proficiency in any language. This unit does not prepare individuals for the role of a translator or interpreter.

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.

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

Performance criteria describe the performance needed to

*essential outcomes**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 to support comprehension.
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

Supersedes and is equivalent to SITXLAN005 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 SITXLAN009 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
 - correspondence
 - menu or wine list
 - report
 - product or service information, schedule or itinerary
- for each of the above workplace documents, identify purpose, main ideas, key issues, facts and tone
- accurately identify meaning when reading above texts
- write and communicate meaning effectively in each of the following routine workplace documents:
 - answering queries about products and services
 - completing standard forms
 - 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:

- linguistics 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; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- people with whom the individual can interact in a language other than English; these can be:
 - customers or others in an industry workplace who participate in 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
- industry materials written in languages other than English
- dictionaries and phrase books.

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>

SITXMGF004 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.

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.

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 organisational 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. Encourage individuals who raise problems to participate in solving the problems.
 - 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.

DESCRIPTION

SKILLS

- | | |
|------------------------------------|--|
| Reading skills to: | <ul style="list-style-type: none">• interpret varied and wide-ranging information of an operational nature. |
| Numeracy skills to: | <ul style="list-style-type: none">• develop schedules and timelines for team activities. |
| Problem-solving skills to: | <ul style="list-style-type: none">• evaluate internal and external business information• anticipate and respond to unpredictable operational problems and situations at a frontline management level. |
| Planning and organising skills to: | <ul style="list-style-type: none">• coordinate multiple and potentially competing operational priorities. |

Unit Mapping Information

Supersedes and is equivalent to SITXMGT001 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 SITXMGT004 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 an operational business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- organisational documents and templates
- a team with whom the individual can interact. 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>

SITXMGT005 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.

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.

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. Build business

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Establish relationships in line with organisational

- relationships. requirements and protocols.
- 1.2. Use effective communication 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"> • interpret potentially complex agreements, conditions and contracts.
Writing skills to:	<ul style="list-style-type: none"> • develop or participate in the development of formal commercial agreements.
Oral communication skills	<ul style="list-style-type: none"> • conduct at times complex negotiations of significant commercial value.

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

Supersedes and is equivalent to SITXMGT002 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 SITXMGT005 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
 - network
 - supplier
- conduct formal negotiations, and make and manage agreements and contracts in relation to the two relationships established above, relevant to the specific business context
- use high level communication and relationship building techniques 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
 - program of regular 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 operational business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- materials that support the negotiation process:
 - preparatory facts and statistics
 - key performance indicators
 - market information
- 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.

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>

SITXMGT006 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.

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.

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. Define project scope.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

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, regulatory and sustainability issues and incorporate 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 re-align 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"> interpret reports, comparing project outcomes against planned deliverables.
Writing skills to:	<ul style="list-style-type: none"> write quantitative and qualitative evaluation criteria.
Numeracy skills to:	<ul style="list-style-type: none"> interpret project budgets for diverse components develop resource specifications within budgetary parameters.
Problem-solving skills to:	<ul style="list-style-type: none"> evaluate and respond to factors within project management activities.
Planning and organising skills to:	<ul style="list-style-type: none"> manage interrelated aspects of a project and project timelines.
Technology skills to:	<ul style="list-style-type: none"> use computers, word processing and software packages for project management.

Unit Mapping Information

Supersedes and is equivalent to SITXMGT003 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 SITXMGT006 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 or 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
- apply 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
 - 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
- role of project management personnel and stakeholders in the management of projects
- reporting hierarchies
- administrative structures
- risk, regulatory and sustainability issues for project management:
 - 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
- industry associations
- internal personnel
- management
- media
- sponsors.

Assessment Conditions

Skills must be demonstrated in an operational business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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
- project team 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.

Links

Companion Volume implementation guides are found in VETNet -

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

SITXMPR009 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.

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.

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

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| 1. Plan production of brochures and marketing materials. | 1.1. Plan production of brochures and marketing materials according to marketing objectives.
1.2. Evaluate factors that impact on nature of materials and development process, including sustainability considerations.
1.3. Create production plans including timelines, responsibilities, budget and contingency measures. |
| 2. Produce information for inclusion. | 2.1. Produce or obtain accurate and complete information for inclusion.
2.2. Present information that promotes the business in a clear format and culturally appropriate way. |
| 3. Obtain quotations for artwork and printing as appropriate. | 3.1. Provide accurate and complete specifications to quoting organisations within appropriate timeframe.
3.2. Obtain quotations with details of potential variations to cost and conditions that may apply. |
| 4. Develop final copy for brochures and marketing materials. | 4.1. Develop copy using basic creative writing techniques or obtain from relevant source.
4.2. Integrate accurate, practical and operational details.
4.3. Present accurate information about costs and conditions.
4.4. Check copy for accuracy prior to submission for production. |
| 5. Coordinate production of brochures and marketing materials. | 5.1. Liaise with production personnel and monitor schedule.
5.2. Check and correct production work as required.
5.3. Approve artwork according to organisational guidelines.
5.4. Obtain and deliver materials on schedule or action contingency measures. |

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

Supersedes and is equivalent to SITXMPR001 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 SITXMPR009 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 from errors.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types and 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

- legal requirements
- marketing considerations:
 - distribution considerations
 - market for review of competitive materials
 - objectives
- resource constraints:
 - budget
 - in-house capability
- technology
- 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
- 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 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. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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>

SITXMPR010 Create a promotional display or stand

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to create a displays and stands 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, event; group of products cooperatively marketed, or city, region or tourism precinct.

This unit does not cover the skills of a specialist display designer or visual merchandiser.

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.

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

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Make preparations for display or stand.
 - 1.1. Determine display or stand objectives.
 - 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 or stand.
 - 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"> • interpret information about the needs of the target audience and operational aspects of the display or stand. |
| Numeracy skills to: | <ul style="list-style-type: none"> • work with concepts of size, space and layout. |

Unit Mapping Information

Supersedes and is equivalent to SITXMPR002 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 SITXMPR010 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 and stands
- 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. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- display space or promotional stand
- display and promotional materials used in the relevant industry sector
- display and stand supplies.

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>

SITXMPR011 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.

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.

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 sales activities.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

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 to:	<ul style="list-style-type: none">• establish and conduct positive business relationships.
Numeracy skills to:	<ul style="list-style-type: none">• calculate potential sales revenues• create and interpret sales statistics.
Initiative and enterprise skills to:	<ul style="list-style-type: none">• proactively identify and respond to operational or more systemic customer problems.

Unit Mapping Information

Supersedes and is equivalent to SITXMPR003 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 SITXMPR011 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 techniques 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, including 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
- evaluation methods to review sales activities
- 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 environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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>

SITXMPR012 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.

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.

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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> • interpret market trend information and marketing plans.
Oral communication skills to:	<ul style="list-style-type: none"> • liaise with industry and media colleagues.
Numeracy skills to:	<ul style="list-style-type: none"> • work within marketing budgets.
Problem-solving skills to:	<ul style="list-style-type: none"> • proactively identify and respond to implementation challenges.
Planning and organising skills to:	<ul style="list-style-type: none"> • coordinate operational details.
Self-management skills to:	<ul style="list-style-type: none"> • take responsibility for quality and outcomes of marketing activities.
Technology skills to:	<ul style="list-style-type: none"> • work with current web-based marketing technologies.

Unit Mapping Information

Supersedes and is equivalent to SITXMPR004 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 SITXMPR012 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 of the above marketing activities
- 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 including product, place, price and promotion
 - SWOT analysis including 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
- evaluation methods to review and report on marketing activities
- 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; or
- a simulated industry environment set up for the purposes of assessment.

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
- colleagues with whom the individual can interact. This can be:
 - colleagues in an industry workplace who participate in 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>

SITXMPR013 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 marketing initiatives, provide appropriate website content, and update this content using remote authoring skills. It requires a general knowledge of online marketing initiatives 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.

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.

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 cooperative marketing

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 and sites for potential value

- initiatives. to the business.
- 1.2. Select initiatives that respond to business requirements.
 - 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.
 - 2.2. Develop content suited to an online environment and administrator requirements.
 - 2.3. Identify, organise and prepare appropriate images for inclusion.
 - 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.
 - 3.2. Update content using remote authoring techniques according to requirements of cooperative site.
 - 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.

SKILLS

DESCRIPTION

- | | |
|------------------------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> • research information about online marketing initiatives • read and interpret technical requirements of the initiative. |
| Numeracy skills to: | <ul style="list-style-type: none"> • work with numerical features of digital technologies. |
| Problem-solving skills to: | <ul style="list-style-type: none"> • identify and respond to technical issues with online content. |
| Planning and organising skills to: | <ul style="list-style-type: none"> • coordinate the different requirements for participating in a cooperative initiative. |
| Technology skills to: | <ul style="list-style-type: none"> • manipulate digital images. |

Unit Mapping Information

Supersedes and is equivalent to SITXMPR005 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 SITXMPR013 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 potential cooperative online marketing initiatives or sites for at least three different products or services according to business context
- develop a content proposal for at least one cooperative online marketing initiative or site from the above, including relevance to the business, potential benefits, and technical and financial resource requirements
- create content for the above cooperative online marketing initiative or site, including use of text and images
- upload above 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 relevant industry in Australia
- current national, state or territory 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
- methods to review and evaluate online cooperative marketing initiatives and their outcomes
- techniques for capturing, saving, storing, manipulating and uploading digital images to cooperative sites.

Assessment Conditions

Skills must be demonstrated in an operational business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- current information and communications technology
- 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>

SITXMPR014 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 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.

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.

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 on the

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm core activities, customer base, business values and current business direction.

- internal business environment.
- 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. Collect and analyse information on the external business environment.
- 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. Develop marketing strategies.
- 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. Prepare marketing plan.
- 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. Implement and monitor marketing activities.
- 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">• research business and marketing information.
Planning and organising skills to:	<ul style="list-style-type: none">• coordinate planning and implementation processes.
Technology skills to:	<ul style="list-style-type: none">• evaluate the potential of current and emerging marketing technologies.

Unit Mapping Information

Supersedes and is equivalent to SITXMPR007 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 SITXMPR014 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
 - developing a detailed, realistic implementation and monitoring program specific to the product or service
 - incorporating details of marketing techniques and distribution networks specific to the product or service
 - identifying 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
 - 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 environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- product or service for which market planning can be undertaken
- current information and communications technology to support the research and planning process
- 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>

SITXMPR015 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.

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.

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

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to 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

Reading skills to:

DESCRIPTION

- read and interpret details of the business activities or projects to be sponsored, and sponsorship contracts or agreements.

- Writing skills to:
- prepare sponsorship materials and agreements expressing business ideas and proposals.
- 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.
- Technology skills to:
- design effective sponsorship materials and proposals.

Unit Mapping Information

Supersedes and is equivalent to SITXMPR006 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 SITXMPR015 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
- monitor and manage the above sponsorship arrangements for the period of the sponsorship contract
- follow organisational practices and protocols when managing the above sponsorship activities
- apply effective communication and negotiation techniques with the above sponsors.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- 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 business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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>

SITXMPR016 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 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.

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.

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

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| 1. Analyse client requirements and organisational capacity to meet them. | <ul style="list-style-type: none"> 1.1. Analyse client brief, product specifications and needs. 1.2. Seek clarification of product and service requirements from client organisation as required. 1.3. Assess organisational capacity to provide products or services. 1.4. Determine viability and, if progressing to a tender, proposal or bid, a plan of action for submission. |
| 2. Develop details for inclusion in tender, proposal or bid. | <ul style="list-style-type: none"> 2.1. Seek assistance to prepare tender, proposal or bid, and coordinate input. 2.2. Prepare budget for providing products or 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 tender, proposal or bid. 2.6. Develop specifications for products or services to be provided. 2.7. Access and prepare supporting information for inclusion in tender, proposal or bid. 2.8. Seek support for tender, proposal or bid from relevant individuals and agencies. |
| 3. Prepare written tender, proposal or bid. | <ul style="list-style-type: none"> 3.1 Present clear and comprehensive information relevant to client 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 tender, proposal or bid, make any required adjustments, and obtain approval to submit if necessary. |
| 4. Submit tender, proposal or bid and seek feedback. | <ul style="list-style-type: none"> 4.1. Lodge all proposal materials at designated location and within designated deadlines. 4.2. Maintain copies of tender, proposal or bid documents according to organisational procedures. 4.3. Provide additional information as requested. 4.4 Seek feedback on tender, proposal or bid outcomes to inform future submissions. |

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">• interpret client product or service specifications• research operational issues for use within the tender, proposal or bid.
Learning skills to:	<ul style="list-style-type: none">• monitor tender, proposal or bid outcomes and identify issues that impact on future submissions.
Problem-solving skills to:	<ul style="list-style-type: none">• identify deficiencies in tenders, proposals or bids and identify viable solutions.
Planning and organising skills to:	<ul style="list-style-type: none">• access and sort information required for tender, proposal or bid preparation within designated deadlines.
Technology skills to:	<ul style="list-style-type: none">• use computers, word processing programs, and presentation and accounting software packages to present information in a compliant format.

Unit Mapping Information

Supersedes and is equivalent to SITXMPR008 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 SITXMPR016 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 tender, proposal or bid for a product or service, which responds to client specifications and needs, and includes:
 - capacity of organisation to provide product or service
 - organisation's management structure and services
 - policies, procedures and practices to be managed as part of the product or service
 - product or service specifications
 - resources that will be used and associated supplier, supply and cost specifications
 - special, technical, new or hired equipment required to provide product or service
 - transport requirements and costs
- comply with the following criteria when preparing the above tender, proposal or bid:
 - eligibility criteria for submission
 - formatting requirements
 - lodgement specifications
 - client specifications
 - questions to be answered
- effectively analyse client brief, specifications and needs in relation to the above tender, proposal or bid and confirm viability before proceeding
- present a professional and creative tender, proposal or bid that:
 - promotes the organisation
 - meets commercial time constraints.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- formats for and inclusions of tenders, proposals and bids
- presentation techniques for tender, proposal and bid materials and current technology options
- role and nature of tender, proposal and bid processes

- sources of specialist advice and expertise for developing tender, proposal and bid materials
- organisational information:
 - full details of organisational products, services and facilities
 - operational requirements and production logistics for delivering the products or services subject to tender, proposal or bid
 - sources of costs for products, services and fees
 - sources of supporting material to be included in tenders, proposals or bids
 - standards of presentation and contents of style guides
- factors that impact organisational capacity to meet client specifications:
 - budgetary constraints outlined in the 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 client requirements:
 - ability to meet lodgement deadline
 - ability to meet tender, proposal or bid criteria and provide full information required
 - competition and prospect of being the successful submitting organisation
 - cost of preparing tender, proposal or bid
- supporting materials for tenders, proposals and bids:
 - 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 tenders, proposals and bids.

Assessment Conditions

Skills must be demonstrated in an operational business environment. This can be:

- an industry workplace; or
- a simulated industry environment or activity set up for the purposes of assessment.

Assessment must ensure access to:

- organisational templates
- client briefs and specifications for products or services
- financial and operational data used to prepare tenders, proposals or bids
- customers seeking products or services and team members from whom to seek input on tender, proposal or bid 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>

SITXWHS005 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.

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.

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.

- | | |
|--|--|
| <p>1. Work safely.</p> | <p>1.1. Follow organisational health, safety and security procedures.</p> <p>1.2. Incorporate safe work practices into own workplace activities.</p> <p>1.3. Follow safety directions of supervisors, managers and workplace safety warning signs.</p> <p>1.4. Use personal protective equipment and clothing or designated uniform.</p> <p>1.5. Promptly report unsafe work practices, issues and breaches of health, safety and security procedures.</p> <p>1.6. Identify and remove hazards from immediate workplace area and report all workplace hazards as they arise.</p> |
| <p>2. Follow procedures for emergency situations.</p> | <p>2.1. Recognise emergency and potential emergency situations.</p> <p>2.2. Follow organisational security and emergency procedures.</p> <p>2.3. Seek assistance from colleagues or authorities during emergency situations.</p> <p>2.4. Complete emergency incident reports accurately following organisational procedures.</p> |
| <p>3. Participate in organisational health, safety and security practices.</p> | <p>3.1. Participate in health, safety and security management practices developed by the organisation to ensure a safe workplace.</p> <p>3.2. Actively participate in the health, safety and security consultation processes.</p> <p>3.3. Report health, safety and security issues and concerns as they arise.</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 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

Supersedes and is equivalent to SITXWHS001 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 SITXWHS005 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:

- use predetermined health, safety and security procedures and safe work practices in work functions on at least three occasions
- 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, health, safety and security representatives regarding a health, safety and security matter
 - discussion with supervisor or manager regarding a health, safety and security matter
 - staff meeting that involves health, safety and security 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 work health and safety (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 WHS legislation and organisational policies and procedures
- 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; or
- a simulated industry environment set up for the purposes of assessment.

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
- health, safety and security information and business management manuals issued by industry associations or commercial publishers
- current commercial policies, procedures and template documents used for managing health, safety and security practices
- colleagues with whom the individual can interact. This 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>

SITXWHS006 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

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|---|
| 1. Identify hazards. | 1.1. Access and use hazard identification tools and template documents.
1.2. Work alone or with other personnel to identify hazards.
1.3. Keep records of identified hazards according to organisational procedures. |
| 2. Assess the safety risk associated with a hazard. | 2.1. Access and use risk assessment tools and template documents.
2.2. Work alone or with other personnel to use a systematic method to assess the risk.
2.3. Collect sufficient evidence of the type and level of risk posed by the identified hazard.
2.4. Document the outcome of the risk assessment, suggesting actions to eliminate or control risks.
2.5. Keep records of risk assessments according to organisational procedures. |
| 3. Eliminate or control the risk. | 3.1. Discuss ways of eliminating or controlling the risk with others.
3.2. Take measures to eliminate or control risks. |

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"> interpret hazard identification and risk assessment template documents and organisational policies and procedures. |
| Oral communication skills to: | <ul style="list-style-type: none"> assertively suggest control methods during risk assessments. |
| Numeracy skills to: | <ul style="list-style-type: none"> score the risks and estimated an overall risk level for the identified hazard. |
| Teamwork skills to: | <ul style="list-style-type: none"> actively and cooperatively participate in group risk assessments. |

Unit Mapping Information

Supersedes and is equivalent to SITXWHS002 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 SITXWHS006 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 work health and safety (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
- group risk assessment mechanisms commonly used
- format and use of appropriate hazard identification and risk assessment templates
- four-stage risk management 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
 - referring to a higher level staff member for decision on implementing controls
- people involved in the assessment of risk:
 - contractors
 - managers
 - WHS committee members
 - WHS representatives
 - staff
 - supervisors
 - suppliers
- five-step hierarchical process model for hazard control recommended and published by state and territory WHS authorities
- appropriate methods to identify hazards:
 - conducting site safety audits
 - completing safety checklists
 - inspecting workplace
 - 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.

Assessment Conditions

Skills must be demonstrated in an operational business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

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
- others with whom the individual can interact. This can be:
 - people 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>

SITXWHS007 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, safety and security 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.

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.

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. Provide information on health, safety and security. | 1.1. Explain relevant health, safety and security information to personnel.
1.2. Make all current health, safety and security information readily accessible to staff. |
| 2. Monitor safe work practices. | 2.1. Monitor adherence to organisational health, safety and security 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 health, safety and security practices in maintaining the health, safety and security of personnel. |
| 3. Coordinate consultative arrangements for the management of health, safety and security issues. | 3.1. Coordinate consultative processes to provide opportunity for staff members to contribute their views on health, safety and security management practices.
3.2. Resolve or refer issues raised through health, safety and security consultation to the appropriate person. |
| 4. Implement and monitor procedures for identifying hazards, and assessing and controlling risks. | 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 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. Coordinate health, safety and security training. | 5.1. Identify health, safety and security 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 health, safety and security records and reports. | 6.1. Complete health, safety and security 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.

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">interpret materials describing regulatory requirements for WHS management and organisational policies and procedures.
Writing skills to:	<ul style="list-style-type: none">write high level reports and complete accurate records for regulatory compliance.
Oral communication skills to:	<ul style="list-style-type: none">conduct health, safety and security consultation activitiesexplain health, safety and security procedures and information on safe work practices.
Problem-solving skills to:	<ul style="list-style-type: none">incorporate the views of other people consulted in the workplace.
Teamwork skills to:	<ul style="list-style-type: none">monitor staff members' daily compliance with health, safety and security management practices.

Unit Mapping Information

Supersedes and is equivalent to SITXWHS003 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 SITXWHS007 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, safety and security 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, health, safety and security training, and the maintenance of records relating to above situations
- monitor the effectiveness of health, safety and security procedures for the above situations and identify:
 - required adjustments
 - staff training needs
- apply management practices that must be implemented for compliance with state or territory 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 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 WHS legislation and organisational policies and procedures
- content of health, safety and security policies and procedures; and consultation, hazard identification, risk assessment and reporting documents
- methods used for health, safety and security 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
- health, safety and security policy and procedure induction
- health, safety and security representative or committee
- provision of information, fact sheets and signage to ensure safe work practices
- types and key content of health, safety and security information:
 - consultative arrangements for health, safety and security
 - employee roles and responsibilities in health, safety and security management practices
 - legal obligations and ramifications of failure to comply
 - location of first aid kit and emergency evacuation plan
 - health, safety and security training information and updates
 - policies:
 - overall approach of organisation to health, safety and security
 - participation of personnel in health, safety and security 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 for obtaining staff input into health, safety and security policies and procedures
- 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 health, safety and security 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
 - risk assessments
 - risk control actions
 - training action plans
 - training undertaken.

Assessment Conditions

Skills must be demonstrated in an operational business environment. This can be:

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, software programs, printers and communication technology used to administer the implementation and monitoring of a health, safety and security 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
- health, safety and security information and business management manuals issued by industry associations or commercial publishers
- health, safety and security policies and procedures
- team for which the individual coordinates health, safety and security 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>

SITXWHS008 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, safety and security 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 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.

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.

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 health, safety and security 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 health, safety and security management practices.
 - 1.4. Develop and clearly articulate health, safety and security 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 health, safety and security training requirements.
 - 1.7. Establish and monitor a system for keeping health, safety and security records.
 - 1.8. Establish and maintain systems to ensure communication of health, safety and security 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 WHS legislation and regulatory requirements, standards and codes.
 - 4.2. Consult with personnel to elicit feedback on health, safety and security policies, procedures and practices.
 - 4.3. Assess effectiveness of health, safety and security management practices and develop, implement, document and communicate improvements and changes to the health, safety and security 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"> • interpret unfamiliar and complex materials describing regulatory requirements for WHS management systems and internal reports providing operational feedback about the effectiveness of practices • develop comprehensive yet easily accessible health, safety and security policies, procedures and template documents.
Writing skills to:	<ul style="list-style-type: none"> • construct high level reports about the effectiveness of health, safety and security management practices and rationale for any change.
Oral communication skills to:	<ul style="list-style-type: none"> • discuss training needs with key supervisory and management personnel • interview personnel about incidents, accidents, or near misses.
Problem-solving skills to:	<ul style="list-style-type: none"> • allow for a logical evaluation of the characteristics and needs of the organisation in order to design a tailored health, safety and security system • take a lead role in controlling risks and implementing interim or emergency solutions • manage the response to any incident or accident.
Teamwork skills to:	<ul style="list-style-type: none"> • consult with key personnel and incorporate their views to develop an effective health, safety and security system.
Planning and organising skills to:	<ul style="list-style-type: none"> • plan for, establish and regularly monitor all components of a health, safety and security management system.

Unit Mapping Information

Supersedes and is equivalent to SITXWHS004 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 SITXWHS008 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, safety and security system for one organisation, 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, safety and security
 - safe:
 - machinery, equipment and materials
 - premises
 - entrances and exits
 - systems of work
 - work environment
- evaluate and identify improvements to health, safety and security practices within the above system
- develop comprehensive health, safety and security system documents to support above system
- apply management practices that must be established and maintained for compliance of above system with state or territory 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 health, safety and security system must address
- objectives, components and comprehensive details of relevant state or territory 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 WHS laws and codes of practice
- methods of receiving updated information on WHS laws and codes of practice
- components of health, safety and security management systems
- considerations in the formulation of health, safety and security 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 health, safety and security
 - participation of personnel in health, safety and security 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
- health, safety and security discussions with employees during the course of each business day
- recording issues in a management diary
- regular staff meetings that involve health, safety and security discussions
- seeking staff suggestions for content of health, safety and security policies and procedures
- special staff meetings or workshops to specifically address health, safety and security issues
- staff handbook containing WHS information
- surveys or questionnaires that invite staff feedback on health, safety and security 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 health, safety and security management systems:
 - monitoring the ongoing effectiveness of risk control methods
 - reviewing:
 - incidents, accidents or near misses
 - health, safety and security reports
 - health, safety and security statistics
- methods used by the specific industry sector and organisation to:
 - conduct consultation when developing policies and procedures
 - communicate health, safety and security policies, procedures and safe working practices
 - conduct ongoing health, safety and security consultation
 - evaluate the effectiveness of health, safety and security 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 health, safety and security management system
 - suggested by industry associations for use by member businesses
- health, safety and security information:
 - consultative arrangements for health, safety and security

- employee roles and responsibilities in health, safety and security management practices
- legal obligations and ramifications of failure to comply
- location of first aid kit and emergency evacuation plan
- health, safety and security training information and updates
- policies:
 - overall approach of organisation to health, safety and security
 - participation of personnel in health, safety and security 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 business environment. This can be:

- an industry workplace; or

- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, software programs, printers and communication technology used to administer the development of a health, safety and security 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
 - health, safety and security 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 health, safety and security management practices. This can be:
 - a team in an industry workplace that is 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>

AHCIRG338 Troubleshoot irrigation systems

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to locate and identify irrigation system faulty components and blockages, shut down and isolate components, replace faulty components, clear blockages and return irrigation system to normal operating status.

The unit applies to individuals who troubleshoot irrigation systems under broad direction and take responsibility for their own work.

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

Pre-requisite Unit

Nil

Unit Sector

Irrigation (IRG)

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. Locate and identify faulty components and blockages	1.1 Determine irrigation system and component function 1.2 Check and review monitoring and maintenance records 1.3 Identify potential hazards and risks and implement safe working practices to manage risks 1.4 Minimise environmental impacts of irrigation maintenance

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	activities 1.5 Select, fit and use personal protective equipment applicable to the task 1.6 Carry out operational tests on components 1.7 Identify and document faulty components and blockages
2. Shut down and isolate component	2.1 Apply shut down sequence and isolation procedures according to irrigation equipment handbook 2.2 Verify safe shutdown or isolation 2.3 Install safety or security lock off devices and signage
3. Replace faulty components and clear blockages	3.1 Organise access to faulty components and blockages 3.2 Remove and repair or dispose of faulty components 3.3 Select and install replacement components 3.4 Clear blockages or replace blocked sections
4. Return system to normal operating status	4.1 Return isolated or shutdown components to service 4.2 Carry out operational tests 4.3 Return system to normal operational set-up 4.4 Report and record repair activities according to workplace requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Interpret textual information from a range of sources to identify relevant and key information about workplace operations
Writing	<ul style="list-style-type: none"> Use correct terminology to document irrigation repair activities
Oral communication	<ul style="list-style-type: none"> Use clear language to report irrigation repair activities

Skill	Description
Numeracy skills	<ul style="list-style-type: none"> Identify and record replacement component numbers
Navigate the world of work	<ul style="list-style-type: none"> Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCIRG338 Troubleshoot irrigation systems	AHCIRG306 Troubleshoot irrigation systems	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

Assessment Requirements for AHCIRG338 Troubleshoot irrigation systems

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has troubleshoot and repaired irrigation systems on at least two occasions and has:

- applied workplace health and safety requirements
- identified adverse environmental impacts of irrigation activities and appropriate remedial action
- carried out operational tests
- operated, maintained and repaired irrigation systems
- shut down and isolated components.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace requirements applicable to health and safety in the workplace for troubleshooting and repairing irrigation systems
- environmental impacts of irrigation using water from any ground or underground source
- system malfunctions and their likely causes
- irrigation equipment handbooks
- characteristics and operation of replaceable components of irrigation systems
- isolation procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
 - a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:

- irrigation equipment handbooks
- irrigation system equipment
- irrigation system repair tools and equipment
- personal protective equipment applicable to repairing irrigation systems
- specifications:
 - work instructions and workplace procedures applicable to troubleshooting and repairing irrigation systems
 - workplace requirements applicable to health and safety in the workplace and troubleshooting and repairing irrigation systems
- relationships:
 - supervisor
- timeframes:
 - according to job requirements.

Assessors of this unit must satisfy the requirements of assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

AHCLSC207 Construct low-profile timber or modular retaining walls

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Application

This unit of competency describes the skills and knowledge required to construct low-profile timber or modular retaining walls in landscape settings, including preparing for work, marking out site, preparing footings, installing wall components and cleaning up site.

The unit applies to individuals who construct low-profile timber or modular retaining walls under general supervision with limited autonomy or accountability.

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

Pre-requisite Unit

Nil

Unit Sector

Landscape (LSC)

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 and prepare work	1.1 Read work instructions relating to constructing the retaining wall and confirm with supervisor 1.2 Prepare and use tools and equipment according to supervisor instructions 1.3 Check and confirm quantity and quality of materials according to

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	<p>job plan requirements</p> <p>1.4 Identify manual handling and workplace health and safety hazards, assess risks and report to supervisor</p> <p>1.5 Select, fit, use and maintain personal protective equipment (PPE) applicable to the task</p> <p>1.6 Locate and mark out services</p>
2. Mark out site for retaining wall	<p>2.1 Mark out position of retaining wall according to site plan</p> <p>2.2 Determine location and depth of excavations according to supervisor instructions</p> <p>2.3 Establish profiles according to designated tolerances</p> <p>2.4 Establish survey benchmarks</p>
3. Prepare footings according to industry standards	<p>3.1 Excavate retaining wall foundations to required depth and dimensions according to site plans</p> <p>3.2 Remove and stockpile soil and waste material to ensure a safe working area</p> <p>3.3 Locate reinforcing or steps in excavated site and position accordingly</p> <p>3.4 Position pegs to maintain levels of even depth and horizontal plane to the top of footings</p> <p>3.5 Place, consolidate and finish footings to determined levels, to ensure coverage of reinforcement</p>
4. Prepare and install retaining wall components	<p>4.1 Prepare and lay out components for installation</p> <p>4.2 Mark components to be cut to length and shape, and cut to requirements of profiles already established</p> <p>4.3 Construct base layer of retaining wall to point above the top of drainage media and form weep holes where indicated</p> <p>4.4 Install protective membrane as specified in site plan</p> <p>4.5 Install drainage media and material as specified in site plan</p> <p>4.6 Back-fill and compact fill material behind base of retaining wall</p> <p>4.7 Construct retaining wall components to required dimensions, profiles and levels as specified on site plan</p> <p>4.8 Set capping to top of retaining wall to specified levels with tolerance appropriate to style of capping</p>

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
5. Clean up site and store tools and equipment	5.1 Dispose of or recycle soil and waste material from site 5.2 Store and stack unused construction materials for future re-use 5.3 Clean, maintain and store tools and equipment 5.4 Report work outcomes and malfunctions, faults, wear or damage of tools to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	<ul style="list-style-type: none"> Use clear language and standard industry terminology to report malfunctions, faults, wear or damage to tools Participate in verbal exchanges to respond to questions and clarify information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCLSC207 Construct low-profile timber or modular retaining walls	AHCLSC202 Construct low-profile timber or modular retaining walls	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

Assessment Requirements for AHCLSC207 Construct low-profile timber or modular retaining walls

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has constructed at least one low-profile timber and one modular retaining wall and has:

- read and interpreted site and construction plans
- marked out the site and assembled materials
- calculated materials required and marked out the area to be retained
- applied workplace health and safety requirements, including fitted and used personal protective equipment (PPE)
- consolidated base material
- constructed retaining walls as specified
- installed protective membrane as specified
- cleared up the site and disposed of waste
- reported low-profile timber or modular retaining wall construction operations and unserviceable tools and equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of low profile retaining walls, including:
 - construction approaches and methods
 - construction materials for retaining walls
 - drainage media and material use and placement
 - protective membrane installation methods
 - safe lifting practices for large and heavy components
 - soil and waste material disposal methods

- environmental effects of altering water flow when installing retaining walls with or without drainage media
- environmental impact of soil disturbance when excavating an area to be retained
- workplace requirements applicable to health and safety in the workplace for constructing low-profile timber or modular retaining walls, including appropriate use of PPE.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
 - a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
 - work instructions applicable to constructing low-profile timber or modular retaining walls
 - materials, tools, equipment and machinery applicable to constructing low-profile timber or modular retaining walls
 - PPE applicable to low-profile timber or modular retaining walls construction work
- specifications:
 - workplace requirements applicable to health and safety in the workplace and constructing low-profile timber or modular retaining walls
 - site plan
- relationships:
 - supervisor
- timeframes:
 - according to job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

AHCLSC209 Lay paving

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Application

This unit of competency describes the skills and knowledge required to lay modular paving in landscape settings, including preparing for work, setting out paving area, ground preparation, laying bedding material and pavers, and cleaning up site.

The unit applies to individuals who lay paving under general supervision with limited autonomy or accountability.

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

Pre-requisite Unit

Nil

Unit Sector

Landscape (LSC)

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 and prepare for paving work	1.1 Read work instructions relating to paving work and confirm with supervisor 1.2 Prepare and use tools and equipment according to supervisor instructions 1.3 Check and confirm quantity and quality of materials according to job plan requirements

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	<p>1.4 Identify workplace health and safety hazards, assess risks and report to supervisor</p> <p>1.5 Select, fit, use and maintain personal protective equipment (PPE) applicable to task</p>
2. Set out and prepare paving area	<p>2.1 Mark out area to be paved according to site plan</p> <p>2.2 Assist with pegging reduced levels of proposed paving area according to site plan and supervisor instructions</p> <p>2.3 Maintain clean and safe worksite during paving activities</p>
3. Undertake ground preparation	<p>3.1 Excavate area to shape, depth and dimensions to sub-base level</p> <p>3.2 Trim subbase to designated level and falls to ensure that final level of paving can be achieved</p> <p>3.3 Assist with construction of drainage systems according to site plan</p> <p>3.4 Place and compact base material to required depth according to site plan</p>
4. Lay bedding material	<p>4.1 Establish screed rails to ensure bedding course is maintained</p> <p>4.2 Spread bedding material evenly over area according to supervisor instructions</p> <p>4.3 Level bedding material to designated level and falls</p>
5. Lay pavers to a given pattern	<p>5.1 Set grid string lines to required levels to ensure designated pattern of project is attained and to maintain straight lines of components</p> <p>5.2 Set out pavers to required dimensions and pattern</p> <p>5.3 Lay whole pavers and compact to established finish level</p> <p>5.4 Mark, cut and fit pavers to fill gaps in pattern within nominated tolerances</p> <p>5.5 Install permanent edge constraints to prevent movement of pavers</p> <p>5.6 Spread jointing material over paved area and compact to finished level</p>
6. Clean site and store tools and equipment	<p>6.1 Sweep jointing material evenly over paving</p> <p>6.2 Dispose of or recycle soil and waste material from site</p> <p>6.3 Clean, maintain and store tools and equipment</p> <p>6.4 Report work outcomes, and malfunctions, faults, wear or damage</p>

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	of tools to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	<ul style="list-style-type: none"> Use clear language and standard industry terminology to report malfunctions, faults wear or damage to tools Participate in verbal exchanges to respond to questions and clarify information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCLSC209 Lay paving	AHCLSC204 Lay paving	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

Assessment Requirements for AHCLSC209 Lay paving

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has laid two different paving patterns on at least two occasions and has:

- prepared the site for paving
- read, interpreted and applied information from a site plan
- applied workplace health and safety requirements, including fitted and used personal protective equipment (PPE)
- laid bedding material
- laid and cut in pavers to pattern
- used different edge restraints
- cleaned up the site and disposed of waste
- reported paving operations and unserviceable tools and equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of paving, including:
 - terminology for types of base and bedding material, edge restraints and their function
 - types of pavers
 - paving patterns, styles and methods
 - potential environmental impact of a paving project
 - types of signs and barriers that need to be erected around the site
 - methods of disposing of soil and waste materials
- workplace requirements applicable to health and safety in the workplace for laying pavers including appropriate use of PPE.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
 - a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
 - work instructions applicable to laying pavers
 - materials, tools and equipment applicable to laying pavers
 - PPE applicable to laying pavers
- specifications:
 - workplace requirements applicable to health and safety in the workplace and laying pavers
 - site plan
- relationships:
 - supervisor
- timeframes:
 - according to job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

AHCLSC311 Set out site for construction works

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Application

This unit of competency describes the skills and knowledge required to set out a site for construction works, planning, preparing, locating and marking out construction works, establishing survey benchmarks and verifying site levels in accordance with site plans and specifications. This may be done in advance of proposed works or in conjunction with construction works already being carried out.

The unit applies to individuals who set out site for construction works under broad direction, and take responsibility for their own work and for the quality of the work of others.

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

Pre-requisite Unit

Nil

Unit Sector

Landscape (LSC)

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 and prepare work	1.1 Interpret and compare site plans and specifications with other available plans 1.2 Identify potential hazards and risks, and implement safe working practices to manage risks 1.3 Select tools and equipment required for setting out construction

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	works, and check for safe operation 1.4 Interpret environmental impact of proposed construction works in conjunction with site plans
2. Locate and mark out position of construction works	2.1 Locate existing site features from site plan 2.2 Locate position of proposed construction works 2.3 Using correct scale, transfer scale measurements of lines, shapes, angles and dimensions from site plan to site 2.4 Mark out shape of proposed construction works on site
3. Establish benchmark for construction works	3.1 Identify site datum from plans and specifications to ensure all existing and proposed construction works can be linked by survey equipment 3.2 Find or establish suitable benchmark for site works according to site plans or specifications 3.3 Set out correct reduced levels on site in comparison to benchmark based on plans and specifications 3.4 Interpret reduced levels in relation to benchmark 3.5 Calculate differences in heights on site or between reduced levels provided on plan
4. Take and verify site levels	4.1 Position levelling instrument to take, record and verify levels 4.2 Describe appropriate procedures to follow if a levelling instrument is not accurate 4.3 Take and record site readings, and verify readings are correct according to site plans and specifications
5. Complete work	5.1 Clean, maintain and store tools and equipment in required location 5.2 Identify and report unserviceable tools and equipment according to workplace procedures 5.3 Record site set out work activities according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Writing	<ul style="list-style-type: none"> Use clear language and accurate industry terminology to complete work records
Oral communication	<ul style="list-style-type: none"> Use clear language and industry standard terminology to report tool and equipment unserviceability
Numeracy	<ul style="list-style-type: none"> Use and interpret scale rulers, read leveling instruments, take and read measurements and calculate differences between levels Set out geometric shapes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCLSC311 Set out site for construction works	AHCLSC301 Set out site for construction works	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated	Not equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

Assessment Requirements for AHCLSC311 Set out site for construction works

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has set out a site for construction works on at least one occasion and has:

- interpreted site plans and specifications
- identified and reported workplace health and safety hazards
- selected, used and maintained tools and equipment required for setting out construction works
- used mathematical and geometrical principles to mark out a site for construction work
- established a benchmark on site in relation to reduced levels on plans and specifications
- set out site to reduced levels indicated on plan in relation to benchmark
- used at least three types of surveying instruments
- taken and verified site levels compared to site plan
- reported unserviceable tools and equipment and recorded work activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of site set out for landscape works, including:
 - how other plans may be referred to in assisting setting out a site
 - how to determine if other plans may be referred when setting out a site
 - mathematical and geometrical principals relevant to marking out sites
 - tools, equipment and survey instruments relevant to setting out site for sites construction works and their use
- workplace requirements applicable to health and safety in the workplace for setting out site for construction works.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
 - a workplace setting or an environment that accurately represent workplace conditions
- resources, equipment and materials:
 - tools and equipment, and survey instruments applicable to setting out sites for construction work
 - other plans applicable to setting out sites for construction work
- specifications:
 - workplace requirements applicable to health and safety in the workplace for setting out site for construction works
 - site plans and specifications applicable to setting out sites for construction work
- timeframes:
 - according to job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

AHCLSC317 Construct landscape features using concrete

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Application

This unit of competency describes the skills and knowledge required to construct concrete structures and features as a component of landscape project works, including preparing for work, setting out and preparing site, mixing pouring and finishing concrete, checking and cleaning up site.

The unit applies to individuals who construct landscape features using concrete under broad direction, and take responsibility for their own work and for the quality of the work of others.

State/territory licensing, legislative or certification requirements apply in some jurisdictions. Users are advised to check with the relevant regulatory authority.

Pre-requisite Unit

Nil

Unit Sector

Landscape (LSC)

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 and prepare work	1.1 Interpret site plans and specifications 1.2 Identify potential hazards and risks, and implement safe working practices to manage risks 1.3 Check quantity and quality of materials 1.4 Select tools, equipment and machinery required for construction

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	<p>work and check for safe operation</p> <p>1.5 Select, fit, use and maintain personal protective equipment (PPE) applicable to the task</p> <p>1.6 Identify and minimise environmental impacts of proposed concrete works</p>
2. Set out and prepare the site	<p>2.1 Determine, locate and mark out services from site plan</p> <p>2.2 Mark out position of structure or feature according to site plan</p> <p>2.3 Establish profiles to conform to nominated tolerances</p> <p>2.4 Excavate site according to site plan</p> <p>2.5 Prepare subsoil by removing all debris, vegetable matter and topsoil to provide a solid foundation for concrete</p> <p>2.6 Install drainage systems according to plans and specifications</p> <p>2.7 Install form work on site in a manner that will ensure it remains rigid during concrete pouring operations and allow for ease of dismantling without damage to concrete</p> <p>2.8 Place and compact sub-base material to required finished levels</p> <p>2.9 Complete preparation of site according to type of structure or feature to be constructed</p> <p>2.10 Place expansion joints and reinforcement steel according to site plan and specifications</p>
3. Mix and pour concrete	<p>3.1 Determine proportions for concrete mix according to strength requirements of project</p> <p>3.2 Determine volume of dry materials necessary to produce final concrete mix</p> <p>3.3 Mix together all dry ingredients and required additives to ensure a thorough blending of all materials is achieved</p> <p>3.4 Introduce sufficient water to produce a concrete mix to required consistency</p> <p>3.5 Perform concrete slump test</p> <p>3.6 Pour concrete to designated levels in a manner to avoid segregation of materials</p> <p>3.7 Consolidate concrete using an approved vibration method</p>
4. Finish concrete	4.1 Screed concrete to desired finished level

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	4.2 Apply appropriate trowelling techniques 4.3 Finish concrete off according to site plan and specifications 4.4 Install control joints according to site plan and specifications
5. Check quality of work and clean-up site	5.1 Inspect quality of finished works to ensure required standard has been achieved 5.2 Remove and clean form work to allow reuse 5.3 Ensure all clean-up works minimise impact to environment 5.4 Clean, maintain and store tools and equipment 5.5 Identify and report unserviceable tools and equipment according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	<ul style="list-style-type: none"> Use clear language and standard industry terminology to report tool and equipment unserviceability
Numeracy	<ul style="list-style-type: none"> Calculate quantities of material, take measurements, read and use scale rulers Calculate concrete mix proportions Set out geometric shapes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCLSC317 construct landscape features using	AHCLSC302 construct landscape features using	Minor changes to application Minor changes to	Equivalent

Code and title current version	Code and title previous version	Comments	Equivalence status
concrete	concrete	performance criteria Foundation skills added Assessment requirements updated	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

Assessment Requirements for AHCLSC317 Construct landscape features using concrete

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has constructed landscape features applying two concrete finishes and has:

- interpreted site plans and specifications
- applied workplace health and safety requirements, including fitted and used personal protective equipment (PPE)
- selected, used and maintained tools and equipment required for constructing landscape features using concrete
- set out and prepared a site for concrete
- measured and constructed profiles
- established levels using levelling equipment
- installed expansion joints and placed steel reinforcement
- performed concrete slump test
- poured and finished concrete, including consolidation and trowelling techniques
- checked quality of work and cleaned up site
- reported unserviceable tools and equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of constructing concrete landscape features, including:
 - Australian standards and codes relevant to reinforcing and consolidating concrete
 - Megapascal (MPa) testing theory and what affects MPa specifications in a concrete mix
 - industry standard terminology relevant to constructing landscape features using concrete

- sub-base and sub-grade materials and preparation
- expansion joints and steel reinforcement purpose and installation techniques
- slump testing procedures
- concrete pigments and additives use and preparation
- concrete applications and placement techniques
- concrete curing processes and finishing techniques
- the comparative environmental implications associated with soil removal and the placement of concrete
- workplace requirements applicable to health and safety in the workplace for constructing landscape features using concrete, including appropriate use of PPE.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
 - a workplace setting or an environment that accurately represent workplace conditions
 - assessment of this competency can be conducted as part of a team working on a large group project
- resources, equipment and materials:
 - workplace procedures applicable to constructing landscape features using concrete
 - materials, tools and equipment applicable to constructing landscape features using concrete
 - concrete slump test equipment
 - PPE applicable to constructing landscape features using concrete
- specifications:
 - workplace requirements applicable to health and safety in the workplace for constructing landscape features using concrete
 - site plans and specifications applicable to constructing landscape features using concrete
 - Australian standards and codes applicable to constructing landscape features using concrete
- timeframes:
 - according to job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

AHCPGD209 Prune shrubs and small trees

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Application

This unit of competency describes the skills and knowledge required to prune shrubs and small trees that are less than three meters in height, including identifying pruning requirements, undertaking pruning and completing pruning work.

The unit applies to individuals who prune shrubs and small trees under general supervision with limited autonomy or accountability.

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

Pre-requisite Unit

Nil

Unit Sector

Parks and Gardens (PGD)

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. Identify pruning requirements	1.1 Confirm plants that require pruning and pruning method with supervisor 1.2 Identify workplace health and safety hazards, assess risks and report to supervisor 1.3 Check and confirm proximity of powerlines and obstacles with supervisor

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	1.4 Select, prepare and use pruning tools and equipment appropriate for the location, access and size of material to be pruned 1.5 Select, fit and use personal protective equipment (PPE) applicable to the task 1.6 Carry out pre-operational and safety checks on pruning tools and equipment
2. Undertake pruning of shrubs and small trees	2.1 Operate machinery, equipment and tools as directed 2.2 Carry out pruning as directed 2.3 Use correct manual handling techniques when lifting or moving heavy loads
3. Complete work	3.1 Remove and dispose of or recycle rubbish and plant waste material 3.2 Clean, maintain and store tools and equipment 3.3 Report work outcomes and malfunctions, faults, wear or damage of tools to supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral Communication	<ul style="list-style-type: none"> Use clear language to report malfunctions, faults, wear or damage to tools Participate in verbal exchanges to respond to questions and clarify information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCPGD209 Prune	AHCPGD203 Prune	Minor changes to	Not equivalent

Code and title current version	Code and title previous version	Comments	Equivalence status
shrubs and small trees	shrubs and small trees	application Major changes to performance criteria Foundation skills added Assessment requirements updated	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

Assessment Requirements for AHCPGD209 Prune shrubs and small trees

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has pruned at least three different shrubs and small trees using the following:

- secateurs
- loppers or extension loppers
- shears
- pruning or pole saws

and has:

- identified plant pruning requirements
- applied workplace health and safety requirements, including fitted and used personal protective equipment (PPE)
- prepared, used and maintained shrubs and small trees pruning tools and equipment
- cleaned up the site and disposed of or recycled waste
- reported tree and shrub planting operations and unserviceable tools and equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of pruning, including:
 - basic botany and physiology applicable to pruning shrubs and small trees
 - correct and safe use and care of tools and equipment
 - effects of pruning on plant growth and habit
 - plant health principles applicable to pruning shrubs and small trees
 - plant names and growth habits
 - AS4373-2007 Pruning of amenity trees

- workplace requirements applicable to health and safety in the workplace for pruning shrubs and small trees, including appropriate use of PPE.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
 - a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
 - materials, tools and equipment applicable to pruning shrubs and small trees
 - shrubs and small trees
 - PPE applicable to pruning shrubs and small trees
- specifications:
 - workplace requirements applicable to health and safety in the workplace and pruning shrubs and small trees
 - AS4373-2007 Pruning of amenity trees
- relationships:
 - supervisor
- timeframes:
 - according to job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

AHCPGD308 Plan and maintain plant displays

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Application

This unit of competency describes the skills and knowledge required to plan and establish plant displays, including preparing, selecting, placing and maintaining plants either indoors or as seasonal displays of annual and perennial plants in garden beds and completing work.

The unit applies to individuals who plan and maintain plant displays under broad direction and take responsibility for their own work and for the quality of the work of others.

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

Pre-requisite Unit

Nil

Unit Sector

Parks and Gardens (PGD)

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 plant displays	1.1 Confirm display plan requirements with supervisor or manager 1.2 Inspect the display site for aesthetic, environmental and physical attributes 1.3 Identify potential hazards and risks, and implement safe working practices to manage risks 1.4 Select, fit, use and maintain personal protective equipment

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	<p>applicable to the task</p> <p>1.5 Identify location and projected life of display</p> <p>1.6 Check site irrigation system</p> <p>1.7 Identify plant types suitable for aesthetic effects, environmental and physical attributes</p> <p>1.8 Identify actions, timelines and organise work, in consultation with supervisor or manager</p> <p>1.9 Confirm the availability of plants, materials and services for preparing display</p> <p>1.10 Select materials, tools, equipment and machinery according to the display plan and workplace procedures</p> <p>1.11 Record display requirements</p>
2. Select plants	<p>2.1 Select healthy and vigorous plants according to workplace quality specifications</p> <p>2.2 Select number and size of plants according to display requirements</p> <p>2.3 Select plants that display ability to survive in display position for length of display</p>
3. Install plants	<p>3.1 Place plants according to pattern specified in display plan requirements</p> <p>3.2 Plant stock</p> <p>3.3 Select accessories and materials according to display plan requirements</p>
4. Maintain plants	<p>4.1 Check irrigation system where applicable</p> <p>4.2 Monitor plant health</p> <p>4.3 Maintain plant display appearance, including weeding, dead heading and shaping</p> <p>4.4 Fertilise and water plants to maintain optimum health and appearance</p> <p>4.5 Replace plants where required</p>
5. Complete plant installation and maintenance work	<p>5.1 Remove and dispose of or recycle rubbish and plant waste material</p> <p>5.2 Clean, maintain and store tools, equipment and machinery</p> <p>5.3 Identify and report unserviceable tools, equipment and machinery</p>

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	<ul style="list-style-type: none"> Use clear language to report tool, equipment and machinery unserviceability
Numeracy	<ul style="list-style-type: none"> Estimate area Apply numerical information to determine quantities, material and application rates

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCPGD308 Plan and maintain plant displays	AHCPGD302 Plan and maintain plant displays	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated	Not equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

Assessment Requirements for AHCPGD308 Plan and maintain plant displays

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned and installed one plant display, and maintained the plant display on three occasions and has:

- selected, used and maintained tools, equipment and machinery required for installing and maintaining plant displays
- determined spatial measurements of display site
- applied workplace health and safety requirements
- checked irrigation system where required
- selected plants according to the display plan and workplace quality specifications, and for their ability to survive for the length of the display
- calculated number of plants and materials
- placed plants according to the display plan
- planted stock
- maintained plant display appearance, including mulching, weeding, dead heading, and shaping, and replacing plants
- removed and disposed of or recycled waste material
- reported unserviceable tools, equipment and machinery.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace requirements applicable to health and safety in the workplace for planning, installing and maintaining plant displays, including appropriate use of personal protective equipment (PPE)
- irrigation system operation
- principles and practices of plant display planning, installation and maintenance, including at least ten annual and ten perennial plant types, including their:

- features and characteristics
- growing requirements
- common health problems and remedial action
- workplace quality specifications applicable to planning, installing and maintaining plant displays
- methods of disposing of waste to minimise damage to the environment.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
 - a workplace setting or an environment that accurately represent workplace conditions
- resources, equipment and materials:
 - workplace procedures applicable to planning, installing and maintaining plant displays
 - materials, tools, equipment and machinery applicable to planning, installing and maintaining plant displays
 - annual and perennial plants
 - PPE applicable to planning, installing and maintaining plant displays
- specifications:
 - workplace requirements applicable to health and safety in the workplace for planning, installing and maintaining plant displays
 - workplace quality specifications applicable to planning, installing and maintaining plant displays
- relationships:
 - supervisor or manager
- timeframes:
 - according to job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

AHCWRK312 Operate in isolated and remote situations

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to plan, prepare for and work safely in isolated and remote situations.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Work (WRK)

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 for operating in remote environments	1.1 Collate and record information relating to the operating environment and location 1.2 Establish detailed operating plans for work, travel, emergencies, timeframes and contingencies with supervisor 1.3 Notify appropriate authorities of the action plans and time schedules according to workplace procedures

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	<p>1.4 Identify and source relevant maps</p> <p>1.5 Conduct a risk assessment for possible health, safety and environmental hazards for remote location</p>
2. Prepare for operating in remote environments	<p>2.1 Prepare personal needs for remote situation according to plan</p> <p>2.2 Prepare transportation and equipment required for prescribed work according to workplace procedures</p> <p>2.3 Obtain and review relevant maps prior to departure to orient and plan route</p> <p>2.4 Record planned activities and itinerary prior to departure according to workplace procedures</p> <p>2.5 Identify weather conditions and assess effect on travel and operating outcomes</p>
3. Prepare for emergency situations	<p>3.1 Ensure that provisioning complies with expected operational and emergency requirements</p> <p>3.2 Monitor available provisions and resources to ensure appropriate usage according to operating plan</p> <p>3.3 Identify personal gaps in remote area survival skills and arrange training prior to departure</p> <p>3.4 Ensure emergency management operational plans are applied according to workplace policies</p>
4. Operate in remote environment	<p>4.1 Complete activities according to instructions within time schedules according to work instructions</p> <p>4.2 Use appropriate skills to modify the living environment according to prevailing conditions</p> <p>4.3 Carry out activities in remote situations according to prescribed plans and procedures</p> <p>4.4 Use appropriate technologies to maintain communication according to workplace procedures</p> <p>4.5 Handle emergency situations according to prescribed plans and procedures</p> <p>4.6 Comply with workplace reporting procedures on return to base</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Reads and interprets symbols and features on maps to determine special awareness
Oral Communication	<ul style="list-style-type: none"> Uses clear language and concepts, and tone and pace appropriate for discussions with supervisor when planning and reporting
Learning	<ul style="list-style-type: none"> Demonstrates awareness of learning strengths and areas of need and applies a limited range of learning strategies to developing remote area survival skills
Navigate the world of work	<ul style="list-style-type: none"> Understands roles and responsibilities for task and makes basic decisions on work completion parameters Complies with explicit policies and procedures
Interact with others	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with co-workers
Get the work done	<ul style="list-style-type: none"> Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeks assistance in setting priorities Responds to predictable routine problems and implements standard solutions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCWRK312 Operate in isolated and remote situations	AHCWRK203 Operate in isolated and remote situations	Minor changes to Performance Criteria for clarity Code changed to reflect AQF alignment Updated Performance Evidence and Knowledge Evidence	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

Assessment Requirements for AHCWRK312 Operate in isolated and remote situations

Modification History

Release	Comments
Release 1	This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have operated in an isolated and remote environment, including:

- planned and prepared for operating in remote environments in conjunction with supervisor
- conducted a risk assessment for health, safety and environmental hazards for remote location
- prepared and implemented procedures for emergency situations
- sourced and interpreted maps of the remote area
- conducted work activities safely in a remote environment
- implemented workplace communication procedures to notify location, activities and travel to appropriate personnel
- prepared and monitored provisions and resources for essential and emergency needs
- used bushcraft skills to modify the living environment and reduced risks
- maintained records according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- planning and preparations required for working in isolated environments
- map reading and navigation skills, including:
 - direction finding; GPS, compass, astronavigation
 - local topography
 - habitation
 - geographic indicator
- basic survival and bushcraft skills to maintain human needs in survival situations, including:
 - making a fire

- cooking
- distress signalling
- basic rope skills and useful knots
- personal protective clothing requirements for adverse weather conditions
- basic first aid procedures for common injuries
- emergency vehicle and mechanical equipment repair
- communication procedures and operation and maintenance of communications equipment, including:
 - field communications by two-way radio
 - satellite telephony
 - HF radio
- work health and safety in the context of work in isolated and remote situations
- environmental impacts of work in isolated and remote situations including weather patterns and indicators.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
 - skills must be demonstrated in an isolated environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
 - provisions and resources required for an isolated worksite
 - tools and equipment for work activities
 - personal protective equipment for use in isolated working environments
- specifications:
 - workplace documents including policies, procedures, processes, instructions and job specifications
 - manufacturers' operating instructions for specific communications and navigational equipment
- relationships:
 - supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

BSBCMM211 Apply communication skills

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to apply basic communication skills in the workplace, including identifying, gathering and conveying information along with completing assigned written information.

The unit applies to individuals working under direct supervision, who are developing basic skills and knowledge of workplace communication in preparation for working in a broad range of settings.

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

Unit Sector

Social Competence – Verbal 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. Identify communication requirements	1.1 Identify work task 1.2 Identify communication channels in the organisation 1.3 Identify relevant stakeholders 1.4 Seek advice from supervisor on communication methods
2. Communicate using verbal and non-verbal communication skills	2.1 Plan verbal communication 2.2 Use verbal communication to communicate with stakeholders 2.3 Use non-verbal behaviour to communicate with stakeholders 2.4 Seek and respond to feedback on communication

ELEMENT	PERFORMANCE CRITERIA
3. Draft written communications	3.1 Identify formats for written information according to organisational policies and procedures 3.2 Draft written information and submit to supervisor for approval 3.3 Seek and respond to feedback on written communication

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Learning	<ul style="list-style-type: none"> Develops skills required to carry out own role by seeking and acting on feedback
Reading	<ul style="list-style-type: none"> Reviews textual information to identify communication requirements and organisational procedures
Writing	<ul style="list-style-type: none"> Drafts simple texts using appropriate grammar, spelling and punctuation in accordance with organisational standards Proofreads own texts for accuracy and compliance with organisational requirements
Teamwork	<ul style="list-style-type: none"> Seeks to cooperate with others to achieve results in immediate work context
Self-management	<ul style="list-style-type: none"> Follows clearly defined instructions, seeking assistance when necessary Follows organisational policies and procedures and practices relevant to own role
Technology	<ul style="list-style-type: none"> Uses digital tools to complete tasks
Initiative and enterprise	<ul style="list-style-type: none"> Asks questions and listens to gain information and confirm understanding

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBCMM101 Apply basic communication skills
- BSBCMM201 Communicate in the workplace.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCMM211 Apply communication skills

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use verbal and non-verbal skills to seek and convey information in face-to-face situations on at least three occasions
- draft written documents and confirm that the documents meet organisational requirements on at least three occasions.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures related to workplace communication
- communication styles
- questioning, listening and speaking skills
- standards of written information applicable to own role
- presentation styles, format and detail relevant to own role.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace policies and procedures relating to communication.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCMM411 Make presentations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit covers the skills and knowledge required to prepare, deliver and review presentations for target audiences.

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

Social Competence – Verbal 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 presentation	1.1 Plan presentation approach and intended outcomes 1.2 Identify target audience, location and resources requirements 1.3 Select presentation strategies, format and delivery methods according to presentation requirements 1.4 Select techniques to evaluate presentation effectiveness
2. Deliver presentation	2.1 Summarise key concepts and ideas and present to target audience 2.2 Provide opportunity for audience to seek clarification on presentation information 2.3 Confirm target audience understand key concepts and ideas, and

ELEMENT	PERFORMANCE CRITERIA
	that identified presentation objectives have been achieved
3. Review presentation	3.1 Evaluate effectiveness of the presentation 3.2 Seek and discuss feedback and any reactions to the presentation from participants and relevant stakeholders 3.3 Make changes to presentation based on feedback received

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Reviews and analyses documents to identify information relevant to a specific presentation
Writing	<ul style="list-style-type: none"> Develops material to convey ideas and information to target audience in an engaging way
Oral Communication	<ul style="list-style-type: none"> Presents information using words and non-verbal features appropriate to the audience and context Uses listening and questioning techniques to gather information required to develop and modify presentations
Problem solving	<ul style="list-style-type: none"> Interprets audience reactions and changes words and non-verbal features accordingly
Planning and organising	<ul style="list-style-type: none"> Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals
Initiative and enterprise	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols to encourage interaction and to present information Recognises the need to alter personal communication style in response to the needs and expectations of others
Self-management	<ul style="list-style-type: none"> Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes
Technology	<ul style="list-style-type: none"> Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Supersedes and is equivalent to BSBCMM401 Make a presentation.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCMM411 Make presentations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare and deliver at least two different presentations.

In the course of the above, the candidate must:

- use aids and materials to support the presentation
- select and implement methods to review the effectiveness of presentation and document suggested improvements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- information collection methods that support review and feedback of presentations
- organisational and legislative obligations and requirements relevant to presentations
- structure of presentations according to intended outcomes
- principles of effective communication including:
 - persuasive communication techniques
 - verbal and non-verbal communication
- presentation methods
- different aids, materials and techniques that can be used for presentations.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- equipment, materials and business software packages for making a presentation.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBCRT201 Develop and apply thinking and problem solving skills

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to solve problems, develop questions and respond to feedback on questions on workplace issues.

The unit applies to individuals, often working under supervision or guidance, who may be required to think critically, ask essential questions and consider answers to those questions.

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

Unit Sector

Critical Thinking & Problem Solving – Critical Thinking

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 problem solving	1.1 Identify key features and role of problem solving in the workplace 1.2 Identify different types of questions and styles of questioning 1.3 Identify basic problem solving techniques 1.4 Collaborate with relevant stakeholders and share ideas on different types of questions, styles of questioning and applicable problem solving techniques 1.5 Identify challenges in the types of questions, styles of questioning and basic problem solving techniques
2. Prepare and ask	2.1 Select a basic workplace issue within job role to be resolved

ELEMENT	PERFORMANCE CRITERIA
questions	2.2 Identify ways to structure questions on identified issue in consultation with relevant stakeholders 2.3 Develop questions to consolidate knowledge of selected issue 2.4 Ask prepared questions to relevant personnel
3. Solve basic workplace issues	3.1 Document responses to questions asked according to organisational requirements 3.2 Clarify responses given with further questions and comments 3.3 Apply basic problem solving techniques and document responses to workplace issue
4. Seek feedback on questions and problem solving	4.1 Consult with relevant stakeholders and identify improvements for problem solving process 4.2 Seek feedback on questions, questioning style and problem solving technique from relevant personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Oral communication	<ul style="list-style-type: none"> • Uses listening and questioning techniques to obtain specific information and confirm understanding
Teamwork	<ul style="list-style-type: none"> • Uses accepted practices to discuss ideas with others
Planning and organising	<ul style="list-style-type: none"> • Develops a plan for the use of information gathered

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to BSBCRT101 Apply critical thinking techniques.

Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCRT201 Develop and apply thinking and problem solving skills

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare, deliver, document and review a set of questions to consolidate understanding of a workplace issue within own job role on at least two occasions
- apply basic problem solving techniques to a workplace issue on at least four occasions.

In course of doing the above, the candidate must:

- use a range of different types of questions and styles of questioning
- identify potential issues that may arise in problem solving processes
- develop questions designed to consolidate information of selected issue
- ask questions to relevant stakeholders, using further questions and comments to clarify responses provided
- seek feedback on questions developed.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key features and processes of critical thinking and problem solving
- basic problem solving techniques
- different types of questions and their relevance to different situations
- effective questioning techniques
- typical blockers to problem solving processes
- role of critical thinking for businesses, the community and at an individual level.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to simulated challenges and situations to demonstrate the application of performance evidence.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBESB401 Research and develop business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to research and develop business plans for achieving business goals and objectives.

The unit applies to those establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

Unit Sector

Business Competence – Entrepreneurship and Small 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. Prepare to develop business plan	1.1 Identify purpose and required components of business plan 1.2 Identify and document business goals, objectives and budget 1.3 Research market needs and estimate market size
2. Draft business plan	2.1 Establish resource, legal and compliance requirements according to identified business goals and objectives 2.2 Assess product mix, volumes and pricing opportunities relevant to the identified target market and according to business goals and objectives 2.3 Plan marketing activities relevant to the product mix and according to marketing objectives and strategies and budgetary requirements 2.4 Develop draft plan according to identified business goals,

ELEMENT	PERFORMANCE CRITERIA
	objectives and market needs 2.5 Analyse draft plan and identify, assess and prioritise internal and external risks according to workplace procedures 2.6 Research specialist services and sources of advice and cost according to available resources
3. Create a business plan	3.1 Identify costs associated with production and delivery of business products and/or services 3.2 Calculate prices based on costs and profit targets, as a charge-out rate for labour or unit price for products and/or services 3.3 Prepare cash flow projections to enable business operation according to business plan and legal requirements 3.4 Select budget targets to enable ongoing monitoring of financial performance 3.5 Identify sources of finance for required liquidity according to business goals and objectives and workplace procedures
4. Finalise business planning and plan for risk	4.1 Develop risk management strategies according to business goals and objectives, and legal and compliance requirements, and established business activities 4.2 Assess likelihood of non-conformance with each component of business plan 4.3 Develop a contingency plan to address possible areas of non-conformance according to workplace procedures 4.4 Identify specific interests and objectives of key stakeholders and confirm their support of planning outcomes

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Identifies, analyses and evaluates information during planning process
Writing	<ul style="list-style-type: none"> Prepares written documentation that communicates plan information clearly and effectively
Numeracy	<ul style="list-style-type: none"> Interprets numerical information to determine prospective markets, resource allocations and business profits/losses
Self-management	<ul style="list-style-type: none"> Identifies implications of legal and compliance requirements related to own work

Skill	Description
	<ul style="list-style-type: none">• Makes a range of critical and non-critical decisions, taking a range of constraints into account
Planning and organising	<ul style="list-style-type: none">• Uses a combination of formal, logical planning processes to identify relevant information and to evaluate alternative strategies or methods

Unit Mapping Information

Supersedes and is equivalent to BSBSMB404 Undertake small business planning.

Supersedes but is not equivalent to:

- BSBSMB415 Refine and strengthen a small business
- BSBSMB422 Plan small business growth.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBESB401 Research and develop business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop at least one business plan that addresses the goals and objectives of a business or business venture.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legal and compliance requirements relating to business operation to be included in plan, including:
 - environmental
 - work health and safety (WHS), including WHS responsibilities and procedures for identifying hazards relating to business profile
 - equal opportunity
 - industrial relations
- types of business planning, including:
 - feasibility studies
 - strategic, operational, financial and marketing planning
- factors affecting structure of business plan, including:
 - purpose of plan
 - target audience
 - desired outcomes
- key components of business plan, including:
 - sources and costs of finance to provide required liquidity and profitability for business
 - marketing strategies and methods to promote market exposure of business
 - methods or means of production or operation required for business

- staffing requirements to effectively produce or deliver products and services
- contingency plan
- methodology for researching and preparing a business plan
- common business risks and risk management strategies
- workplace procedures for:
 - assessing and prioritising internal and external risks to business
 - establishing resource requirements aligned to business goals and objectives, including for calculating staffing requirements to produce or deliver products and/or services
 - developing a business contingency plan for unexpected events and situations
 - developing risk management strategies.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBESB402 Establish legal and risk management requirements of new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify and comply with legal and risk management requirements of the business or new business venture, including negotiating, creating and planning for legal contracts used within the business, where required.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

Unit Sector

Business Competence – Entrepreneurship and Small 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 legal and risk management requirements relating to business	1.1 Identify legal structure of business using reliable sources 1.2 Identify legislative and regulatory requirements applicable to identified legal structure 1.3 Analyse identified requirements and their relationship to business and workplace practices and processes
2. Implement procedures and processes to comply with legislative and regulatory	2.1 Develop and implement procedures to ensure compliance with relevant legislative and regulatory requirements 2.2 Develop and implement processes and procedures for storing and maintaining legal documents and business records 2.3 Establish systems to identify areas of non-compliance and take

ELEMENT	PERFORMANCE CRITERIA
requirements	corrective action where necessary
3. Negotiate and arrange contracts	3.1 Assess products and/or services to determine procurement rights and ensure protection of business interests 3.2 Negotiate and secure contractual procurement rights for goods and/or services as required and according to business plan and workplace procedures 3.3 Complete any contractual arrangements according to workplace procedures and business plan 3.4 Seek legal advice if required to confirm contractual rights and obligations
4. Mitigate business risks	4.1 Analyse business activities and identify applicable risk management requirements 4.2 Assess probability and impact of identified internal and external risks to business 4.3 Develop a plan to prioritise and treat risks 4.4 Implement procedures to mitigate risks according to risk treatment plan

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	<ul style="list-style-type: none"> Accesses information to maintain up-to-date information on legal and risk management requirements
Reading	<ul style="list-style-type: none"> Identifies, analyses and evaluates a range of complex text to determine legislative, regulatory and related business requirements
Writing	<ul style="list-style-type: none"> Prepares written plans and workplace documentation that communicate information clearly and effectively
Oral communication	<ul style="list-style-type: none"> Uses specific and relevant language to clearly articulate legal issues, and uses questioning and listening techniques to clarify solutions Participates in verbal negotiations using tone and language suitable to audience
Numeracy	<ul style="list-style-type: none"> Reviews, analyses and contrasts numerical data which may be embedded in documents
Self-management	<ul style="list-style-type: none"> Monitors adherence to workplace procedures and legislative requirements
Planning and	<ul style="list-style-type: none"> Implements actions as per plans and makes adjustments if necessary

Skill	Description
organising	and addressing unexpected issues

Unit Mapping Information

Supersedes and is equivalent to BSBSMB401 Establish legal and risk management requirements of small business.

Supersedes but is not equivalent to:

- BSBIPR405 Protect and use intangible assets in small business
- BSBSMB410 Review and implement energy efficiency in business operations.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBESB402 Establish legal and risk management requirements of new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- establish legal and risk management requirements for at least one business or new business venture, and implement procedures for meeting them
- create at least one contract with a supplier of goods or services to business or new business venture
- identify, assess and treat at least three different risks specific to business or new business venture and prioritise risks with highest probability of occurrence and greatest negative impact.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory requirements relating to operation of new business ventures, including:
 - consumer legislation
 - environmental requirements and responsibilities
 - registration and licensing
 - industry codes of practice and standards
 - work health and safety (WHS) requirements and responsibilities
 - insurance products and requirements, including adequate coverage
- workplace procedures for:
 - negotiating, creating and terminating contractual arrangements, including seeking legal advice
 - investigating and securing procurement rights relating to products and/or services
 - identifying options for leasing or owning business premises
- legal rights and obligations of alternative ownership structures

- key features of workplace record-keeping processes and procedures that:
 - meet minimum legal and taxation requirements
 - maintain records in a secure and accessible manner
- key components of compliance procedures:
 - following taxation and industrial relations principles and requirements
 - updating and maintaining legal documents
 - investigating areas of non-compliance
 - monitoring provision of products and/or services
 - taking corrective action where necessary
- key steps in risk management process, including procedures for developing and implementing business risk treatment plan.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including internet access
- legislation, regulations, codes of practice and standards relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBESB404 Market new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and implement a marketing strategy that is integrated into the business plan in order to improve the performance of a business venture. It involves analysing and interpreting market data.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

Unit Sector

Business Competence – Entrepreneurship and Small 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 strategy for business venture	1.1 Identify focus of marketing activities according to business plan objectives and products and/or services being provided 1.2 Establish marketing objectives in consultation with required people and according to business plan and workplace procedures 1.3 Identify customer base, target market and competitors according to identified marketing objectives 1.4 Establish and evaluate strategy to ensure ethical and cultural appropriateness and alignment with customer and industry expectations
2. Establish marketing	2.1 Assess product mix, volumes and pricing opportunities

ELEMENT	PERFORMANCE CRITERIA
mix for the business venture	<p>according to marketing focus and business plan objectives</p> <p>2.2 Research and evaluate costs and benefits of available distribution channels and customer service strategies</p> <p>2.3 Select marketing and promotional activities to suit target market and according to marketing strategies</p> <p>2.4 Analyse customer journey to evaluate marketing mix</p>
3. Implement marketing strategy	<p>3.1 Plan marketing activities according to marketing objectives and strategy and budgetary requirements</p> <p>3.2 Communicate roles and responsibilities to required people according to marketing plan and workplace procedures</p> <p>3.3 Monitor implementation of marketing activities according to marketing plan</p> <p>3.4 Assess use of digital devices, platforms and technologies for effectiveness in implementing marketing activities</p>
4. Evaluate marketing performance	<p>4.1 Assess business performance according to business plan objectives</p> <p>4.2 Develop a plan to address performance gaps</p> <p>4.3 Analyse stakeholder response to all aspects of marketing mix to improve targeting and outcomes</p> <p>4.4 Assess changes in customer requirements in both online and offline environments, where applicable, and identify opportunities for improvement</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Identifies, analyses and evaluates complex information from a range of sources
Writing	<ul style="list-style-type: none"> Prepares plans and other workplace documentation using structure, layout and terminology appropriate to audience
Oral communication	<ul style="list-style-type: none"> Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment Uses questioning and listening to check and confirm understanding
Numeracy	<ul style="list-style-type: none"> Analyses numerical information to determine budgetary requirements and product quantities Uses a range of calculation methods to evaluate costs and benefits

Skill	Description
Initiative and enterprise	<ul style="list-style-type: none"> • Reviews current situation and develops strategies to address improvements in marketing performance • Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues • Uses formal and informal processes to monitor implementation of solutions
Planning and organising	<ul style="list-style-type: none"> • Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency

Unit Mapping Information

Supersedes and is equivalent to BSBSMB403 Market the small business.

Supersedes but is not equivalent to BSBSMB409 Build and maintain relationships with small business stakeholders.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBESB404 Market new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement a marketing strategy for a business or new business venture, addressing activities in the digital environment.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace processes and procedures for:
 - developing marketing objectives and marketing mix
 - identifying industry market trends relating to marketing new business ventures
 - communicating roles and responsibilities in marketing strategies to those involved
- key features of a marketing mix that addresses market and business venture needs and:
 - optimises sales and profit
 - evaluates costs and benefits
 - determines customer needs and promotional activities
- ethically and culturally appropriate practices relating to marketing new business ventures
- performance evaluation methods relating to marketing strategies
- methods of:
 - analysing costs and benefits of marketing strategies
 - monitoring customer satisfaction
 - conducting market analysis and research
- key features of current digital devices, platforms and technologies that achieve marketing objectives by engaging, responding to and monitoring customers.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including software for analysis of data
- workplace documentation and resources relevant to performance evidence.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBESB406 Establish operational strategies and procedures for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and implement operational strategies and procedures for new businesses.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

Unit Sector

Business Competence – Entrepreneurship and Small 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. Review operational strategies and procedures for business or new business venture	1.1 Develop a detailed operational plan that sets out clear action points to fulfil on business goals and objectives 1.2 Identify work health and safety (WHS) and environmental issues and implement strategies to minimise risk factors 1.3 Review and evaluate, where appropriate, a quality assurance process for the business in line with industry standards, compliance requirements and cultural criteria 1.4 Develop operational key performance indicators (KPIs) that align to business plan 1.5 Align KPIs to business strategies, including utilisation of existing or new technologies, where practicable, to optimise

ELEMENT	PERFORMANCE CRITERIA
	business performance
2. Implement developed operational strategies and procedures	2.1 Implement systems to evaluate business performance and customer satisfaction, including by setting KPIs or targets 2.2 Implement systems to control stock, expenditure or cost, wastage or shrinkage and risks to health and safety according to business plan, incorporating new digital technologies where applicable 2.3 Identify and manage staffing requirements, considering a range of permanent and flexible arrangements, and adhering to budgetary constraints 2.4 Provide products and/or services according to established legal, ethical cultural and technical standards 2.5 Provide products and/or services according to time, cost and quality specifications, and customer requirements, incorporating new digital technologies where applicable 2.6 Apply quality procedures to address product and/or service and customer requirements
3. Evaluate business performance	3.1 Use digital technologies to regularly evaluate and review achievement of operational targets to ensure optimum business performance, according to business goals and objectives 3.2 Review and document systems and structures to support business performance 3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of business quality system 3.4 Update operational policies and procedures to incorporate corrective action
4. Review business operations	4.1 Review and adjust business operations to increase business success, according to business goals and objectives 4.2 Research and implement new and emerging digital technologies into business operations according to business goals and objectives and workplace procedures 4.3 Research new business opportunities and adjust business goals and objectives as new opportunities arise

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	<ul style="list-style-type: none"> Prepares written reports and workplace documentation that communicate information clearly and effectively
Numeracy	<ul style="list-style-type: none"> Interprets numerical information to manage performance information and regulate cash flow
Self-management	<ul style="list-style-type: none"> Evaluates adherence to workplace policies and procedures and considers own role for its contribution to broader goals of work environment Identifies implications of legal and regulatory responsibilities for own work, with specific reference to safety Identifies concepts, principles and features of approaches in use in other contexts and applies them to own situation
Planning and organising	<ul style="list-style-type: none"> Develops plans to manage relatively complex, non-routine tasks that may contribute to longer-term operational and strategic goals

Unit Mapping Information

Supersedes and is equivalent to BSBSMB420 Evaluate and develop small business operations.

Supersedes but is not equivalent to:

- BSBFRA401 Manage compliance with franchisee obligations and legislative requirements
- BSBFRA402 Establish a franchise
- BSBFRA403 Manage relationship with franchisor
- BSBFRA404 Manage a multiple-site franchise
- BSBFRA501 Establish a franchise operation
- BSBFRA502 Manage a franchise operation
- BSBFRA503 Manage establishment of new sites or regions
- BSBFRA504 Manage relationships with franchisees
- BSBFRA505 Manage closure of a franchise
- BSBIPR501 Manage intellectual property to protect and grow business
- BSBSMB423 Create a digital technology plan for small business.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBESB406 Establish operational strategies and procedures for new business ventures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop strategies and procedures to manage operations for at least one new business or new business venture, including:
 - an operational plan
 - risk management procedures
 - a quality assurance process
 - performance measures.

In the course of the above, the candidate must:

- use existing, new and emerging digital technologies to optimise business performance
- research and record business improvements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislation, regulations, industry codes of practice and standards specific to small business described in performance evidence
- key features of methods for implementing operation and revenue control systems, including for controlling stock and expenditure
- methods for evaluating performance and implementing improvements, including:
 - identifying and meeting staffing requirements
 - analysing and correcting business problems
 - reviewing and adjusting the business plan
- work health and safety (WHS) responsibilities and procedures for managing hazards and assessing risks associated with business described in performance evidence
- principles of risk management, including risk assessment

- quality assurance system principles and methods
- role of digital technologies and innovation in modern business
- key features of systems to manage staff, stock, expenditure, services and customer service
- key features of required technical or specialist skills relevant to business operations
- workplace procedures for implementing new and emerging digital technologies into business operations.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business equipment and resources, including business technology
- legislation, regulations, codes of practice and standards relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBFIN301 Process financial transactions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes skills and knowledge required to prepare, process and maintain financial transactions and to reconcile outstanding accounts.

The unit applies to individuals employed in a range of work environments supporting the accounting functions of an organisation. They may provide administrative support in an organisation or 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

Business Competence – Financial Literacy

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 financial transactions	1.1 Identify errors in source documents for escalation 1.2 Enter total transactions into organisational journal system according to organisational policies, procedures and accounting requirements 1.3 Identify any discrepancies between cash journals and bank statements 1.4 Refer discrepancies according to organisational escalation procedures
2. Process financial transactions	2.1 Enter transaction as a journal entry according to organisational policies, procedures and accounting requirements 2.2 Prepare schedules of financial transaction for reconciliation

ELEMENT	PERFORMANCE CRITERIA
	<p>according to organisational requirements</p> <p>2.3 Reconcile schedules with general ledger according to organisational requirements</p> <p>2.4 Rectify original journal entry and escalate, where required</p>
3. Reconcile outstanding accounts	<p>3.1 Prepare reconciliation reports from cash journals to cash receipts</p> <p>3.2 Identify any discrepancies between cash journals and bank statements</p> <p>3.3 Refer discrepancies to management</p> <p>3.4 Maintain general ledger system to reflect current credit situation according to organisational requirements</p>
4. Determine outstanding debt processes	<p>4.1 Identify outstanding accounts and collection procedures according to organisational requirements</p> <p>4.2 Report or follow up outstanding accounts according to organisational policies and procedures</p> <p>4.3 Monitor and review credit terms according to credit policies and procedures</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	<ul style="list-style-type: none"> • Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals • Arranges and compares numerical information
Reading	<ul style="list-style-type: none"> • Interprets textual information from a range of sources to confirm all necessary job requirements • Checks documents to identify errors or discrepancies
Writing	<ul style="list-style-type: none"> • Prepares a range of clear documentation using relevant format, grammatical structure and vocabulary suitable to audience
Initiative and enterprise	<ul style="list-style-type: none"> • Identifies legal and regulatory responsibilities related to own work
Planning and organising	<ul style="list-style-type: none"> • Plans a range of routine and non-routine tasks recognising stated goals and aiming to achieve them within designated timeframes • Implements standard procedures for routine decisions
Problem solving	<ul style="list-style-type: none"> • Identifies predictable problems and applies formal problem-solving processes or seeks advice from others, where required

Skill	Description
Technology	<ul style="list-style-type: none">• Uses digital technology to access, filter, compile, integrate and logically present complex information from multiple sources

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBCUE305 Process credit applications
- BSBCUE306 Process complex accounts
- BSBFIA303 Process accounts payable and receivable.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFIN301 Process financial transactions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- process four different financial transactions for a reporting period.

In the course of the above, the candidate must:

- enter data into journal and subsidiary ledger system
- develop reconciliation reports from cash journals
- reconcile subsidiary ledger system with journal or general ledger data
- report outstanding accounts
- review credit terms.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation and regulations, standards and codes of practice affecting business financial operations
- types of financial transactions
- cash journals
- general ledger
- accuracy and authorisation requirements for source documents
- key features of organisational accounting systems and procedures
- procedures for checking for errors or discrepancies in financial transactions
- preparation of reconciliation report and schedules of accounts
- organisational policies and procedures for communication related to outstanding debtors
- credit terms according to credit policies and procedures
- applicable accounting standard related to outstanding debtors.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- accounting software
- examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary ledgers
- workplace reference materials including procedural manuals and company policies.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBFIN302 Maintain financial records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to maintain daily financial records such as reconciling systems for debtors and creditors, preparing and maintaining a general ledger and trial balance. It also includes activities associated with monitoring cash control for accounting purposes.

The unit 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 maintenance of general financial records.

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

Unit Sector

Business Competence – Financial Literacy

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 journals required for posting to general ledger	1.1 Identify transactions required to be included in journal entries 1.2 Identify general ledger accounts affected according to organisational policies, procedures and accounting standards 1.3 Prepare and document the journal entries according to organisational policies, procedures and accounting standards 1.4 Assess follow-up steps for journal entries
2. Post journal entries and reconcile	2.1 Post journal entries into general ledger system according to organisational policies, procedures and accounting standards

ELEMENT	PERFORMANCE CRITERIA
discrepancies	2.2 Reconcile accounts payable and accounts receivable subsidiary ledger systems with general ledger 2.3 Rectify any discrepancies and escalate, where required if outside scope of individual authority 2.4 Prepare adjusted journal entries and closing entries for general ledger
3. Maintain general ledger	3.1 Prepare closing and post-closing trial balance from general ledger system of the organisation 3.2 Prepare trial balance 3.3 Check general ledger for accuracy of information and despatch to relevant stakeholders, where required 3.4 Check trial balance meets accounting equation requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	<ul style="list-style-type: none"> • Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals • Integrates data from different sources and records numerical information in a format appropriate to context and purpose of material • Arranges and compares numerical information
Reading	<ul style="list-style-type: none"> • Recognises and interprets numerical and textual information to determine job requirements and complete required activities
Writing	<ul style="list-style-type: none"> • Uses factual and suitable financial language to refer issues and inconsistencies in data
Teamwork	<ul style="list-style-type: none"> • Recognises strengths and expertise of others and seeks their assistance as required
Planning and organising	<ul style="list-style-type: none"> • Identifies and monitors adherence to applicable industry standards, legislative and organisational requirements in undertaking own work
Self-management	<ul style="list-style-type: none"> • Selects appropriate practices and protocols when handling confidential information • Recognises and addresses problems in the context of own work and seeks advice from others, as necessary
Technology	<ul style="list-style-type: none"> • Uses digital technologies to access, record, store, organise and

Skill	Description
	compile data as required

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBFIA301 Maintain financial records
- BSBFIA304 Maintain a general ledger
- BSBINT306 Apply knowledge of international finance and insurance to complete work requirements.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFIN302 Maintain financial records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- record and process daily transactions for five different days, and identify and respond to discrepancies and errors, according to accounting principles.

In the course of the above, the candidate must:

- enter, transfer and record financial data.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, codes of practice and national standards that may affect both:
 - financial record keeping
 - aspects of financial operations
- key components of organisational accounting systems and procedures
- procedures for checking for errors or discrepancies
- organisational policies and procedures relating to maintaining financial records
- types of financial entries including credits and debits
- tax records required to be kept by businesses
- principles of double entry bookkeeping and accrual accounting
- methods of presenting financial data
- processes for rectifying or referring discrepancies or errors in documentation or transactions to designated persons according to organisational and legislative requirements
- accounting software used in the maintenance of financial records.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- accounting software
- examples of source documents relating to financial record keeping including source journals and daily transactions.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBFIN401 Report on financial activity

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes skills and knowledge required to prepare financial reports in line with statutory reporting requirements. This includes compiling and analysing financial data.

The unit 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 organisation, 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

Business Competence – Financial Literacy

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. Compile and analyse financial data	1.1 Prepare a register of assets from fixed asset transactions according to accounting, legislative and organisational requirements 1.2 Calculate depreciation according to legislative and organisational requirements 1.3 Make, record and disclose asset and liability valuations in compliance with accounting standards 1.4 Refer discrepancies, unusual features or queries to appropriate authority where they cannot be resolved 1.5 Identify and record effects of taxation

ELEMENT	PERFORMANCE CRITERIA
2. Report general journal entries for balance day adjustments	2.1 Record all general ledger accounts and prepare a trial balance 2.2 Adjust expense accounts and revenue accounts for prepayments and accruals 2.3 Make adjustments in general ledger system to close any discrepancies for balance day adjustments according to organisational policies, procedures and accounting requirements 2.4 Review data for errors and compliance with statutory requirements and organisational procedures, and amend as required
3. Prepare end of period financial reports	3.1 Prepare revenue statement for reporting periods according to organisational requirements 3.2 Prepare a balance sheet to reflect financial position of business at end of reporting period 3.3 Prepare and post revenue and expense account to final general ledger accounts to reflect gross and net profits for reporting period 3.4 Correct or refer errors for resolution according to statutory and ethical requirements and organisational procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	<ul style="list-style-type: none"> Establishes criteria and categories for financial management purposes and monitors activities on a regular basis Uses a wide range of mathematical calculations to interpret and arrange numerical information in order to comply with requirements
Reading	<ul style="list-style-type: none"> Compares and analyses information from a range of sources varying in complexity to determine and complete financial requirements Checks documents for errors or discrepancies
Writing	<ul style="list-style-type: none"> Records data using relevant format, structure and vocabulary
Planning and organising	<ul style="list-style-type: none"> Applies legislation, industry standards and organisational policies and procedures in the conduct of own work Uses formal and logical processes to plan and complete tasks, achieving timelines and organisational requirements

Skill	Description
Problem solving	<ul style="list-style-type: none">• Addresses problems in the context of own work and seeks advice from others, as necessary• Uses analytical skills to identify discrepancies
Technology	<ul style="list-style-type: none">• Uses digital technology to access, filter, compile, integrate and logically present complex information from multiple sources

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBFIA401 Prepare financial reports
- BSBFIA412 Report on financial activity
- BSBFIA501 Report on finances related to international business
- BSBINT408 Prepare business advice on the taxes and duties for international trade transactions.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFIN401 Report on financial activity

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare a financial report on at least two occasions.

In the course of the above, the candidate must:

- produce a detailed asset register and depreciation schedule
- record entries for balance day adjustments
- use conversion and consolidation procedures including moving averages, standardised variables, trend analysis and unit costs
- apply double-entry principles and accrual accounting.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- double-entry and accrual principles
- provisions of relevant legislation, regulations, standards and codes of practice relevant to financial operations, taxable transactions and reporting requirements
- components of organisational accounting systems
- organisational policies, procedures and accounting standards relating to preparation of financial reports
- organisational financial data, including:
 - budget variances
 - budgets and forecasts
 - cash flow and profit reports
 - balance sheets
 - financial year reports
 - operating statements

- expenditure and receipts
- profit and loss statements
- types of assets including property, plant and equipment
- comparative financial performance
- financial discrepancies including:
 - absence of auditable trail
 - expenditure report mismatches
 - incorrect payments and unreconciled cash flows
- techniques used for financial forecasting and analysis
- options, methods and practices for deductions, benefits and depreciations
- ethical requirements associated with preparing financial reports for corporate entities, including conflict of interest, confidentiality, and disclosure requirements
- industry-standard methods and formats used to present financial data.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- accounting software
- financial reporting legislation, regulations, standards and codes of practice
- samples of financial data, reports and documents
- workplace reference materials including procedural manuals and company policies.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBFIN601 Manage organisational finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to undertake budgeting, financial forecasting and reporting. This unit also describes the skills and knowledge required to allocate and manage resources to achieve the required outputs for the business unit. It includes contributing to reviewing financial information, analysing financial risks, preparing a budget and reporting on financial activity.

The unit 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

Business Competence – Financial Literacy

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 financial management	1.1 Assess reasons for losses or profits identified from previous financial reports 1.2 Analyse critical dates and initiatives in business plan and cash flow trends 1.3 Review statutory requirements for compliance and liabilities for tax 1.4 Analyse existing software and its suitability for financial

ELEMENT	PERFORMANCE CRITERIA
	management
2. Establish budgets and allocate funds	2.1 Develop budget from previous financial data according to compliance, organisational and statutory requirements 2.2 Circulate budgets and confirm managers and supervisors understand budgets, reporting requirements and financial delegations 2.3 Confirm there are no opportunities for misappropriation of funds 2.4 Review profit and loss statements, cash flows and ageing summaries and revise, where required 2.5 Identify discrepancies between agreed and actual allocations using audit trails
3. Report on finances	3.1 Identify organisational and statutory financial reporting requirements 3.2 Identify and prioritise significant issues in statements for review and decision making 3.3 Prepare financial recommendations 3.4 Evaluate effectiveness of financial management processes

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Numeracy	<ul style="list-style-type: none"> Reviews and analyses numerical data embedded in organisational documentation and legislation Compares and contrasts complex numerical data to analyse and evaluate financial position and processes Uses appropriate formulae to analyse financial data to assess and manage risk and identify discrepancies
Oral communication	<ul style="list-style-type: none"> Explains financial decisions and outcomes clearly and uses listening and questioning techniques to exchange information and obtain agreement
Reading	<ul style="list-style-type: none"> Analyses and evaluates complex organisational information and legislative requirements to assist with financial decision making
Writing	<ul style="list-style-type: none"> Develops and records information which incorporates a detailed analysis of factual and forecasted information Prepares documents using format, content and layout appropriate to audience, purpose and regulatory requirements

SKILL	DESCRIPTION
Teamwork	<ul style="list-style-type: none"> • Selects and uses appropriate conventions and protocols when communicating with supervisors and managers to share information or seek agreement
Initiative and enterprise	<ul style="list-style-type: none"> • Identifies and complies with legislative and organisational requirements in undertaking own work
Planning and organising	<ul style="list-style-type: none"> • Uses logical processes in planning, implementing and evaluating complex tasks to achieve stated goals • Uses formal analytical thinking techniques to identify issues, investigate underlying causes and generate possible solutions, seeking input from others as required
Technology	<ul style="list-style-type: none"> • Uses a range of digital technology to access, filter, compile, integrate and logically present complex information from multiple sources • Investigates new digital technologies and applications to manage and manipulate data

Unit Mapping Information

Supersedes and is equivalent to BSBFIM601 Manage finances.

Supersedes but is not equivalent to BSBGOV504 Monitor organisational finances.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFIN601 Manage organisational finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage finances for at least one organisation or work area.

In the course of the above, the candidate must:

- review previous financial statements
- prepare, implement and revise a budget that:
 - aligns with business plan
 - is based on research and analysis of previous financial data and cash flow trends
 - meets compliance, statutory and organisational requirements
- contribute to financial bids and estimates
- communicate with other people, including:
 - reporting on financial activity and making recommendations
 - ensuring managers and supervisors understand key elements of relevant budgets
- analyse 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 audit trail
 - complying with due diligence.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- processes to establish and review profits and losses from financial statements
- requirements for financial probity
- principles of accounting and financial systems

- key functions of financial management software
- key components of a financial budget
- Legislation and conventions relevant to financial management in organisation
- Australian Tax Office (ATO) requirements for Goods and Services Tax, Company Tax, Pay As You Go (PAYG).

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- financial data
- relevant legislation and Australian Tax Office requirements
- examples of business plans, profit and loss statements, cash flows and ageing summaries
- organisational financial policies and procedures
- financial management software.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBHRM416 Process payroll

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes skills and knowledge required to process payroll from provided data using manual and computerised payroll systems.

The unit 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

Technical Skills – Human Resources

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 relevant stakeholder 1.2 Enter employee pay period details in payroll system according to organisational requirements 1.3 Calculate individual employee's payment according to employee source data
2. Prepare payroll	2.1 Prepare payroll according to organisational policy and procedures and designated timelines 2.2 Reconcile total wages for pay period, check and correct irregularities or refer to relevant stakeholder for resolution

ELEMENT	PERFORMANCE CRITERIA
	2.3 Make arrangements for payment according to organisational and individual requirements 2.4 Obtain authorisation of payroll and individual pay advice according to organisational requirements 2.5 Produce, check and store payroll records according to organisational policy and security procedures 2.6 Follow security procedures for processing payroll and for maintaining payroll records
3. Handle payroll enquiries	3.1 Respond to payroll enquiries according to organisational and legislative requirements 3.2 Provide payroll information according to organisational and legislative requirements 3.3 Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution 3.4 Complete additional information or follow-up action within designated timelines according to organisational policy and procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Interprets a range of textual information to determine activities required
Writing	<ul style="list-style-type: none"> Accurately records textual information and maintains personal and banking details using format, language and structure in context
Oral Communication	<ul style="list-style-type: none"> Explains payment clearly using terminology and tone appropriate to audience Uses questioning and listening skills in verbal exchanges to clarify information
Numeracy	<ul style="list-style-type: none"> Uses a limited range of mathematical calculations to calculate and reconcile amounts and arrange and compare numerical information
Self-management	<ul style="list-style-type: none"> Takes responsibility for own workload and monitors adherence to specified goals and timelines
Teamwork	<ul style="list-style-type: none"> Selects the appropriate mode of communication for a specific purpose Collaborates with others to achieve predetermined goals

Problem solving	<ul style="list-style-type: none">• Recognises and takes responsibility for resolving problems relevant to own role• Takes responsibility for routine low-impact decisions within familiar situations
Technology	<ul style="list-style-type: none">• Uses digital technologies to access, record, store, organise and compile data, as required

Unit Mapping Information

Supersedes and is equivalent to BSBFIA302 Process payroll.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBHRM416 Process payroll

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- process payroll for an organisation or work area on at least three occasions.

In the course of the above, the candidate must:

- respond to routine payroll enquiries
- refer enquiries outside area of responsibility to an appropriate authority.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, standards and codes of practice that may affect payroll operations
- relevant organisational policies and procedures
- key features of different types of payroll systems
- processes associated with Single Touch Payroll (STP).

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources relevant to performance evidence
- payroll data (samples or actual).

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBHRM526 Manage payroll

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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.

The unit 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

Technical Skills – Human Resources

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 payroll management	1.1 Ensure the confidentiality and security of payroll information 1.2 Ensure procedures guarantee substantiation of claims for allowances 1.3 Safeguard organisation's financial resources according to legislative and organisational requirements 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 Calculate gross pay and annual salaries 2.2 Calculate statutory and voluntary deductions using government

ELEMENT	PERFORMANCE CRITERIA
	and employee documentation 2.3 Provide payroll data to payroll processor for calculation within designated timelines
3. Authorise payment of salaries	3.1 Check payroll, and authorise salaries and wages for payment according to organisational policy and procedures 3.2 Reconcile salaries, wages and deductions according to organisational policy and procedures 3.3 Handle salary, wage and related enquiries according to organisational policy and procedures
4. Administer salary records	4.1 Process declaration forms for new and existing employees according to Australian Taxation Office requirements 4.2 Forward periodic deductions to nominated creditors within designated timelines 4.3 Prepare and dispatch payments to government authorities accurately and according to relevant government legislation 4.4 Calculate and transcribe group tax amounts and make payments according to taxation procedures 4.5 Prepare and reconcile employee group certificate amounts from salary records

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Identifies and interprets information from organisational policies, legislative and industry-related material
Writing	<ul style="list-style-type: none"> Records data accurately using relevant format, style and language suited to context and audience Prepares specific information which clearly conveys an understanding of outcomes and uses appropriate terminology to present to relevant stakeholder
Oral Communication	<ul style="list-style-type: none"> Articulates information concisely using appropriate terminology, tone and style Uses questioning and listening techniques to exchange and clarify information
Numeracy	<ul style="list-style-type: none"> Uses a wide range of mathematical calculations to analyse and compare numerical information Makes calculations to ensure work is completed according to

	predetermined deadlines
Initiative and enterprise	<ul style="list-style-type: none"> Recognises and applies the protocols governing what to communicate with who, and how, in a range of work contexts
Self-management	<ul style="list-style-type: none"> Uses logical processes in planning, implementing and evaluating routine and non-routine tasks in achieving goals and timelines Understands the importance of secure information and privacy in relation to own work and takes responsibility for identifying and managing risk factors
Problem solving	<ul style="list-style-type: none"> Uses analytical skills to identify discrepancies and attempts to resolve the issues within the context of own responsibilities Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account

Unit Mapping Information

Supersedes and is equivalent to BSBFIM502 Manage payroll.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBHRM526 Manage payroll

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on at least one occasion establish procedures for payroll management
- on at least two occasions prepare payroll, authorise payment and administer salary records.

In the course of the above, the candidate must:

- document steps undertaken to establish payroll system
- use data and calculations to reconcile salaries, wages and deductions according to all legislative and organisational requirements
- create accurate payroll management records.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, standards, regulations and codes of practice that may affect aspects of payroll operations
- key features of policies and procedures relevant to payroll processes
- key methods of calculating gross pay and annual salary using nominal awards, contracts and government legislation
- processes associated with Single Touch Payroll (STP).

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources relevant to performance evidence
- relevant organisational policies and procedures

- organisational financial data
- payroll system.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBHRM612 Contribute to the development of employee and industrial relations strategies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge to contribute to the development and maintenance of a positive and productive workplace environment. It covers aspects of employee relations (ER) and industrial relations (IR) impacting on managers at the strategic level.

The unit applies to individuals who are non-specialist human resource managers and covers a broad range of ER and IR activities.

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

Unit Sector

Technical Skills – Human Resources

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. Contribute to employee relations (ER) and industrial relations (IR) strategy development and policies	1.1 Ensure ER and IR strategies are consistent with organisational strategic objectives 1.2 Contribute to development strategies and policies in consultation with relevant stakeholders 1.3 Ensure strategies and policies promote absence of discrimination and harassment 1.4 Contribute to development of risk management strategies 1.5 Identify potential areas of conflict and ensure strategies and policies are according to objectives of relevant groups and

ELEMENT	PERFORMANCE CRITERIA
	individuals
2. Contribute to a productive culture	2.1 Negotiate awards, agreements, and contracts according to organisational objectives and employee rights and obligations 2.2 Ensure conditions of employment meet legal and organisational requirements, and source external specialist advice, where required 2.3 Develop policies and practices that facilitate employee recruitment, retention and satisfaction 2.4 Provide onboarding programs and training that develop competence and confidence and ensure work is performed safely and effectively 2.5 Support employees to understand their roles 2.6 Develop, regularly review and update individual and team development plans 2.7 Evaluate and revise ER and IR policies regularly
3. Resolve ER and IR problems	3.1 Establish processes for early intervention and identify problems or grievances 3.2 Communicate problem solving processes and obtain support from relevant stakeholders 3.3 Coordinate training that develops competence in conflict management, negotiation and dispute resolution 3.4 Obtain specialist advice, where required 3.5 Ensure processes are fair, equitable and according to relevant awards agreements and legislation 3.6 Ensure problem solving processes provide for external mediation and conciliation, and arbitration, where required
4. Contribute to diversity policies	4.1 Develop plans for the promotion of diversity within the organisation in consultation with relevant stakeholders 4.2 Promote the importance of diversity and its benefits within the organisation 4.3 Develop diversity education plans 4.4 Develop and implement processes that rectify diversity issues according to organisational policies and procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Identifies and interprets relevant information and ideas in a range of complex texts relating to ER and IR Recognises relevant information within job specifications and work processes
Writing	<ul style="list-style-type: none"> Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning to manage ER and IR
Oral Communication	<ul style="list-style-type: none"> Presents information and opinions using language and non-verbal features appropriate to audience Uses verbal and listening skills to obtain specialist advice as well as promoting diversity within the organisation
Numeracy	<ul style="list-style-type: none"> Selects and interprets mathematical information embedded in a range of tasks and texts
Self-management	<ul style="list-style-type: none"> Works autonomously making high level decisions to achieve and improve organisational goals Monitors and reviews the organisations policies, procedures and adherence to legislative requirements to implement and manage change
Teamwork	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with staff at various levels Influences and fosters a collaborative culture facilitating a sense of commitment and workplace cohesion Shares knowledge, information and experience openly as an integral part of the working relationship
Initiative and enterprise	<ul style="list-style-type: none"> Gathers and analyses data and seeks feedback to improve plans and processes
Planning and organising	<ul style="list-style-type: none"> Sequences and schedules a range of complex activities, monitors implementation and manages relevant communication
Problem solving	<ul style="list-style-type: none"> Makes high impact decisions in a complex and diverse environment, using input from a range of sources Anticipates potential problems and formulates plans to deal with them, as they arise

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to BSBHRM604 Manage employee relations.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBHRM612 Contribute to the development of employee and industrial relations strategies

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- contribute to developing one employee relations (ER) strategy and one industrial relations (IR) strategy.

In the course of the above, the candidate must:

- contribute to the development of an ER and IR 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.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common human resource specialist assistance requirements
- key principles of industrial agreements relevant to the development of ER and IR strategies
- organisational plans for human resource planning
- organisational policies and procedures relevant to ER and IR strategies
- key performance measurement systems
- relevant legislative and regulatory requirements
- consultation, negotiation, conflict management and dispute resolution strategies relevant to employee and industrial relations
- discrimination and the importance of diversity
- key aspects of staff development and training strategies
- organisational risk management strategies in relation to employee and industrial relations
- key aspects of organisational objectives.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documents and resources relevant to performance evidence
- organisational strategic and operational plans
- workplace policies and procedures relevant to performance evidence
- legislation, regulations, codes of practice and industrial awards relevant to the business.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBINS401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to collect, organise, analyse and present information using available systems and sources. This includes identifying research requirements and sources of information, evaluating the quality and reliability of the information, and preparing and producing reports.

The unit applies to those who are required to analyse and apply their knowledge of the organisation to research tasks, evaluate information from a variety of sources and apply solutions to a range of predictable and unpredictable problems.

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Unit Sector

Technical Skills – Information Services

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 confirm research strategy	1.1 Identify research objectives according to organisational requirements 1.2 Identify potential sources for research information relevant to organisation requirements 1.3 Assess reliability of potential sources 1.4 Identify and confirm information research strategy is relevant to the research objectives
2. Collect and store research information	2.1 Access and extract relevant information in a format suitable for analysis and distribution according to research strategy

ELEMENT	PERFORMANCE CRITERIA
	2.2 Store research information according to security requirements and organisational policies and procedures
3. Analyse and synthesise research information	3.1 Analyse stored information according to research strategy 3.2 Identify themes and draw conclusions according to research strategy 3.3 Demonstrate that assumptions and conclusions used in analysis are clear, justified, supported by evidence and consistent with research strategy
4. Present research information	4.1 Identify methods of reporting that align with the intended audience and relevant organisational requirements 4.2 Draft research report on findings 4.3 Facilitate review of draft report according to organisational policies and procedures 4.4 Distribute research report according to organisational policies and procedures 4.5 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Analyses and evaluates textual information to develop information research strategies, integrate facts and ideas and meet organisational requirements
Writing	<ul style="list-style-type: none"> Gathers, evaluates and integrates information from a range of sources Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience
Oral Communication	<ul style="list-style-type: none"> Presents recommendations and issues using language appropriate to audience and according to organisational requirements
Self-management	<ul style="list-style-type: none"> Plans, organises and implements tasks to meet organisational requirements Takes responsibility for the outcomes of routine decisions related directly to own role
Problem solving	<ul style="list-style-type: none"> Identifies and solves foreseeable problems in familiar work contexts
Technology	<ul style="list-style-type: none"> Uses the main features and functions of digital technologies and tools to

Skill	Description
	research and analyse information

Unit Mapping Information

Supersedes and is equivalent to BSBRES411 Analyse and present research information.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBINS401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- research, analyse and present research findings according to organisational requirements on at least two occasions.

In the course of the above, the candidate must:

- identify research requirements and objectives
- collect, organise and present research information
- maintain information securely
- prepare report on research findings, including:
 - justified assumptions and conclusions
 - efficient and reliable research methods.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures relating to:
 - accessing information
 - storing information
 - security requirements
 - form and content of research report
- key aspects of the reliability and validity of research and analysis
- common research strategies
- key aspects of relevant information sources, including:
 - reliability
 - accuracy
 - authority

- audience
- relevance
- likelihood of bias.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace information systems, equipment and resources relevant to performance evidence
- workplace policies and procedures relevant to performance evidence.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMKG431 Assess marketing opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify marketing opportunities and to analyse and evaluate opportunities according to organisational marketing objectives.

The unit 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

Technical Skills – 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. Identify marketing opportunities	1.1 Select target market according to task requirements and in consultation with required personnel 1.2 Establish marketing objectives, organisational structure, and business and marketing plans according to task and organisational requirements 1.3 Review existing marketing clients and external environment for gaps and opportunities 1.4 Research and document marketing opportunities according to target market
2. Analyse opportunities	2.1 Perform a market segmentation according to task requirements 2.2 Identify relevant marketing factors for analysis of market

ELEMENT	PERFORMANCE CRITERIA
	segmentation according to task requirements 2.3 Review market segments against identified marketing factors 2.4 Identify opportunities for focus of marketing efforts
3. Evaluate opportunities	3.1 Analyse opportunities against marketing objectives 3.2 Select preferred marketing opportunities in consultation with relevant personnel 3.3 Document opportunities for presentation to management

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Gathers, interprets and analyses a variety of textual information from a range of sources to identify relevant and key information
Writing	<ul style="list-style-type: none"> Prepares strategic business documentation incorporating appropriate vocabulary, grammatical structure and conventions appropriate to text and audience
Oral Communication	<ul style="list-style-type: none"> Participates in a variety of spoken exchanges using suitable language and non-verbal features
Numeracy	<ul style="list-style-type: none"> Uses mathematical skills to interpret and process data and statistical information
Self-management	<ul style="list-style-type: none"> Adheres to implicit and explicit organisational goals, policies and procedures
Planning and organising	<ul style="list-style-type: none"> Develops and implements plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to organisational goals Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBMKG401 Profile the market
- BSBMKG408 Conduct market research.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG431 Assess marketing opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify and evaluate at least three different marketing opportunities according to task requirements.

In the course of the above, the candidate must:

- identify and research marketing opportunities
- perform a market segmentation and identify marketing focus using segmentation results
- evaluate and select preferred marketing opportunities in consultation with relevant personnel
- document and present selected opportunities to management.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- requirements of legislation affecting marketing roles
- data collection and analysis techniques
- marketing industry knowledge, including:
 - components of marketing mix
 - elements of marketing planning
- marketing communications concepts and processes
- organisational structures, roles, responsibilities, business and marketing plans
- relevant product and service standards
- best practice techniques related to marketing
- relevant statistical terms used by the Australian Bureau of Statistics.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes
- workplace documentation and resources relevant to performance evidence.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMKG441 Develop public relations documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to design, produce and edit public relations documents for various target audiences and to evaluate their effectiveness in the marketplace.

The unit applies to individuals who usually work as part of a public relations campaign team and who analyse and evaluate information from a variety of sources. In this role, individuals use well-developed advertising skills and a broad knowledge base.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Technical Skills – 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 to develop public relations documents	1.1 Identify task objectives and relevant legal and ethical frameworks 1.2 Research previous organisational public relations documents, distribution channel information and evaluation data 1.3 Confirm document objectives, message and process with relevant personnel 1.4 Identify resources, timelines and costs in consultation with relevant personnel
2. Establish final public relations documents	2.1 Draft documents according to task and organisational requirements

ELEMENT	PERFORMANCE CRITERIA
	2.2 Seek feedback from relevant personnel on public relations documents 2.3 Agree upon modifications and incorporate into final draft
3. Review finalised documents	3.1 Distribute documents according to timelines, task and organisational requirements 3.2 Monitor and collate feedback on the effectiveness of distributed documents 3.3 Evaluate feedback results against task objectives 3.4 Record and file evaluation results and recommendations for future improvements according to organisational policy and procedure

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Interprets and analyses information from a range of sources Checks workplace documentation for clarity, accuracy, compliance with house style and legislative, regulatory and ethical requirements
Writing	<ul style="list-style-type: none"> Uses clear, accurate and relevant language to record information Develops and completes documents in a range of styles and tones suitable to different audiences and contexts
Oral Communication	<ul style="list-style-type: none"> Articulates information clearly using language and features appropriate to the audience Employs active listening and questioning techniques to clarify information and confirm understanding
Numeracy	<ul style="list-style-type: none"> Interprets numerical information and makes basic calculations to determine outsourcing expenditure and workplace scheduling
Initiative and enterprise	<ul style="list-style-type: none"> Monitors outcomes, considering results from a range of perspectives, and identifies key concepts and principles that could be improved in future situations
Self-management	<ul style="list-style-type: none"> Adheres to implicit and explicit organisation policies and procedures
Teamwork	<ul style="list-style-type: none"> Collaborates with others as part of familiar routine activities
Planning and organising	<ul style="list-style-type: none"> Takes responsibility for planning, sequencing and prioritising tasks and own workload to meet timelines and achieve outcomes

Skill	Description
Technology	<ul style="list-style-type: none">• Uses digital applications to record, store, retrieve and share documents

Unit Mapping Information

Supersedes and is equivalent to BSBPUB403 Develop public relations documents.

Supersedes but is not equivalent to BSBPUB402 Develop public relations campaigns.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG441 Develop public relations documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop a minimum of two public relations documents.

In the course of the above, the candidate must:

- research content, format and processes for public relations document and confirm with relevant personnel
- develop and modify a draft public relations document according to task requirements and feedback from relevant personnel
- monitor and evaluate feedback to identify future improvements to public relations documents
- record and file results according to organisational policy and procedures.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- principles and practices of public relations
- content of public relations documents including:
 - communication objectives
 - communication messages
 - communication processes
- methods to assess effectiveness of public relations documents in fulfilling task objectives, including stakeholder feedback
- organisational requirements relevant to public relations documents
- key media and media distribution channels
- current issues and trends which affect the public relations industry
- key provisions of relevant legislation, codes of practice and national standards that affect public relations campaigns.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- examples of public relations documents.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMKG442 Conduct e-marketing communications

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to prepare electronic advertisements for use in internet, mobile phones and other digital media marketing communications, and to evaluate their effectiveness in achieving marketing objectives.

The unit 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

Technical Skills – 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 for e-marketing	1.1 Identify legal, ethical and organisational frameworks related to task requirements 1.2 Identify existing electronic advertisement methods according to task requirements 1.3 Select media for electronic advertisements according to organisation's e-marketing strategy 1.4 Select e-marketing platforms for advertisement according to task requirements and organisational policy

ELEMENT	PERFORMANCE CRITERIA
2. Perform e-marketing	2.1 Use e-marketing platform for electronic advertisement according to e-marketing objectives 2.2 Confirm that e-marketing meets all task specifications 2.3 Present electronic advertisement on e-marketing platform to management prior to finalisation
3. Evaluate use of e-marketing	3.1 Monitor transmission of electronic advertisement and rectify errors or omissions 3.2 Evaluate e-marketing advertisements against measures of effectiveness and record outcomes according to organisational requirements 3.3 Plan for improvements to e-marketing strategies

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	<ul style="list-style-type: none"> 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
Oral Communication	<ul style="list-style-type: none"> Articulates ideas and requirements clearly and creatively based on techniques appropriate to audience and environment Elicits the view and opinions of others by listening and questioning
Self-management	<ul style="list-style-type: none"> Complies with organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment Takes responsibility for the outcomes of routine decisions related directly to own role
Planning and organising	<ul style="list-style-type: none"> Develops plans to manage tasks with an awareness of how they may contribute to longer term operational and strategic goals Identifies and explicitly applies some basic principles of analytical and lateral thinking

Skill	Description
Problem solving	<ul style="list-style-type: none">Identifies and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts
Technology	<ul style="list-style-type: none">Identifies key purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks

Unit Mapping Information

Supersedes and is equivalent to BSBMKG412 Conduct e-marketing communications.

Supersedes but is not equivalent to BSBCUE303 Conduct a telemarketing campaign.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG442 Conduct e-marketing communications

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare communications for at least two products or services to promote on an e-marketing platform.

In the course of the above, the candidate must:

- finalise communication with management according to organisational marketing strategy and objectives
- review communication and record according to organisational policies and procedures
- assess effectiveness of advertisement and plan for improvements to e-marketing strategies according to task objectives.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, codes of practice and national standards that affect marketing operations
- industry products and services knowledge
- intellectual property requirements
- organisational structure, roles and responsibilities
- principles of marketing and advertising
- software applications used in conducting electronic advertising and marketing.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes for e-marketing
- workplace documentation and resources relevant to performance evidence.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMKG544 Plan and monitor direct marketing activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to plan and monitor direct marketing activities for specific services and products.

The unit applies to individuals who are responsible for attracting a brand's target audience to increase brand involvement. Individuals work across a variety of industries and possess a sound theoretical knowledge base. They demonstrate a range of managerial skills to ensure business activities are conducted effectively and comply with legislative requirements.

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

Unit Sector

Technical Skills – 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. Establish direct marketing activities	1.1 Identify marketing objectives and goals. 1.2 Research and select direct marketing activities according to marketing objectives 1.3 Create budget and timeline for selected direct marketing activities 1.4 Produce a direct marketing activities proposal 1.5 Present direct marketing activities proposal to relevant personnel 1.6 Develop indicators for evaluating direct marketing activities
2. Implement direct	2.1 Initiate negotiations with relevant stakeholders and proceed

ELEMENT	PERFORMANCE CRITERIA
marketing activities according to legislative requirements	<p>with selected direct marketing activities</p> <p>2.2 Assist in drafting contracts for direct marketing activities according to negotiation outcomes</p> <p>2.3 Assemble resources to implement direct marketing activities according to direct marketing activities proposal, negotiation outcomes and legislative requirements</p> <p>2.4 Brief staff on their required input to direct marketing activities</p>
3. Evaluate direct marketing activities	<p>3.1 Calculate effectiveness of direct marketing activities using indicators</p> <p>3.2 Recommend modifications to direct marketing activities according to evaluation performed</p> <p>3.3 Record improvement opportunities for future marketing opportunities</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Oral communication	<ul style="list-style-type: none"> Participates in verbal exchanges using appropriate language and non-verbal features Uses active listening and questioning to confirm understanding
Reading	<ul style="list-style-type: none"> Identifies and analyses complex text to identify marketing opportunities
Writing	<ul style="list-style-type: none"> Prepares detailed documentation using appropriate terminology and format to convey clear messages to team members and relevant stakeholders

Unit Mapping Information

Supersedes and is equivalent to:

- BSBMKG508 Plan direct marketing activities
- BSBMKG509 Implement and monitor direct marketing activities.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG544 Plan and monitor direct marketing activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan and monitor a direct marketing activities for a product or service.

In the course of the above, the candidate must:

- research, select and create budget for direct marketing activities
- plan timelines for implementation and continuation of direct marketing activities
- develop direct marketing activity proposal
- present proposal to relevant personnel according to organisational policies and procedures
- negotiate and draft contracts for direct marketing activities in consultation with relevant personnel
- recommend and record improvements to future marketing activities.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of direct marketing activities
- target audience outcomes from direct marketing activities
- content of a proposal for direct marketing activities including:
 - objectives and purpose of marketing strategy
 - detailed budget
 - timelines
 - implementation plan
 - performance indicators
- development of a proposal for direct marketing activities
- negotiation strategies
- methods of evaluating effectiveness of direct marketing activities

- sources of advice available on contract requirements for direct marketing activities.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documents and data on direct marketing activities.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMKG552 Design and develop marketing communication plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify and evaluate a range of marketing communication mediums to design and develop marketing communication plans.

The unit applies to individuals who work in advertising, public relations, marketing or other 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

Technical Skills – 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 marketing communication plan information	1.1 Identify and confirm marketing communication purpose and objectives, expectations, budget, timeline and target audience with client 1.2 Obtain client and product information
2. Design marketing communication plan	2.1 Undertake and document research according to task requirements 2.2 Communicate outcomes and findings to relevant stakeholders 2.3 Identify marketing communications mix options 2.4 Compare advantages and disadvantages of communications

ELEMENT	PERFORMANCE CRITERIA
	mix 2.5 Select communication mix according to marketing communication brief 2.6 Establish success measures for marketing communication plan
3. Finalise marketing communication plan	3.1 Prepare budget and timeline proposal 3.2 Present marketing communication plan to client 3.3 Seek feedback from relevant stakeholders on communication plan 3.4 Make changed to the communications plan according to feedback received

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	<ul style="list-style-type: none"> Collates and interprets numeric data to analyse trends data, develop targets and prepare budgets for marketing activities
Reading	<ul style="list-style-type: none"> Identifies, analyses and evaluates complex texts to determine requirements of advertising brief, legislative, regulatory and business requirements
Initiative and enterprise	<ul style="list-style-type: none"> Develops new and innovative ideas through exploration, analysis and critical thinking
Planning and organising	<ul style="list-style-type: none"> Takes responsibility for following implicit and explicit voluntary constraints related to budget, legal and ethical requirements in development of marketing communication plan Plans, organises and implements tasks to achieve outcomes with an awareness of client requirements, time and budgetary constraints
Technology	<ul style="list-style-type: none"> Uses digital technologies to enter data, organise and present information

Unit Mapping Information

Supersedes and is equivalent to BSBMKG523 Design and develop an integrated marketing communication plan.

Supersedes but is not equivalent to:

- BSBADV507 Develop a media plan
- BSBMKG510 Plan e-marketing communications.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG552 Design and develop marketing communication plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design and develop at least one marketing communication plan.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative requirements relevant to marketing communication plans
- key features of marketing communications plans
- content and format of marketing communication plans including:
 - purpose statement
 - definition of target audience
 - analysis of product or service
 - legal and ethical constraints
 - marketing communication functions and media vehicles
- procedures for developing budget proposals.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations and codes of practice for marketing communications plans.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMKG553 Develop public relations campaigns

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop multifaceted and potentially ongoing public relations campaigns.

The unit applies to individuals working in senior roles, who possess sound theoretical business skills and knowledge and who often have substantial experience. These individuals are also seeking to further develop their skills across a wide range of business functions.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Technical Skills – 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. Interpret a complex public relations campaign brief	1.1 Identify objective of a complex public relations campaign brief 1.2 Identify campaign's messages, strategies, roles and responsibilities, resource requirements, and client requirements 1.3 Identify legal and ethical constraints in the brief
2. Identify and evaluate options for a complex public relations campaign	2.1 Analyse information about the target public and their attributes, and the public relations environment 2.2 Identify and evaluate a range of options for message concepts 2.3 Identify and select media according to target public and campaign objectives 2.4 Consult media directories and confirm suitable journalists and

ELEMENT	PERFORMANCE CRITERIA
	personnel are selected for campaign 2.5 Identify requirements for external suppliers and contract resources according to task requirements
3. Prepare public relations campaign plans	3.1 Plan and document a complex public relations campaign and its approach according to client requirements 3.2 Identify and incorporate budget, timing and schedules 3.3 Identify potential sources of risk 3.4 Develop and document control mechanisms 3.5 Finalise plan and present document to relevant stakeholders

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Interprets, analyses and synthesises complex information from various sources
Writing	<ul style="list-style-type: none"> Uses clear, engaging and persuasive language to produce documentation in a range of styles for different audiences and contexts
Oral Communication	<ul style="list-style-type: none"> Clearly articulates instructions and information using appropriate language and features for various audiences Employs listening and questioning techniques to confirm understanding
Numeracy	<ul style="list-style-type: none"> Uses mathematical formula to calculate whole numbers and decimals to determine work schedules and budgetary requirements
Self-management	<ul style="list-style-type: none"> Complies with organisational, legal and ethical requirements relevant to own role
Teamwork	<ul style="list-style-type: none"> Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role Collaborates with others to negotiate agreement on plans
Planning and organising	<ul style="list-style-type: none"> Prioritises and sequences work plans to ensure work deadlines are met Analyses options to make decisions related to campaign Anticipates potential risks and formulates contingency plans to deal with them
Technology	<ul style="list-style-type: none"> Uses digital applications to record, store, retrieve and share documents

Unit Mapping Information

Supersedes and is equivalent to BSBPUB502 Develop and manage complex public relations campaigns.

Supersedes but is not equivalent to:

- BSBPUB503 Manage fundraising and sponsorship activities
- BSBPUB504 Develop and implement crisis management plans.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG553 Develop public relations campaigns

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop at least one public relations campaign.

In the course of the above, the candidate must:

- evaluate complex public relations campaign brief
- analyse target audience and develop range of options for message concepts
- identify and contract external suppliers according to task requirements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, codes of practice and national standards that affect public relations
- techniques for evaluating options for message concepts
- public relations campaign budget requirements
- timing and schedule requirements according to task
- ethical and legal frameworks relevant to task
- resource requirements, including:
 - budget
 - timing
 - evaluation measures
- task requirements for:
 - media reach and frequency
 - media operational requirements
- range of media vehicles and factors for consideration prior to use
- techniques for managing complex public relations projects

- techniques used to identify and manage risks.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- examples of public relations communication documents.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMKG624 Manage market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to prepare for, manage and evaluate market research projects across an organisation.

The unit applies to individuals who are senior marketing professionals 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

Technical Skills – 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 Access policies and procedures and relevant regulatory guidelines relevant to market research 1.2 Develop and review market research project plan to point of finalisation 1.3 Identify and obtain required resources for implementation of market research project plan and work plans
2. Engage external consultants or service providers	2.1 Identify requirements for external consultants or service providers from market research project plan 2.2 Specify products and services required to implement plans, and detail criteria for selection

ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify and select external consultants or service providers of required products and services 2.4 Contract selected consultants or providers of products and services
3. Manage market research activity	3.1 Monitor work plan activity and confirm market research project plan comply with relevant organisational and legal requirements 3.2 Confirm compliance with organisational market research policy and procedures 3.3 Manage external consultants and providers of products and services, and confirm performance is in line with expectations and contractual requirements
4. Evaluate research processes and findings	4.1 Obtain research processes and findings 4.2 Confirm validity of information and data obtained 4.3 Review relevance and usefulness of findings from market research against research objectives outlined in market research project plan 4.4 Assess performance of project against relevant elements of market research project plan 4.5 Seek feedback from relevant stakeholders on research process and findings 4.6 Prepare reports for future improvements to research process 4.7 Implement revised policy and practices according to organisational requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Accesses complex information from a range of sources and accurately analyses data relevant to marketing activities
Writing	<ul style="list-style-type: none"> Prepares a range of workplace documentation, using clear language and required format, to convey priorities and critical strategic information
Oral Communication	<ul style="list-style-type: none"> Actively participates in verbal exchanges using suitable language and non-verbal features Uses active listening and questioning techniques to confirm understanding

Skill	Description
Numeracy	<ul style="list-style-type: none"> Measures and analyses complex numeric information during evaluation process
Self-management	<ul style="list-style-type: none"> Understands and adheres to organisational policies and objectives Is highly autonomous, taking responsibility and ownership for most or all aspects of own work
Teamwork	<ul style="list-style-type: none"> Identifies importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Planning and organising	<ul style="list-style-type: none"> Uses logical planning processes, and an increasingly intuitive understanding of context, to gather relevant information
Problem solving	<ul style="list-style-type: none"> Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account Recognises potential of new approaches to enhance work practices and outcomes

Unit Mapping Information

Supersedes and is equivalent to BSBMKG607 Manage market research.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG624 Manage market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare, manage, implement and evaluate at least one market research plan, including:
 - developing specifications for research components, outsourced to external consultants
 - managing market research activities according to organisational policy and procedures
 - evaluating research processes and findings against relevant market research project plan and work plans
 - preparing and presenting a report on market research findings.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- 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
 - sample design
 - development and application of hypotheses
 - role of research in enterprise development
 - use of survey instruments
- 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

- provisions of relevant legislation, codes of practice and national standards affecting market research.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- examples of previous market research plans and exemplars of market research project specifications.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBMKG625 Implement and manage international marketing programs

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to assess the international environment, identify market factors and risks, and manage and evaluate international marketing programs.

The unit applies to individuals who use are senior marketing or management personnel or those who have responsibility for international marketing programs.

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

Unit Sector

Technical Skills – 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. Develop international marketing objectives	1.1 Select international marketing opportunities and develop objectives according to organisation's capabilities and resources 1.2 Identify international marketing objectives according to organisation's strategic direction 1.3 Develop strategic objectives and related key performance indicators by product, service, country or international grouping, and overall performance 1.4 Relate risk factors to international business cycles and terms of economic conditions and estimate their impact on potential market

ELEMENT	PERFORMANCE CRITERIA
2. Determine marketing approach and operational structure	2.1 Identify resources and capabilities for implementation of program 2.2 Identify global and customised approaches for promotion of products or services 2.3 Identify options for choice of marketing approaches
3. Implement programs	3.1 Implement program according to agreed timelines 3.2 Provide support and assistance to staff and contractors involved in implementing the program 3.3 Manage integration of marketing, promotional and sales activities according to international marketing objectives 3.4 Assess and respond to the need for adjustments to plans, systems and procedures 3.5 Provide progress and other reports according to event requirements
4. Evaluate and improve international marketing performance	4.1 Monitor product, pricing and distribution policies related to market changes, objectives of marketing plan and organisational requirements 4.2 Monitor marketing progresses against performance targets and confirm activity, quality, cost, and time requirements are met 4.3 Review and revise marketing outcomes and objectives 4.4 Analyse successes and performance gaps in relation to cause and effect, and improve international marketing performance 4.5 Analyse changes in market phenomena, and identify and document potential impact on international marketing objectives 4.6 Document review of marketing performance against key performance indicators according to organisational requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	<ul style="list-style-type: none"> Performs complex mathematical calculations to analyse trend data, business development opportunities and cost benefit analyses
Reading	<ul style="list-style-type: none"> Researches and analyses a range of textual information from a variety of sources to identify key details and determine relevance

Skill	Description
	to strategic organisational requirements
Writing	<ul style="list-style-type: none"> Records results of research and analysis using language and format appropriate to organisation and purpose
Planning and organising	<ul style="list-style-type: none"> Uses logical planning processes, and an increasingly intuitive understanding of context, to identify risk factors, and to evaluate alternative strategies and resources
Problem solving	<ul style="list-style-type: none"> 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
Technology	<ul style="list-style-type: none"> Identifies potential of new approaches, including new technologies, to enhance work practices and outcomes

Unit Mapping Information

Supersedes and is equivalent to BSBMKG606 Manage international marketing programs.

Supersedes but is not equivalent to BSBMKG605 Evaluate international marketing opportunities.

Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBMKG625 Implement and manage international marketing programs

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement and manage at least one international marketing program.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures related to international marketing programs
- provisions of legislation, codes of practice and standards for international marketing programs
- KPIs for international marketing programs
- impacts of market changes on international marketing programs
- common international marketing strategies and approaches
- risk factors and mitigation strategies for international marketing opportunities
- processes for implementing an international marketing plan.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace policies and procedures for international marketing
- legislation, regulations, standards and codes on international marketing.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBOPS406 Participate in organisational governance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to meet the diverse roles, responsibilities, codes of conduct and behavioural protocols required of individuals involved in organisational governance.

The unit applies to individuals responsible for monitoring and guiding the activities of their organisation or work area.

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

Unit Sector

Business Competence – Business Operations

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 roles within an organisation	1.1 Identify core functions and structure of organisation 1.2 Describe relationships between organisation, its stakeholders and other organisations or entities 1.3 Assess the relationships and overlapping roles between committee and board members, and staff within an organisation 1.4 Identify differences between roles of governance and management
2. Work within structure of the organisation	2.1 Perform designated governance duties 2.2 Follow agreed decision making processes 2.3 Manage real and perceived conflict of interest issues associated

ELEMENT	PERFORMANCE CRITERIA
	with competing roles and responsibilities 2.4 Follow confidentiality policies, procedures and requirements
3. Follow legal requirements	3.1 Comply with legislative requirements that apply to organisational governance duties 3.2 Comply with relevant aspects of corporation law and terms and conditions of funding agreements 3.3 Adhere to the constitution of the organisation while undertaking workplace responsibilities
4. Monitor operations	4.1 Identify and analyse outcomes for each operational area 4.2 Use information provided to review effectiveness and efficiency of operations and associated policy 4.3 Suggest changes to operations or policy, where required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	<ul style="list-style-type: none"> Gathers, interprets and analyses information relating to core functions of the organisation, such as organisational goals, standards and values
Writing	<ul style="list-style-type: none"> Develops material for a specific audience using clear and detailed language to convey explicit information, requirements and recommendations
Oral communication	<ul style="list-style-type: none"> Participates in a verbal exchange of ideas and clearly articulates requirements using language, tone and syntax appropriate to audience and environment Uses active listening and questioning skills to confirm understanding
Enterprise and initiative	<ul style="list-style-type: none"> Understands nature and purpose of own role and associated responsibilities and how it contributes to the work of others in immediate work context Adheres to legal and regulatory responsibilities related to own work Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Teamwork	<ul style="list-style-type: none"> Collaborates with others to achieve joint outcomes, playing an active role in facilitating group interaction, influencing direction and taking a leadership role on occasion Follows accepted communication practices and protocols, adjusting personal communication style in response to the values, beliefs and cultural expectations of others

Skill	Description
Planning and organising	<ul style="list-style-type: none"> • Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency and considering how to link to work of others • Takes responsibility for outcomes of routine decisions related to own role
Problem solving	<ul style="list-style-type: none"> • Understands when to take responsibility for solving problems and when to consult with others

Unit Mapping Information

Supersedes and is equivalent to BSBGOV405 Undertake the roles and responsibilities of committee or board members.

Supersedes but is not equivalent to:

- BSBGOV401 Implement board member responsibilities
- BSBGOV402 Work within organisational structure
- BSBGOV501 Review and apply the organisation's constitution
- BSBGOV502 Recruit and coordinate committee members
- BSBGOV505 Seek and apply for funding opportunities.

Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBOPS406 Participate in organisational governance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in at least three organisational governance activities, including:
 - identifying core functions and structure of organisation
 - describing relationships between organisation, its stakeholders and other organisations or entities
 - following legal requirements and organisational policies and procedures
 - managing conflicts of interest
 - monitoring operations and analysing outcomes of operational area.

In the course of the above, the candidate must:

- communicate with others to achieve organisational objectives
- recommend operational process improvements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures for addressing conflicts of interest
- confidentiality requirements related to organisational governance
- relevant corporation laws related to funding agreements
- terms and condition of funding agreements
- decision-making techniques
- governance and management roles and responsibilities within organisation
- legislation and funding arrangements or funding body requirements relevant to own role.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBOPS502 Manage business operational plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and monitor the implementation of operational plans to support efficient and effective workplace practices and organisational productivity and profitability.

The unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plans.

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

Unit Sector

Business Competence – Business Operations

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 operational plan	1.1 Research, analyse and document resource requirements 1.2 Develop operational plan in consultation with, and with approval from, relevant stakeholders 1.3 Develop contingencies for operational plan 1.4 Explain plan to relevant work teams
2. Manage resource acquisition	2.1 Confirm that employees are recruited and inducted according to the organisation's human resources management policies, practices and procedures 2.2 Confirm that physical resources and services are acquired according to the organisation's policies, practices and procedures

ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify and incorporate requirements for intellectual property rights and responsibilities related to acquisition of resources
3. Monitor and review operational performance	3.1 Assess progress of operational plan in achieving profit and productivity plans and targets 3.2 Identify areas of under-performance, recommend solutions and rectify the situation 3.3 Plan and implement relevant processes for ongoing monitoring and confirm that support is provided for individuals and teams 3.4 Negotiate recommendations for variations to operational plans and gain approval from designated persons

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	<ul style="list-style-type: none"> Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan
Writing	<ul style="list-style-type: none"> Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements
Oral communication	<ul style="list-style-type: none"> Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders
Numeracy	<ul style="list-style-type: none"> Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan
Enterprise and initiative	<ul style="list-style-type: none"> Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment
Teamwork	<ul style="list-style-type: none"> 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
Planning and organising	<ul style="list-style-type: none"> Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as required to assist in the development and planning phase Sequences and schedules complex activities, monitors

Skill	Description
	implementation, and manages relevant communication
Problem solving	<ul style="list-style-type: none">• Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions
Technology	<ul style="list-style-type: none">• Demonstrates awareness of the importance of data security in a digital environment

Unit Mapping Information

Supersedes and is equivalent to BSBMGT517 Manage operational plan.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBOPS502 Manage business operational plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage an operational plan for at least one business or work area.

In the course of the above, the candidate must:

- develop and implement an operational plan using a variety of information sources and consultation including:
 - resource requirements
 - key performance indicators
 - monitoring processes
 - contingency plans
- communicate with stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- confirm existence of relevant strategies, including strategies relating to:
 - recruiting, inducting and developing personnel
 - acquiring physical resources and services
 - protecting intellectual property
 - making variations to the plan
 - monitoring and documenting performance.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- stakeholders involved in development and management of operations plan including escalation points, colleagues and specialist resource managers
- key information sources for proposal development and presentation including resource requirement specialists

- consultation processes
- content of operational plans, including:
 - procurement processes
 - employee recruitment and induction strategies
 - physical resource and service acquisition strategies
 - key indicators of organisational performance
- budget and actual financial relating to profit and productivity
- methods for preparing operational plans and contingency plans
- role of an operational plan in achieving an organisation's objectives
- procedures and records associated with documenting performance
- approaches for developing key performance indicators to meet business objectives
- legislative and regulatory framework relating to the development and implementation of operational plan of the organisation, including:
 - fair trading laws
 - work health and safety
- organisational policies, practices and procedures that relate to the operational plan.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation and regulations relevant to operational plans
- workplace documentation and resources relevant to performance evidence.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBOPS504 Manage business risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes skills and knowledge required to manage business risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

The unit applies to individuals who are working in positions of authority and who 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

Business Competence – Business Operations

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 Evaluate organisational processes, procedures and requirements and determine scope for risk management process 1.2 Review strengths and weaknesses of existing arrangements 1.3 Document critical success factors, goals and objectives for area included in scope 1.4 Communicate risk management process to relevant stakeholders
2. Identify risks	2.1 Invite stakeholders to assist in the identification of risks 2.2 Research risks that may apply to scope 2.3 Document risks that apply to the scope, in consultation with relevant parties

ELEMENT	PERFORMANCE CRITERIA
3. Analyse risks	3.1 Assess likelihood of risks occurring 3.2 Assess impact or consequence if risks occur 3.3 Evaluate and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select from options for treating risks 4.2 Develop action plan for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Implement action plan according to organisational policies and procedures 4.5 Monitor and 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	Description
Reading	<ul style="list-style-type: none"> • Synthesises a variety of relatively complex texts • Gathers, interprets and analyses textual information from a range of sources to identify relevant information
Writing	<ul style="list-style-type: none"> • Develops textual material and organises content in a manner that effectively documents risk management analysis and assessment priorities and processes
Oral communication	<ul style="list-style-type: none"> • Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding
Numeracy	<ul style="list-style-type: none"> • Uses numerical tools to assess risk and uses numerical data to review plans
Teamwork	<ul style="list-style-type: none"> • Selects appropriate conventions and protocols when communicating with stakeholders about risk management • Consults and negotiates with stakeholders about risk management processes and outcomes
Planning and organising	<ul style="list-style-type: none"> • Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication • Systematically analyses information to decide on appropriate risk management treatments • Refers to organisational processes, procedures and requirements when making decisions about risk management
Technology	<ul style="list-style-type: none"> • Uses digital technologies and systems to access information,

Skill	Description
	document plans and communicate with others

Unit Mapping Information

Supersedes and is equivalent to BSBR501 Manage risk.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBOPS504 Manage business risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead at least one risk management process for an organisation or work area.

In the course of the above, the candidate must:

- 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 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.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory context of the organisation in relation to risk management
- organisational policies, procedures and processes for risk management, including document storage
- types of business risks
- options for treating risks
- risk management process
- purpose and key elements of current risk management standards

- tools and techniques to identify risks to scope risk management processes.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to risk management
- workplace documentation and resources relating to risk management.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBOPS601 Develop and implement business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead a business operation that covers the steps required to develop and implement business plans.

The unit applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. These individuals 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

Business Competence – Business Operations

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 business plan	1.1 Identify organisational and legislative frameworks relevant to development of a business plan 1.2 Review market requirements for the organisation's products and service 1.3 Identify and assess business requirements, objectives, competitors and established plans 1.4 Develop performance objectives and measures for business plan, in consultation with relevant stakeholders 1.5 Identify financial, human and physical resource requirements for the business 1.6 Develop business plan

ELEMENT	PERFORMANCE CRITERIA
2. Implement business plan	2.1 Communicate business plan to all relevant stakeholders 2.2 Confirm skilled labour is available to implement plan 2.3 Test performance measurement systems and refine, where required 2.4 Prepare reports on key aspects of the business 2.5 Report system failures, product and service failures and variances to the business plan as they occur
3. Respond to performance data	3.1 Analyse performance reports against planned objectives 3.2 Review performance indicators and refine, where required 3.3 Identify and coach under-performing staff 3.4 Establish ongoing review processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	<ul style="list-style-type: none"> Gathers, interprets and analyses textual information when developing the business plan and monitoring operational performance
Writing	<ul style="list-style-type: none"> Communicates relationships between ideas and information, matching style of writing to purpose and audience Researches, plans and prepares business plan for relevant stakeholders
Oral communication	<ul style="list-style-type: none"> Presents information and seeks advice using language and features appropriate to audience Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	<ul style="list-style-type: none"> Extracts and evaluates mathematical information to review the market, research competitors and review pricing structures
Enterprise and initiative	<ul style="list-style-type: none"> Takes full responsibility for identifying and complying with legislative requirements applicable to self and the organisation
Teamwork	<ul style="list-style-type: none"> Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role Provides support in field of expertise to colleagues, as required
Planning and organising	<ul style="list-style-type: none"> Sequences and schedules complex activities, monitors implementation and manages relevant communication

Skill	Description
	<ul style="list-style-type: none">• Systematically gathers and analyses all relevant information and evaluates options in order to monitor performance and identify opportunities for improvement

Unit Mapping Information

Supersedes and is equivalent to BSBMGT617 Develop and implement a business plan.

Supersedes but is not equivalent to:

- BSBCUE604 Develop and maintain a service level strategy
- BSBCUE606 Forecast and plan using customer engagement traffic information analysis
- BSBMGT618 Develop an engagement centre business plan.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBOPS601 Develop and implement business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement at least one business plan.

In the course of the above, the candidate must:

- analyse and research business vision, mission, values, objectives, goals, competitors, financial targets, management arrangements and marketing approaches
- write a business plan, including:
 - description of the business
 - products and services
 - financial, physical and human resource requirements
 - regulatory requirements
 - marketing strategy
 - financial indicators
 - productivity and performance targets for key result areas
- monitor and respond to business performance including evaluation of performance against key results indicators
- consult, communicate with and report to relevant stakeholders
- provide analysis of the strengths and weaknesses of a business plan.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational and legislative frameworks required for the development of business plans, including:
 - pre-existing strategic, business and operational plans
 - business vision, mission, values and objectives

- permits or licences that may be required for new activity
- processes for developing and monitoring business plans
- customer needs and budgeting information
- performance objectives and measures, including key results indicators
- stakeholders involved in the development of business plans.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business information and data relevant to performance evidence.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBPEF202 Plan and apply time management

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to implement time management processes to organise and complete work tasks. It also addresses skills and knowledge to seek and review feedback for performance improvement regarding time management and use technology appropriate to the task.

The unit applies to individuals working under direct supervision. These individuals apply basic skills and knowledge in a broad range of work settings.

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

Unit Sector

Critical Thinking & Problem Solving – Personal 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 relevant personnel 1.2 Identify relationship between own work goals and plans, and organisational goals and plans 1.3 Research time management techniques and strategies 1.4 Plan and prioritise work tasks within allocated timeframes
2. Complete work tasks	2.1 Perform tasks according to designated timelines and instructions 2.2 Seek assistance from colleagues when difficulties arise in achieving allocated tasks

ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify factors affecting work plan 2.4 Communicate progress on work plan to relevant personnel according to organisational policies and procedures
3. Review work performance	3.1 Seek feedback on time management from relevant personnel 3.2 Record changes to time management approach according to task instructions 3.3 Identify and plan opportunities for improvement in discussion with colleagues

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Identifies and interprets textual information to determine and adhere to organisational and task requirements
Writing	<ul style="list-style-type: none"> Completes required documents using organisational formats
Oral communication	<ul style="list-style-type: none"> Uses listening and questioning techniques to seek information and confirm understanding Participates in verbal interactions using language and features suitable to audience and context
Numeracy	<ul style="list-style-type: none"> Interprets numerical information related to timeframes
Enterprise and initiative	<ul style="list-style-type: none"> Complies with organisational policies, procedures and standards
Planning and organising	<ul style="list-style-type: none"> Prioritises work and completes activities within designated timeframes Identifies and solves routine problems
Technology	<ul style="list-style-type: none"> Selects and uses appropriate digital tools to complete tasks

Unit Mapping Information

Supersedes and is equivalent to BSBWOR202 Organise and complete daily work activities.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBPEF202 Plan and apply time management

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement at least one time management plan with support of relevant personnel.

In the course of the above, the candidate must:

- complete each work task within specified timeframe, seeking opportunities to use digital tools where applicable
- seek and use feedback from others to monitor and improve work performance.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- time management techniques and strategies
- features of a time management plan
- organisational standards, policies and procedures relevant to own work role
- relationship between own work goals and plans and organisation's goals and plans
- factors affecting work progress and performance improvement techniques.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to challenges and situations to demonstrate application of performance evidence.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSTR601 Manage innovation and continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.
Release 2	This version first released with BSB Business Services Training Package Version 7.1. Release created to amend typographical error within the foundation skills.

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.

The unit applies to individuals 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

Critical Thinking and Problem Solving – Business Strategy

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 ways of working within team	1.1 Identify relevant team members and communicate ways of working objectives, expectations and desired outcomes 1.2 Identify and establish strategies to monitor and evaluate performance and sustainability of key systems and processes 1.3 Consult and seek advice from stakeholders, to identify

ELEMENT	PERFORMANCE CRITERIA
	<p>opportunities for improvement</p> <p>1.4 Communicate with and mentor team members on ways of working that contribute to continuous improvement</p> <p>1.5 Communicate with and coach team members how they can be innovative</p>
2. Identify improvements	<p>2.1 Analyse performance reports and variance from organisational plans within workplace</p> <p>2.2 Identify and analyse changing trends and opportunities relevant to the workplace</p> <p>2.3 Collect data and analyse areas for improvement in supply chains, and operational and service systems</p> <p>2.4 Conduct a gap analysis of supply chains, and operational and service systems and identify improvement needs and opportunities</p> <p>2.5 Communicate with and agree on team members identified improvement needs and opportunities</p> <p>2.6 Identify learning opportunities for team members</p>
3. Implement innovative processes	<p>3.1 Confirm objectives, timeframes, measures and communication plans are in place to manage implementation</p> <p>3.2 Address the impact of change and consequences for people and implement transition plans</p> <p>3.3 Implement contingency plans in the event of non-performance</p> <p>3.4 Follow up failure by investigation and analysis of causes and manage emerging challenges and opportunities</p> <p>3.5 Confirm that learnings from activities are captured and managed using relevant knowledge management system</p>
4. Develop workplace culture and tools for continuous improvement, innovation and learning	<p>4.1 Evaluate continuous improvement systems and processes and innovation on a regular basis</p> <p>4.2 Identify and communicate with stakeholders costs and benefits of innovations and improvements</p> <p>4.3 Establish rewards for continuous improvement, innovation and learning</p> <p>4.4 Seek and respond to feedback from relevant stakeholders' systems and processes for continuous improvement, innovation and learning</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Analyses, evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	<ul style="list-style-type: none"> Integrates information and ideas from a range of sources, utilising appropriate support materials Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
Numeracy	<ul style="list-style-type: none"> Selects and interprets mathematical information to analyse performance Performs calculations required to establish timeframes, cost-benefits and measures for continuous improvement and innovation processes
Initiative and enterprise	<ul style="list-style-type: none"> Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how Recognises that the current way is only one way of doing something and explores possibilities that challenge current approaches Facilitates a climate in which creativity and innovation are accepted as an integral part of achieving outcomes
Self-management	<ul style="list-style-type: none"> Plans and implements strategies to review and improve own performance
Teamwork	<ul style="list-style-type: none"> Recognises the importance of building rapport to establish positive and effective working relationships Collaborates with others to achieve joint outcomes, playing an active role in encouraging innovation and facilitating effective group interaction
Problem solving	<ul style="list-style-type: none"> Applies problem-solving processes to identify risks, evaluate options and determine solutions Uses lateral and analytical thinking to evaluate options against needs, resources and constraints before making decisions Actively identifies systems, devices and applications with potential to meet current and or future needs
Planning and organising	<ul style="list-style-type: none"> Plans, organises, implements or reviews organisational strategies, systems and processes

Unit Mapping Information

Supersedes and is equivalent to BSBMGT608 Manage innovation and continuous improvement.

Supersedes but is not equivalent to BSBMGT619 Identify and implement business innovation.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSTR601 Manage innovation and continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.
Release 2	This version first released with BSB Business Services Training Package Version 7.1. Release created to amend typographical error within the foundation skills.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage and promote innovation and continuous improvement for an organisation or work area on at least one occasion.

In the course of the above, the candidate must:

- identify opportunities for improvement
- consult with stakeholders
- promote the value of creativity, innovation and sustainability and recognising successes
- support testing and trialling of new ideas
- 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 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.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- cost-benefit analysis methods
- knowledge management systems

- continuous improvement systems and processes
- creativity and innovation theories and concepts
- organisational learning principles
- quality management and continuous improvement theories
- relevant risk management concepts
- key aspects of supply chains, and operational, product and service systems
- method for conducting gap analysis
- changing trends and opportunities in workplace.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSUS211 Participate in sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to measure, support and find opportunities to improve the sustainability of work practices.

The unit applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions. These individuals 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

Business Competence – 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. Measure sustainable work practices	1.1 Identify sustainable work practices in own work role 1.2 Measure current usage of resources in own work role 1.3 Record and file resource usage documents 1.4 Identify resource inefficiencies from gathered information
2. Support sustainable work practices	2.1 Identify and comply with workplace sustainability procedures 2.2 Identify workplace environmental hazards according to environmental regulations and standards 2.3 Report any breaches and potential breaches to organisational personnel
3. Seek opportunities to	3.1 Identify areas of improvement to work practices in own work

ELEMENT	PERFORMANCE CRITERIA
improve sustainable work practices	<p>area</p> <p>3.2 Consult with colleagues and management to assess potential to improve sustainability of identified work practices</p> <p>3.3 Make suggestions for improvements to workplace practices in own work area</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	<ul style="list-style-type: none"> Calculates basic metric measurements to determine resource usage
Reading	<ul style="list-style-type: none"> Recognises and interprets textual information to establish job requirements
Writing	<ul style="list-style-type: none"> Completes documents using required formats
Teamwork	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts Collaborates and cooperates with others to achieve joint outcomes
Initiative and enterprise	<ul style="list-style-type: none"> Implements actions according to requirements, taking some responsibility for sequencing and timing of tasks Analyses current practices to identify opportunities for improvement
Self-management	<ul style="list-style-type: none"> Understands and adheres to legal and regulatory responsibilities related to own work
Technology	<ul style="list-style-type: none"> Uses main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Supersedes and is equivalent to BSBSUS201 Participate in environmentally sustainable work practices.

Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSUS211 Participate in sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in at least three sustainable work practices.

In the course of the above, the candidate must:

- identify benefits of sustainable work practices and areas of improvement for sustainable practices in the workplace
- identify and apply sustainability legislation and organisational sustainability policies and procedures
- participate in and support discussions for improved resource efficiency processes
- identify, measure and document usage of resources
- collaborate with team members to develop suggestions for improving workplace sustainability practices.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- environmental and resource hazards and risks
- Australian and international standards for corporate social sustainability
- sustainability regulations and codes of practice applicable to own role
- organisational sustainability policies and procedures
- reporting channels and procedures to report breaches and potential issues
- advantages of sustainable practices in the workplace.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- documentation, information and resources on workplace environmental and resource efficiency
- sustainability legislation, regulations and standards.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSUS411 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to analyse and implement improvements to the environmental sustainability of work practices and monitor their effectiveness.

The unit applies to individuals with responsibility for the practices of a specific work area or who lead a work group or team.

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

Unit Sector

Business Competence – 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. Establish sustainable work contexts	1.1 Identify and assess organisational compliance against environmental legislation, regulations and standards 1.2 Collect data on environmental efficiency in organisational systems and processes 1.3 Analyse data on environmental efficiency and current purchasing strategies and identify areas for improvement 1.4 Consult stakeholders and external data sources on sustainability best practice 1.5 Develop efficiency targets and methods to monitor outcomes
2. Implement sustainable	2.1 Identify and source tools to set efficiency targets

ELEMENT	PERFORMANCE CRITERIA
work practices	2.2 Implement and integrate efficiency targets with other operational activities 2.3 Support team members to identify possible areas for improved resource efficiency in work areas 2.4 Seek and act on feedback from stakeholders on implementation
3. Monitor performance of sustainable work practices	3.1 Assess outcomes using monitoring method developed 3.2 Document and communicate outcomes to key personnel and stakeholders 3.3 Identify changes required to targets and tools from strategies and improvement plans 3.4 Promote successful strategies in development of new efficiency targets

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	<ul style="list-style-type: none"> Analyses numerical information to measure usage and calculates metric measurements, quantities and ratios and financial data using appropriate tools
Oral communication	<ul style="list-style-type: none"> Presents information and seeks advice using structure and language appropriate to audience Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Reading	<ul style="list-style-type: none"> Identifies and analyses texts to determine legislative and regulatory requirements relevant to work area Reviews reported information to evaluate workplace strategies and improvement practices
Writing	<ul style="list-style-type: none"> Documents findings of investigations from written and oral sources according to organisational requirements Provides updates about progress using formats and language appropriate to the audience and context
Initiative and Enterprise	<ul style="list-style-type: none"> Identifies and follows legislative requirements and organisational policies and procedures associated with own role
Teamwork	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information

Skill	Description
	<ul style="list-style-type: none"> Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives
Planning and organising	<ul style="list-style-type: none"> Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation Uses systematic, analytical processes to set environmental targets, gather relevant information, identify and evaluate alternative approaches Evaluates outcomes of decisions to identify opportunities for improvement
Technology	<ul style="list-style-type: none"> Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Supersedes and is equivalent to BSBSUS401 Implement and monitor environmentally sustainable work practices.

Supersedes but is not equivalent to:

- BSBSUS402 Implement an environmental management plan
- BSBSUS403 Measure, monitor and reduce carbon emissions
- BSBSUS404 Assess, implement, monitor and report on waste management
- BSBSUS405 Assess, monitor and reduce water use
- BSBSUS406 Identify and apply sustainability rating tools.

Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSUS411 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement and monitor at least three environmentally sustainable work practices.

In the course of the above, the candidate must:

- identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability in the workplace
- engage and consult with relevant stakeholders to develop and implement sustainability improvements, encourage feedback and to report on outcomes
- plan and organise work group activities to:
 - measure current resource usage
 - evaluate alternative solutions to workplace environmental issues
 - resolve workplace sustainability issues and generate ideas for improvements
 - evaluate and implement strategies to improve resource usage
 - comply with environmental requirements
- apply continuous improvement approaches to enhance organisation's sustainability performance
- apply change management techniques to support sustainability performance.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and sustainability issues
- relevant internal and external sources of information for the development of efficiency targets
- benchmarks for environmental and resource sustainability relevant to organisation

- Australian and international standards for corporate social sustainability
- continuous improvement approaches for workplace practices
- resources for monitoring sustainable work practices including:
 - questionnaires and surveys
 - visual calculations
 - supply records and invoices
 - previous internal and external audit documents
- organisational systems and procedures that relate to environmental and resource sustainability improvements, including:
 - supply chain, procurement and costing strategies
 - quality assurance
 - recommendation development and seeking approvals
 - sales strategies and operations.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- environmental sustainability legislation, regulations, standards and codes
- workplace reference materials for environmental sustainability and practices.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBSUS511 Develop workplace policies and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop and implement workplace sustainability policies and to modify the policy to suit changed circumstances.

The unit applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces. These individuals also engage with a range of relevant stakeholders and specialists.

'Sustainability' in this unit refers to a broad approach that focuses on the minimisation of an organisation's social, economic and environmental impact, as well as proactive value creation in these areas.

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

Unit Sector

Business Competence – 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. Prepare workplace sustainability policies	1.1 Establish scope and objectives of workplace sustainability policies 1.2 Gather information for development of sustainability policies 1.3 Analyse information and consultation insights 1.4 Develop and document sustainability policies according to organisational processes

ELEMENT	PERFORMANCE CRITERIA
	1.5 Incorporate implementation and continuous improvement processes into sustainability policies
2. Implement workplace sustainability policies	2.1 Present workplace sustainability policies and implementation processes to key stakeholders 2.2 Identify and source resources required to implement sustainability policies 2.3 Support implementation of workplace sustainability policies 2.4 Track continuous improvements in sustainability approaches using recording systems
3. Review implementation of workplace sustainability policies	3.1 Document outcomes and provide feedback to key personnel and stakeholders 3.2 Identify trends requiring remedial action to promote continuous improvement of performance 3.3 Modify sustainability policies to incorporate improvements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	<ul style="list-style-type: none"> Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs
Oral communication	<ul style="list-style-type: none"> Presents information and seeks advice using language appropriate to audience Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Reading	<ul style="list-style-type: none"> Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes
Writing	<ul style="list-style-type: none"> Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience
Initiative and enterprise	<ul style="list-style-type: none"> Develops, monitors and modifies organisational policies and procedures according to legislative requirements and organisation goals
Teamwork	<ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information Plays a lead role in consulting and negotiating positive outcomes with

Skill	Description
	a range of stakeholders
Planning and organising	<ul style="list-style-type: none"> • Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic, analytical processes in relatively complex, situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Supersedes and is equivalent to BSBSUS501 Develop workplace policy and procedures for sustainability.

Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBSUS511 Develop workplace policies and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement workplace policies and procedures for sustainability on at least one occasion, including:
 - implementing sustainability policy and procedures into wider organisational policies and procedures
 - consulting and communicating with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- Australian and international standards relating to corporate sustainability
- environmental and sustainability legislation, regulations and codes of practice applicable to organisation
- internal and external sources of information and their use in planning and developing organisational sustainability policies and procedures
- elements required for the development of organisational sustainability policies and processes including:
 - agreed outcomes of the policy and procedures
 - policy timeframes and costs
 - performance indicators
 - activities to be undertaken
 - assigned responsibilities
 - record keeping, review and improvement processes
 - common sustainability issues with organisational systems and procedures

- typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- corporate sustainability legislation, regulations, standards and codes
- organisational documentation on sustainability and sustainable practices.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTEC101 Operate digital devices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to start up and use a range of basic functions on digital devices.

The unit applies to those who perform a range of routine digital tasks in the various sectors of the business services industry and generally work under direct supervision.

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

Unit Sector

Digital Competence - Technology 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. Activate digital device and access features	1.1 Prepare workspace, furniture and equipment to suit user ergonomic requirements, where required 1.2 Activate digital device, and access or log on according to organisation policies and procedures 1.3 Identify basic functions and features of digital devices 1.4 Customise desktop or application configuration 1.5 Request assistance from relevant personnel for using digital device, where required 1.6 Access help functions, where required
2. Navigate and organise file or application	2.1 Open, close and access file or application by selecting correct desktop or menu icons

ELEMENT	PERFORMANCE CRITERIA
environment	2.2 Create shortcuts onto the desktop or menu, and request assistance from relevant personnel, where required 2.3 Identify and apply keyboard functions for both alpha and numeric keyboard input devices 2.4 Create folders and subfolders with relevant names 2.5 Identify and access storage devices relevant to the digital device 2.6 Download new applications with assistance from relevant stakeholder 2.7 Use search functions to locate files or applications
3. Edit and update stored information	3.1 Rename and move folders and subfolders 3.2 Remove files or applications as required, with assistance from relevant stakeholder 3.3 Open relevant file, document, or application 3.4 Edit content of the file, document, application, or similar in accordance with simple instructions 3.5 Save changes in digital device
4. Deactivate personal digital device	4.1 Save and close all open files, documents or applications 4.2 Deactivate digital device according to user procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Recognises textual information within internal procedures and technical documents to determine and complete work requirements
Writing	<ul style="list-style-type: none"> Inputs information using familiar text types and records numerical and textual information for file naming conventions

Unit Mapping Information

Supersedes and is equivalent to BSBITU111 Operate a personal digital device.

Supersedes but is not equivalent to:

- BSBITU112 Develop keyboard skills
- BSBITU307 Develop keyboarding speed and accuracy.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTEC101 Operate digital devices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on at least three occasions, activate, navigate, and deactivate a digital device.

In the course of the above, the candidate must:

- follow user procedures to power up and access a digital device
- follow user procedures and system information when using the basic functions on digital device, seeking assistance where required
- shut down applications and the device.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- user procedures for powering up and accessing a digital device
- key components of the digital system, including what each component does
- ergonomic issues that impact the use of digital devices
- key functions of the operating system
- organisational conventions for naming files.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- device user information
- different types of digital device.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTEC201 Use business software applications

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to select and use software and organise electronic information and data.

The unit applies to those who use 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

Digital Competence - Technology 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 to use technology	1.1 Identify task purpose, audience, format and presentation requirements, and clarify with relevant personnel, where required 1.2 Select relevant technology and software applications to achieve requirements of the task 1.3 Adjust workspace, furniture and equipment to suit own ergonomic requirements
2. Input and process information or data	2.1 Identify and open application, according to task and organisational requirements 2.2 Enter information or data into application according to organisational requirements

ELEMENT	PERFORMANCE CRITERIA
	2.3 Ensure information or data is checked and amended according to organisational and task requirements 2.4 Format information or data using appropriate application functions according to organisational and task requirements 2.5 Use relevant help functions to overcome simple issues
3. Finalise and store document	3.1 Review and edit final information or data, and prepare for storage in accordance with organisational and task requirements 3.2 Name and store document and exit application

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Recognises and interprets information from familiar sources to determine job role and task requirements
Writing	<ul style="list-style-type: none"> Produces and amends files to meet task and organisational requirements Completes required documentation using organisational formats

Unit Mapping Information

Supersedes and is equivalent to:

- BSBITU211 Produce digital text documents
- BSBITU212 Create and use spreadsheets
- BSBWOR204 Use business technology.

Supersedes but is not equivalent to BSBCUE301 Use multiple information systems.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTEC201 Use business software applications

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- select and use at least three business software applications on two occasions each.

In the course of the above, the candidate must:

- select and use technology safely and according to organisational requirements
- identify and address faults according to requirements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key features of:
 - organisation's work health and safety requirements relevant to own role
 - organisation's requirements for file naming and storage
 - applications used for organising electronic information and data.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources
- electronic files, information and data
- workplace documentation.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTEC203 Research using the internet

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to plan, conduct and present research using the internet within an organisational context.

The unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of research in a defined context, under direct supervision or with limited individual responsibility.

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Unit Sector

Digital Competence - Technology 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. Plan research	1.1 Confirm task requirements 1.2 Identify research objectives in consultation with relevant stakeholders 1.3 Identify potential sources for research information according to organisational policies and procedures 1.4 Select application and search engine according to organisational policies and procedures 1.5 Plan key search terms to be used in research
2. Conduct research	2.1 Power up digital device and access internet using selected application

ELEMENT	PERFORMANCE CRITERIA
	2.2 Open search engine according to research plan 2.3 Enter search terms according to research plan 2.4 Collect information according to research plan and organisational policies and procedures 2.5 Use relevant help functions to overcome simple issues, where required
3. Present research	3.1 Document information collected according to task requirements 3.2 Deliver document to relevant stakeholders according to organisational policies and procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Recognises textual information within organisational and task requirements to determine work requirements
Writing	<ul style="list-style-type: none"> Records numerical and textual information in accordance with requirements of task
Oral Communication	<ul style="list-style-type: none"> Participates in a variety of spoken exchanges with relevant stakeholders in an effort to clarify research purpose, audience and presentation requirements
Self-management	<ul style="list-style-type: none"> Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Technology	<ul style="list-style-type: none"> Understands functions and features of specific digital applications and uses these to perform work tasks

Unit Mapping Information

No equivalent unit. New unit.

Supersedes but is not equivalent to BSBITU315 Purchase goods and services online.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTEC203 Research using the internet

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on at least three occasions, plan, conduct, and present research on a work task using the internet.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key elements of basic research methods
- key functions of required applications
- relevant organisational policies and procedures
- key principles of documenting research.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- device user information
- relevant organisational policies and procedures
- workplace documentation and resources.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTEC301 Design and produce business documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to design and produce various business documents. It includes selecting and using a range of functions on a variety of computer applications.

The unit applies to those who possess fundamental skills in computer operations. 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

Digital Competence - Technology 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 technology and software applications to produce required business documents 1.2 Select layout and style of publication according to information and organisational requirements 1.3 Use basic design principles and ensure document design is consistent with organisational requirements 1.4 Discuss and clarify format and style with required stakeholder
2. Design document	2.1 Identify, open and create files according to task and organisational requirements 2.2 Design document and ensure efficient entry of information

ELEMENT	PERFORMANCE CRITERIA
	2.3 Use a range of functions to ensure consistency of design and layout
3. Produce document	3.1 Complete document production according to organisational policies, procedures and requirements 3.2 Check document produced to ensure it meets task requirements for style and layout 3.3 Store document appropriately and save document 3.4 Use help function to overcome basic difficulties with document design and production, where required
4. Finalise document	4.1 Proofread document for readability, accuracy and consistency of language, style and layout prior to final output 4.2 Modify document according to task requirements 4.3 Name and store document in accordance with organisational requirements and exit application 4.4 Present document according to task requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Recognises and interprets textual information from a range of sources to determine and adhere to requirements
Writing	<ul style="list-style-type: none"> Develops documents using required format, accurate spelling and grammar and terminology specific to requirements Organises content to support purposes and audience of material, using clear and logical language
Self-management	<ul style="list-style-type: none"> Recognises and follows explicit and implicit protocols and meets expectations associated with own role

Unit Mapping Information

Supersedes and is equivalent to:

- BSBITU306 Design and produce business documents
- BSBITU313 Design and produce digital text documents.

Supersedes but is not equivalent to:

- BSBINT305 Prepare business documents for the international trade of goods
- BSBITU309 Produce desktop published documents.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTEC301 Design and produce business documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design, produce and finalise four different types of business documents, using at least two different software applications.

In the course of the above, the candidate must:

- comply with organisational policies and procedures for producing business documents
- adhere to task requirements when producing documents including:
 - applying basic design principles
 - applying consistent formatting
 - using appropriate styles
 - using correct layouts
 - proofreading
- use required data storage options.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- technology required to produce document
- key functions and features of contemporary computer applications
- organisational policies and procedures
- organisational requirements for document design, including style guide.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources
- relevant software applications
- style guide
- organisational policies and procedures.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTEC302 Design and produce spreadsheets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop spreadsheets through the use of spreadsheet applications.

The unit applies to individuals employed in a range of environments who tend to be personally responsible for designing and working with spreadsheets under minimal supervision. These individuals are generally required to have intermediate knowledge and understanding of a number of spreadsheet applications.

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

Unit Sector

Digital Competence - Technology 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 Identify task purpose and audience 1.2 Identify task requirements according to data entry, storage, output, timeline and presentation format 1.3 Select most appropriate application to produce spreadsheet, according to available resources and organisational policies and procedures
2. Plan spreadsheet design	2.1 Design spreadsheet design to suit purpose, audience and information requirements of task 2.2 Confirm spreadsheet is designed to enhance readability and appearance, and is in accordance with organisational and task

ELEMENT	PERFORMANCE CRITERIA
	<p>requirements</p> <p>2.3 Use available application functions and confirm consistency of design and layout, adhering to organisational and task requirements</p>
3. Create spreadsheet	<p>3.1 Enter data, check and amend to maintain consistency of design and layout, in accordance with organisational and task requirements</p> <p>3.2 Format spreadsheet using application functions, according to organisational policies and procedures and presentation requirements</p> <p>3.3 Consult with relevant stakeholders and confirm formulae are tested and output meets task requirements</p> <p>3.4 Use required help functions and action issues as required</p>
4. Produce charts	<p>4.1 Select chart type and design that offers analysis of numerical data, and meets organisational and task requirements</p> <p>4.2 Create charts using required data range in spreadsheet</p> <p>4.3 Modify chart type and layout using formatting features, adhering to organisational and task requirements</p>
5. Finalise and present spreadsheets	<p>5.1 Review and edit final spreadsheet and accompanying charts, and prepare for delivery according to task requirements</p> <p>5.2 Deliver document to required stakeholders according to organisational requirements, policies and procedures</p> <p>5.3 Name and store spreadsheet according to organisational requirements and exit application</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Recognises and interprets numerical and textual information to determine organisational and task requirements
Writing	<ul style="list-style-type: none"> Inputs numerical and key reporting information when creating and finalising spreadsheets Uses format, layout, style guides and standard naming conventions to organise data according to purpose and audience
Numeracy	<ul style="list-style-type: none"> Uses mathematical equations to create simple formulae and validate numerical data

SKILL	DESCRIPTION
Teamwork	<ul style="list-style-type: none">• Collaborates with others to achieve joint outcomes

Unit Mapping Information

Supersedes and is equivalent to BSBITU314 Design and produce spreadsheets.

Supersedes but is not equivalent to BSBITU311 Use simple relational databases.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTEC302 Design and produce spreadsheets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan, design, produce and finalise a spreadsheet on at least four occasions.

In the course of the above, the candidate must:

- produce spreadsheet documents that align to document purpose and appropriate to target audience
- design spreadsheets using:
 - formulas and functions with:
 - addition, subtraction, division, multiplication
 - brackets
- design spreadsheets that address a range of data and organisational requirements
- use software functions to create spreadsheets that adhere to organisational requirements relating to style and presentation
- use relevant help functions to rectify document issues
- produce spreadsheet document in appropriate format for review, including ability to create and modify intermediate-level charts that analyse the dataset.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key elements of formatting of spreadsheets appropriate to workplace documents, including the ability to calculate:
 - sum totals
 - averages
 - counts of values
- key features of spreadsheet applications, both cloud-based and non-cloud based

- key features of organisational guidelines on spreadsheet design and use
- organisational requirements for ergonomics, work periods and breaks, and sustainability in relation to spreadsheet production.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- industry software/applications for producing spreadsheets
- digital device user information
- relevant legislation and codes of practice
- relevant organisational policies and procedures
- workplace documentation and resources, including style guide.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTEC303 Create electronic presentations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to design and produce electronic presentations using various applications and platforms.

The unit 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

Digital Competence - Technology 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 according to ergonomic requirements 1.2 Identify purpose, audience and mode of presentation in consultation with content author or relevant stakeholder 1.3 Identify organisational and task requirements 1.4 Select required application to produce presentation, according to available resources and organisational policies and procedures
2. Create presentation	2.1 Plan presentation, notes and handouts according to organisational and task requirements and image and style requirements

ELEMENT	PERFORMANCE CRITERIA
	2.2 Use application functions for consistency of design and layout 2.3 Balance presentation features for visual impact and emphasis 2.4 Use application features and customise presentation as required 2.5 Prepare presentation according to organisational requirements 2.6 Use relevant help functions to overcome issues relating to presentation creation, where required
3. Finalise presentation	3.1 Check presentation for spelling and consistency in presentation features and style, according to task requirements 3.2 Prepare presentation materials for delivery according to presenter or audience requirements 3.3 Name and store presentation appropriately, according to organisational requirements and exit application

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Evaluates and integrates information and ideas to construct meaning in an effort to design and create a presentation
Writing	<ul style="list-style-type: none"> Communicates relationships between ideas and information in a style appropriate to audience and purpose in accordance with organisational and task requirements
Planning and organising	<ul style="list-style-type: none"> Plans and implements routine tasks and workload making limited decisions on sequencing and timing
Teamwork	<ul style="list-style-type: none"> Collaborates with others to achieve joint outcomes

Unit Mapping Information

Supersedes and is equivalent to BSBITU312 Create electronic presentations.

Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTEC303 Create electronic presentations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on three occasions prepare, create and finalise an electronic presentation.

In the course of the above, the candidate must:

- follow relevant ergonomic requirements and organisational policies and procedures
- adhere to task requirements and organisational policies and procedures relating to:
 - following designated timelines
 - consistency of design and layout
 - editing and style requirements
- use relevant help functions to rectify presentation issues
- produce presentation in appropriate format
- store presentation in accordance with organisation policies and procedures relating to data security.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- design features and their effect on the readability and appearance of electronic presentations
- key functions of relevant applications for producing electronic presentations
- organisational requirements for ergonomics
- key features of organisational style and presentation guide.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and materials
- relevant digital applications
- examples of electronic presentations
- relevant organisational policies and procedures
- relevant workplace documentation and resources including style guide.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTEC402 Design and produce complex spreadsheets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to use spreadsheet software to complete business tasks and produce complex documents.

The unit 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

Digital Competence - Technology 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 and plan to develop spreadsheet	1.1 Organise personal work environment in accordance with ergonomic requirements 1.2 Analyse task and determine specifications for spreadsheets 1.3 Identify requirements of data entry, storage, output, reporting and presentation requirements 1.4 Apply work organisation strategies and energy and resource conservation techniques
2. Develop a linked spreadsheet solution	2.1 Use spreadsheet design software functions and formulae to meet identified requirements 2.2 Link spreadsheets according to software procedures

ELEMENT	PERFORMANCE CRITERIA
	2.3 Format cells and use data attributes assigned with cell references, according to task requirements 2.4 Test formulae to confirm output meets task requirements
3. Automate and standardise spreadsheet operation	3.1 Evaluate and identify tasks requiring automation 3.2 Create, use and edit macros to fulfil requirements of task and automate spreadsheet operation 3.3 Develop, edit and use templates and ensure consistency of design and layout according to task requirements
4. Use spreadsheets	4.1 Enter, check and amend data according to organisational and task requirements 4.2 Import and export data between compatible spreadsheets and adjust documents, according to software and organisational procedures 4.3 Use help function to overcome problems with spreadsheet design and production 4.4 Preview, adjust and prepare spreadsheet in accordance with organisational and task requirements
5. Represent numerical data in graphic form and store spreadsheet	5.1 Determine style of graph to meet specified requirements and manipulate spreadsheet data, where required 5.2 Create graphs with labels and titles from numerical data contained in a spreadsheet file 5.3 Name and store spreadsheet in accordance with organisational requirements and exit application

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Recognises and interprets numerical and textual information within a range of sources to determine and complete work according to requirements Reviews information to determine accuracy and consistency
Writing	<ul style="list-style-type: none"> Uses formal mathematical language to create formulas and enters routine data using a format appropriate to requirements Develops material using required format and incorporating technical functions to meet business needs
Oral	<ul style="list-style-type: none"> Uses listening and questioning skills to clarify requirements

SKILL	DESCRIPTION
Communication	
Numeracy	<ul style="list-style-type: none">• Represents mathematical information in an alternative form and analyses information to determine required spreadsheet formulae and macros
Self-management	<ul style="list-style-type: none">• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Planning and organising	<ul style="list-style-type: none">• Applies formal processes when planning more complex/unfamiliar tasks, producing plans with logically sequenced steps

Unit Mapping Information

Supersedes and is equivalent to BSBITU402 Develop and use complex spreadsheets.

Supersedes but is not equivalent to BSBITA411 Design and develop relational databases.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTEC402 Design and produce complex spreadsheets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on at least two occasions, prepare, develop, and use a complex spreadsheet.

In the course of the above, the candidate must:

- follow organisational and safe work practices
- adhere to organisational requirements for:
 - ensuring consistency of style, design and layout
 - saving and publishing 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.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- advanced functions of spreadsheet software applications
- key aspects of formatting and design on presentation and readability of data
- organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- key aspects of organisational policies and procedures
- key methods to test formulae.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant organisational policies and procedures
- workplace documentation and resources
- industry software packages and user instructions.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTEC501 Develop and implement an e-commerce strategy

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to evaluate e-commerce models and strategies for use in a business context. This includes the ability to incorporate results of evaluations into design of an e-commerce strategy, including marketing, buying and selling goods and services online.

The unit applies to those who possess skills and knowledge in a specialist business area, as well as knowledge of digital applications and other technologies. They apply these skills and knowledge in the evaluation, selection and implementation of new strategies for business, which incorporate e-commerce 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

Digital Competence - Technology 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. Analyse opportunities for e-commerce	1.1 Undertake a competitive analysis to determine the impact emerging trends will have on industry sectors and competitors 1.2 Complete value chain analysis and identify processes and relationships that may benefit from the adoption of e-commerce solutions, according to organisational strategies 1.3 Identify threats and opportunities of e-commerce implementation and evaluate potential contributions to the organisation

ELEMENT	PERFORMANCE CRITERIA
	<p>1.4 Conduct resource analysis and identify cost and revenue implications in opportunities, according to organisational policies and procedures</p> <p>1.5 Identify and evaluate legal and ethical issues in e-commerce opportunities</p>
2. Evaluate e-commerce models	<p>2.1 Identify and analyse business-to-business, business-to-consumer, intra-organisational e-commerce applications and e-commerce models, and assess applicability to own organisation</p> <p>2.2 Rank compatible e-commerce models in terms of their strengths and weaknesses, identify resourcing, technical and security requirements of each and assess according to organisational strategies</p> <p>2.3 Analyse cost implications of implementation of e-commerce models</p> <p>2.4 Determine an e-commerce model most appropriate in relation to organisational strategies</p>
3. Design an e-commerce strategy	<p>3.1 Formulate purpose, objectives and values for the e-commerce</p> <p>3.2 Identify target market, and value chain structure according to chosen e-commerce model</p> <p>3.3 Identify and obtain technical needs and expertise required to implement e-commerce model</p> <p>3.4 Investigate and identify possible culture issues, and develop plan to manage transition to e-commerce, according to organisational policies and procedures</p>
4. Implement an e-commerce strategy	<p>4.1 Develop policies and procedures that support customers, supply chain and staff and ensure successful implementation</p> <p>4.2 Monitor performance of organisational goals and adjust policies and procedures to respond to changing requirements of customers, staff and supply chain</p> <p>4.3 Review e-commerce systems and models, seek feedback from users and stakeholders responsible for e-commerce implementation</p> <p>4.4 Incorporate evaluation results and feedback and improve future e-commerce strategies</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Interprets a range of textual information to evaluate opportunities, possible exemplars and technical considerations
Writing	<ul style="list-style-type: none"> Takes personal notes and develops workplace documentation that clarifies complex ideas using language and structure to suit context and audience
Oral Communication	<ul style="list-style-type: none"> Articulates information clearly using language and tone appropriate to audience and environment Uses active listening and questioning techniques to receive feedback and confirm understanding
Numeracy	<ul style="list-style-type: none"> Analyses numerical information to determine resources required for job
Initiative and enterprise	<ul style="list-style-type: none"> Develops and reviews organisational procedures to achieve broader workplace goals Investigates new and innovative ideas as a means to continuously improve work practices and processes
Self-management	<ul style="list-style-type: none"> Takes responsibility for developing and implementing organisational processes that comply with legislative requirements and achieve required outcomes
Problem solving	<ul style="list-style-type: none"> Systematically gathers and analyses all relevant information and evaluates options to solve problems or make decisions
Technology	<ul style="list-style-type: none"> Uses digital technologies and systems safely, legally and ethically to access, store and share information

Unit Mapping Information

Supersedes and is equivalent to BSBEBU511 Develop and implement an e-business strategy.

Supersedes but is not equivalent to BSBEBU502 Implement e-business solutions.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTEC501 Develop and implement an e-commerce strategy

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design and implement an e-commerce strategy for an organisation or work area.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- methods for conducting value chain analysis when assessing potential e-commerce solutions
- key features of relevant legislation, regulations, standards and codes of practice that may affect the implementation of e-commerce solution
- key features of common e-commerce models
- organisational policies and procedures
- key features of organisational strategy related to e-commerce solutions.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTWK201 Work effectively with others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.

The unit applies to individuals who perform a range of routine tasks in a team environment and use a basic 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

Social Competence – Teamwork and Relationships

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 individual responsibilities in relation to workgroup members 1.2 Clarify individual and workgroup responsibilities with work team 1.3 Participate in informal meetings and information sharing with workgroup 1.4 Request and apply feedback from supervisor on individual practices
2. Improve workgroup processes	2.1 Support team members to meet workgroup goals 2.2 Contribute to workgroup goals and tasks according to organisational requirements

ELEMENT	PERFORMANCE CRITERIA
	<p>2.3 Share work-related information with workgroup according to organisational policies and procedures</p> <p>2.4 Plan strategies for team performance improvement with workgroup</p>
3. Resolve issues, problems and conflict	<p>3.1 Identify advantages of differences in values and beliefs between workgroup members</p> <p>3.2 Respond to any linguistic and cultural differences in communication styles according to legislation, organisational policies and procedures and ethical standards</p> <p>3.3 Identify potential workgroup issues, problems and conflicts encountered in the workplace</p> <p>3.4 Seek assistance from supervisor to address problems and conflicts that arise</p> <p>3.5 Suggest possible ways of dealing with identified workplace issues</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Identifies and interprets information to determine task requirements
Writing	<ul style="list-style-type: none"> Completes required documentation using organisational formats Composes simple documents for others to read
Oral Communication	<ul style="list-style-type: none"> Presents information and seeks advice using language and features appropriate to audience Participates in discussions using listening and questioning to elicit views of others and to clarify or confirm understanding
Initiative and enterprise	<ul style="list-style-type: none"> Identifies responsibilities of own role and follows explicit and implicit organisational protocols and procedures
Teamwork	<ul style="list-style-type: none"> 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 Listens to the ideas of others and considers their needs
Planning and organising	<ul style="list-style-type: none"> Plans and organises work commitments to ensure deadlines and objectives are met

Unit Mapping Information

Supersedes and is equivalent to BSBWOR203 Work effectively with others.

Supersedes and is not equivalent to BSBFLM312 Contribute to team effectiveness.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTWK201 Work effectively with others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- work with a group to achieve an objective on at least two occasions and address at least one identified problem or conflict on each occasion.

In the course of the above, the candidate must:

- distinguish individual responsibilities from workgroup responsibilities
- demonstrate the ability to:
 - support team members
 - communicate according to the cultural and linguistic requirements of the individual
 - act on constructive feedback
 - use communication channels to share information
 - cooperate and contribute to team goals
 - identify improvement opportunities
- identify problems and conflicts and address them according to organisational and ethical policies and procedures.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational and ethical standards, policies and procedures that relate to own work role
- team responsibilities and duties and their relationship to individual responsibilities and duties
- organisational policies and procedures relating to workplace discrimination and bullying
- personal values and beliefs including their importance in the development of relationships
- communication channels used to communicate in work teams including:
 - team meetings

- one-on-one interactions with individual team members
- emails
- instant messaging
- calls
- key problems and conflicts arising in workgroup contexts
- methods of resolving team problems including referral to relevant organisational personnel
- conflict resolution techniques.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace discrimination and bullying legislation
- organisational and ethical standards, policies and procedures for working 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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTWK401 Build and maintain business relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to establish, develop and maintain effective work relationships and networks through relationship building and negotiation skills required by workers. These workers may be within an organisation as well as freelance or contract workers.

The unit applies to individuals with a broad knowledge of networking and negotiation who contribute to creating solutions to unpredictable problems. They may have responsibility for and provide guidance to others.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Social Competence – Teamwork and Relationships

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 business relationships	1.1 Identify business development and networking objectives of the organisation and own role 1.2 Determine networking opportunities according to identified objectives and organisational policies and procedures 1.3 Confirm communication channels for information exchange with business contacts 1.4 Engage with business contacts using written and verbal communication to promote business opportunities
2. Maintain business	2.1 Use communication techniques to establish rapport with

ELEMENT	PERFORMANCE CRITERIA
relationships	business contacts 2.2 Identify barriers to business development opportunities 2.3 Use problem-solving techniques to negotiate solutions to identified situations 2.4 Seek specialist advice in the development of contacts, as required
3. Build and improve business relationships	3.1 Develop strategies to represent and promote organisational interests to contacts 3.2 Participate in formal and informal networks that promote the organisation 3.3 Communicate issues regarding relationships in writing and verbally to organisational personnel 3.4 Seek and respond to feedback from management on the quality of relationships with business contacts

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Learning	<ul style="list-style-type: none"> Seeks opportunities to develop and extend expertise and identify areas for professional improvement
Reading	<ul style="list-style-type: none"> Sources and analyses information to establish networks that consistently promotes business opportunities
Writing	<ul style="list-style-type: none"> Uses appropriate vocabulary, layout and grammatical structure to convey ideas and information
Oral Communication	<ul style="list-style-type: none"> Uses persuasive language and appropriate non-verbal features to achieve mutually acceptable outcomes Uses active listening and questioning techniques to confirm understanding
Initiative and enterprise	<ul style="list-style-type: none"> Identifies and adheres to organisational policies and procedures
Teamwork	<ul style="list-style-type: none"> Looks for ways to establish connections and build genuine understanding with a diverse range of people Cultivates relationships with people with the knowledge, skills and influence to get things done or provide support

SKILL	DESCRIPTION
Planning and organising	<ul style="list-style-type: none">• Takes responsibility for planning, sequencing and implementing tasks required to build and maintain networks• Uses analytical processes to identify problems, gather relevant information, evaluate options and determine solutions

Unit Mapping Information

Supersedes and is equivalent to BSBREL401 Establish networks.

Supersedes but is not equivalent to:

- BSBREL402 Build client relationships and business networks
- BSBREL403 Implement international client relationship strategies
- BSBSMB411 Manage specialist external advisory services.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTWK401 Build and maintain business relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- communicate with others to build and maintain at least two different business relationships.

In the course of the above, the candidate must:

- promote professional business relationship using written and verbal communication techniques
- identify methods to improve business relationships
- participate in formal and informal networking opportunities that promote the business.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- strategies for establishing and maintaining business relationships
- methods of engaging with business contacts including through participation in professional networks and associations
- relevant networks, organisations, agencies, associations or individuals
- principles and techniques needed to negotiate positive outcomes
- organisational policies, plans and procedures relevant to business relationships
- methods for obtaining feedback on business relationships.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources

- 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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTWK501 Lead diversity and inclusion

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead diversity for a work area. It covers implementing the organisation's diversity policy, fostering diversity within the work team and promoting the benefits of a diverse workplace.

The unit 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

Social Competence – Teamwork and Relationships

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 diversity policy	1.1 Locate and review organisational diversity policy 1.2 Identify application of diversity policy in work area 1.3 Assess currency and efficacy of diversity policy 1.4 Provide feedback and suggestions for improvement of organisational diversity policy 1.5 Revise diversity policy and incorporate improvements
2. Foster respect for diversity in the work team	2.1 Identify training needs to promote respect for difference in personal interactions 2.2 Identify staff struggling to work with diversity and implement

ELEMENT	PERFORMANCE CRITERIA
	measures to support working with diversity 2.3 Develop processes to demonstrate benefits of working with various diverse groups 2.4 Address workplace diversity complaints according to organisational policies and procedures
3. Promote the benefits of diversity	3.1 Promote organisational workforce diversity in external forums 3.2 Identify role of diversity in gaining a competitive advantage for the organisation 3.3 Support organisational efforts to champion diversity

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Identifies, analyses and evaluates complex texts to determine particular diversity requirements
Writing	<ul style="list-style-type: none"> Collates ideas and information from various sources Prepares factual and informative documentation to suit purpose and audience Records investigation findings according to organisational and legislative requirements
Oral Communication	<ul style="list-style-type: none"> Presents information and opinions using language and non-verbal features appropriate to audience Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Initiative and enterprise	<ul style="list-style-type: none"> Takes responsibility for following policies, procedures and legislative requirements Seeks to improve policies and procedures to better meet organisational goals
Teamwork	<ul style="list-style-type: none"> Selects, implements and seeks to improve protocols governing communications to clients and co-workers in a range of work contexts Collaborates with others to achieve shared goals Interacts effectively with people from diverse backgrounds
Planning and organising	<ul style="list-style-type: none"> Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others Uses analytical skills to decide on appropriate application of diversity policy in a range of complex situations

	<ul style="list-style-type: none">• Investigates new and innovative ideas as a means to continuously improve work practices and processes
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Unit Mapping Information

Supersedes and is equivalent to BSBDIV501 Manage diversity in the workplace.

Supersedes but is not equivalent to BSBDIV601 Develop and implement diversity policy.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTWK501 Lead diversity and inclusion

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead diversity and inclusion initiatives for an organisation or work area.

In the course of the above, the candidate must:

- implement strategies to improve awareness of challenges experienced by individuals from diverse groups in the work team
- follow procedures for handling complaints or harassment allegations
- promote the benefits of diversity to others both internally and externally.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational diversity policy
- organisational processes for feedback on policy
- benefits and competitive advantage of a diverse workforce
- organisational formal and informal complaints procedures
- relevant current legislation regarding:
 - age discrimination
 - disability discrimination
 - racial discrimination
 - sex discrimination
 - human rights
 - equal opportunity.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations and codes of practice for managing diversity
- workplace diversity policies and procedures.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBTWK503 Manage meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

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.

The unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace. These individuals 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

Social Competence – Teamwork and Relationships

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 according to meeting purpose 1.2 Establish and verify meeting requirements with relevant individuals 1.3 Contact and confirm meeting with participants according to organisational procedures 1.4 Provide meeting papers to participants according to task requirements
2. Conduct meetings	2.1 Chair meetings according to organisational requirements, agreed conventions for type of meeting and legal and ethical

ELEMENT	PERFORMANCE CRITERIA
	requirements 2.2 Promote participation, discussion, problem solving and resolution of issues 2.3 Brief minute-taker on method for recording meeting notes
3. Follow up meetings	3.1 Review meeting minutes and edit, as required 3.2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organisational requirements 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	DESCRIPTION
Reading	<ul style="list-style-type: none"> Identifies and interprets information from complex texts including organisational policies and procedures
Writing	<ul style="list-style-type: none"> Addresses the context, purpose and audience when generating a range of texts Prepares notes using appropriate structure, and accurate spelling, grammar and punctuation Edits and corrects own work to ensure accuracy
Oral Communication	<ul style="list-style-type: none"> Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose Listens for specific information during meetings Asks questions and listens to responses to clarify understanding
Numeracy	<ul style="list-style-type: none"> Identifies and interprets numerical information related to timeframes
Enterprise and initiative	<ul style="list-style-type: none"> Identifies and responds to both explicit and implicit organisational procedures and protocols and legislative and regulatory requirements
Planning and organising	<ul style="list-style-type: none"> Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints Recognises and takes responsibility for addressing predictable problems in familiar work contexts

Unit Mapping Information

Supersedes and is equivalent to BSBADM502 Manage meetings.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBTWK503 Manage meetings

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage a meeting on at least two occasions.

In the course of the above, the candidate must:

- apply conventions and procedures for meetings including:
 - developing and distributing agendas and papers
 - identifying and inviting meeting participants
 - organising and confirming meeting arrangements
 - conducting meeting
 - completing meeting-follow up actions
- follow relevant organisational policies and procedures.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- meeting terminology, structures and arrangements
- responsibilities of the chairperson and key features of group dynamics in relation to managing meetings
- key features of options for meetings including face-to-face and virtual meetings
- methods for recording meeting notes including relevant organisational requirements and conventions for type of meeting
- organisational procedures and policies regarding meetings, chairing and minutes including identifying organisational formats for minutes and agendas.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- organisational policies and procedures for managing meetings
- computers and relevant software.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBWRT411 Write complex documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to plan, draft and finalise complex documents.

The unit applies to individuals who work in a range of business environments and are skilled in the creation of documents that are more complex than basic correspondence, memos and/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

Social Competence – Written 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. Plan complex document	1.1 Determine audience, purpose and requirements of document according to organisation policies and procedures 1.2 Determine required format, style and structure for document 1.3 Establish method of communication 1.4 Develop content overview of document 1.5 Determine categories and logical sequence of information according to proposed structure, content and document requirements
2. Draft complex document	2.1 Confirm information is cohesive and satisfies document purpose and requirements 2.2 Develop draft document to communicate data, information and

ELEMENT	PERFORMANCE CRITERIA
	knowledge according to organisational policies and procedures 2.3 Identify gaps in required data, information and knowledge, and collect additional material from relevant sources, if required 2.4 Draft text according to document purposes and requirements
3. Finalise complex document	3.1 Review draft text and confirm document purpose and requirements are met 3.2 Check grammar, spelling and style for accuracy and punctuation 3.3 Confirm draft text is approved by relevant organisation personnel 3.4 Review and incorporate any amendments in final copy 3.5 Apply basic design elements for document appropriate to audience and purpose 3.6 Check document and confirm all requirements are met

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> • Interprets a variety of text to determine and confirm task requirements • Proofreads document checking for grammar, spelling, structure, and suitability of style and format for audience
Oral Communication	<ul style="list-style-type: none"> • Uses listening and questioning skills to seek additional information or confirmation of task completion
Self-management	<ul style="list-style-type: none"> • Follows accepted communication practices and protocols when seeking information or feedback from others • Takes responsibility for planning, sequencing and prioritising tasks to achieve required outcomes
Technology	<ul style="list-style-type: none"> • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Supersedes and is equivalent to BSBWRT401 Write complex documents.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBWRT411 Write complex documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan, draft and finalise three different complex documents that convey the required information in a format suitable for the intended audience and purpose according to organisational policies and procedures for document production.

In the course of the above, the candidate must:

- review and analyse a range of information sources
- use business technology to apply formatting and incorporate graphics
- apply organisation style guide/house style.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisation style guide/house style
- format and its impact on readability, cohesion and appearance of document
- categories and logical sequences of information
- rules and conventions for written English
- key features of word processing software
- key features of written communication methods, including:
 - general emails
 - procedures
 - business letters
 - meeting agendas
- organisational policies and procedures relating to written communication
- process for checking:
 - suitability of document for audience, purpose, format, and structure

- grammar, spelling and style for accuracy and punctuation
- key text elements including basic design elements.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- office equipment and resources
- organisational policies and procedures
- organisational style guides.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

BSBXCS302 Identify and report online security threats

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package 6.0.

Application

This unit describes the skills and knowledge required to identify and report online security threats to limit potential impact of cyber security breaches.

It applies to those working in a broad range of industries and job roles under some supervision and guidance who encounter and report online threats during the course of their work.

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

Unit Sector

Digital Competence – Cyber Security

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 online security threats	1.1 Review internal policies, procedures and plans relating potential online security breaches 1.2 Identify features of common types of potentially fraudulent communications 1.3 Implement techniques to verify suspicious requests for information
2. Respond to an online security breach	2.1 Block and report potential security breaches on computer and mobile device according to organisational policies and procedures 2.2 Respond to actual security breach or cyber security incident according to organisational response plan 2.3 Report security breach or cyber security incident according to

ELEMENT	PERFORMANCE CRITERIA
	legislative requirements and organisational policies and procedures
3. Support post- breach review	3.1 Provide information to required personnel to assist in documenting potential and actual breaches 3.2 Support post-incident review and identifying lessons learnt 3.3 Contribute updates to cyber security incident response plan as required and within scope of own role

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	<ul style="list-style-type: none"> Modifies behaviour following exposure to new information
Oral communication	<ul style="list-style-type: none"> Asks open and closed probing questions and actively listens to ensure that concepts regarding cyber security are well understood
Reading	<ul style="list-style-type: none"> Recognises and interprets information from relevant sources to determine organisational expectations relating to cyber security
Writing	<ul style="list-style-type: none"> Uses clear, specific and industry-related terminology relating to cyber security for breach and incident reports
Technology	<ul style="list-style-type: none"> Uses appropriate technology platforms to share information within the organisation relating to potential online security threats

Unit Mapping Information

No equivalent unit. New unit.

Links

Companion Volume Implementation Guide is found on VETNet: -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for BSBXCS302 Identify and report online security threats

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package 6.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify and report three different online security threats in a work area.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative requirements relating to identifying and reporting online security threats, including:
 - data protection
 - implications of Notifiable Data Breach legislation on an organisation and other associated Australian privacy laws
 - established international legislation
- organisational policies and procedures relating to online information security breaches, including:
 - blocking and reporting potential security breaches
 - escalation routes for cyber security issues
- common types of online scams and security risks, including phishing scams
- common techniques of phishing and spear phishing used by attackers, including:
 - spam email and SMS text
 - social engineering, including telephone calls, social media and website requests for information
- basic principles of cyber security
- indicators of insecure connection to websites, in particular where data is being collected
- Australian government sources of information on current online security threats
- common online security threats to which individuals might be exposed to, including physical threats

- common procedures for:
 - mitigating online security threats
 - following organisational cyber security incident response plan
 - responding to cyber security breaches.

Assessment Conditions

Skills must be assessed in a workplace or simulated environment where conditions are typical of a work environment requiring cyber secure practices, processes and procedures.

Access is required to:

- information and data sources relating to cyber security
- device with active internet connection
- internet browser
- industry standards and organisational procedures required to demonstrate the performance evidence.

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 Guide is found on VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

BSBXCS402 Promote workplace cyber security awareness and best practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package 6.0.

Application

This unit describes the skills and knowledge required to promote cyber security in a work area.

It applies to those working in a broad range of industries who as part of their job role support policies, procedures and practice within an organisation that promote cyber security.

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

Unit Sector

Digital Competence – Cyber Security

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 cyber security awareness in work area	1.1 Establish current level of awareness in work area relating to cyber security 1.2 Create and maintain cyber security awareness program that reflects organisation-wide best practice 1.3 Contribute to developing cyber security policies and procedures, and communicate to required personnel
2. Support effective cyber security practices in work area	2.1 Review cyber security practices according to organisational policies and procedures 2.2 Arrange training and information updates as required, and maintain related records 2.3 Present insights from review and training to required

ELEMENT	PERFORMANCE CRITERIA
	personnel, and potential related impacts on workplace
3. Review cyber security awareness in work area	3.1 Review latest cyber security threats and trends impacting organisations 3.2 Document outcomes of review and suggested improvements for consideration by required personnel 3.3 Communicate review outcomes and cyber security improvement requirements according to organisational policies and procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	<ul style="list-style-type: none"> Modifies behaviour following exposure to new information Shares insights gained from cyber security trend analysis
Oral communication	<ul style="list-style-type: none"> Consults with stakeholders to inform decision making
Reading	<ul style="list-style-type: none"> Interprets information from relevant sources to determine organisational expectations
Writing	<ul style="list-style-type: none"> Uses clear, specific and industry-related terminology relating to cyber security in workplace documents
Planning and organising	<ul style="list-style-type: none"> Maintains records and documentation relating to cyber security protection
Teamwork	<ul style="list-style-type: none"> Works collaboratively with interdisciplinary teams to promote cyber security
Technology	<ul style="list-style-type: none"> Uses appropriate technology platforms to assist with promoting cyber security within work area

Unit Mapping Information

No equivalent unit. New unit.

Links

Companion Volume Implementation Guide is found on VETNet: -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for BSBXCS402 Promote workplace cyber security awareness and best practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package 6.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop one set of policies and procedures for a work area that promote cyber security awareness and practices
- arrange training or updates to be provided to colleagues that support practice or awareness in relation to two different cyber security matters.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative requirements relating to cyber security context of performance evidence, including:
 - data protection
 - implications of Notifiable Data Breach legislation on an organisation and other associated Australian privacy laws
 - established international legislation
- organisational policies and procedures relating to:
 - securely storing, sharing and managing information
 - encryption, and protocols for its uses
 - data classification and management
 - media/document labelling
 - data governance
 - acceptable use
 - bring your own device
- Australian government sources of information on current threats
- risks associated with workplace cyber security
- strategies and techniques for promoting workplace cyber security

- techniques for:
 - implementing and promoting workplace cyber security awareness
 - facilitating training that promotes cyber security awareness, including the use of simulated activities.

Assessment Conditions

Skills must be assessed in a workplace or simulated environment where conditions are typical of a work environment requiring cyber secure practices, processes and procedures.

Access is required to:

- information and data sources relating to cyber security
- device with active internet connection
- internet browser
- industry standards and organisational procedures required to demonstrate the performance evidence.

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 Guide is found on VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

BSBXCS405 Contribute to cyber security incident responses

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package 6.0.

Application

This unit describes the skills and knowledge required to assist in responding to and containing cyber security incidents.

It applies to those working in a broad range of industries and job roles who work alongside technical experts to develop cyber security risk-management strategies.

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

Unit Sector

Digital Competence – Cyber Security

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 cyber security incident and contribute to its containment	1.1 Confirm nature and location of cyber security incident according to organisational policies and procedures 1.2 Estimate risk, likelihood and potential consequence of incident according to organisational response procedures 1.3 Assist in ensuring that cyber incident is contained according to legislative requirements and organisational cyber security incident response plan 1.4 Assist in confirming no further risks according to legislative requirements and organisational response procedures
2. Communicate information on cyber security incident	2.1 Escalate cyber security incident with required workplace personnel according to organisational policies and

ELEMENT	PERFORMANCE CRITERIA
	procedures 2.2 Consult with required internal and external stakeholders on communication needs relating to cyber security incident 2.3 Assist in alerting required external parties according to legislative requirements and organisational procedures
3. Contribute to post-incident activities	3.1 Support post-breach review and reporting 3.2 Assist in identifying lessons learnt from incident response and recommended changes to cyber security response plan 3.3 Assist in updating cyber security response plan to reflect review outcomes according to organisational policies and procedures 3.4 Communicate lessons learnt and recommendations to required personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	<ul style="list-style-type: none"> Modifies behaviour following exposure to new information Understands developments within cyber security protection and is able to advise on which options are appropriate
Numeracy	<ul style="list-style-type: none"> Interprets mathematical data Completes at times complex calculations and records mathematical data
Oral communication	<ul style="list-style-type: none"> Asks open and closed probe questions and actively listens to clarify consult with business and ICT technicians Communicate findings of assessment of business impact to required personnel
Reading	<ul style="list-style-type: none"> Recognises and interprets information from relevant sources to determine organisational expectations and legal requirements
Writing	<ul style="list-style-type: none"> Uses clear, specific and industry-related terminology relating to cyber security Produce written reports on business impact of assessed threat
Planning and organising	<ul style="list-style-type: none"> Manages cyber security incident response plan including protection strategies through to responding to breaches

Skill	Description
Technology	<ul style="list-style-type: none"><li data-bbox="462 309 1396 376">• Uses appropriate technology platforms to assist with cyber security incident responses

Unit Mapping Information

No equivalent unit. New unit.

Links

Companion Volume Implementation Guide is found on VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

Assessment Requirements for BSBXCS405 Contribute to cyber security incident responses

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package 6.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to assist in:

- responding to two different cyber security incidents in a work area
- conducting one post-breach review.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative requirements relating to contributing to cyber security incident responses, including:
 - data protection
 - implications of notifiable data breach legislation on an organisation and other associated Australian privacy laws
 - established international legislation
- procedures for developing communications plans
- organisational policies and procedures relating to cyber security incident response, including procedures for:
 - confirming nature and location of incidents
 - determining risk, likelihood, and consequence of incidents
 - containing incidents
 - notifying internal and external stakeholders of incident
 - internal and external communications
 - conducting post-breach reviews
- reporting methods for cyber security incidents, including official government channels
- key features of cyber security incident response plan
- risk mitigation strategies and procedures relating to cyber security

- internal and external stakeholders involved in responding to cyber security incidents.

Assessment Conditions

Skills must be assessed in a workplace or simulated environment where conditions are typical of a work environment requiring cyber secure practices, processes and procedures.

Access is required to:

- information and data sources relating to cyber security
- device with active internet connection
- internet browser
- industry standards, organisational procedures, and legislative requirements required to demonstrate the performance evidence.

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 Guide is found on VETNet: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2>

CPPCLO3100 Maintain cleaning storage areas

Modification History

Release 1 This version first released with CPP Property Services Training Package Release 15.0.

Supersedes and is equivalent to CPPCLO3035 Maintain cleaning storage areas.

Application

This unit specifies the skills and knowledge required to maintain a safe and efficient cleaning storage area following established procedures.

It applies to systematic storage of supplies of equipment, cleaning agents, consumables and personal protective equipment (PPE) in a range of sites, such as cleaners' rooms at client work sites, equipment storage bays, and in-built vehicle storage arrangements.

This unit applies to cleaning industry personnel who work alone or in teams in commercial and domestic sites. They use a range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to complete routine cleaning activities and provide solutions to predictable and sometimes unpredictable problems.

All work must be carried out in accordance with relevant state/territory legislation and regulations, including work health and safety (WHS), and codes of practice as well as organisational procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Cleaning

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe what needs to be done to demonstrate achievement of the element.

1 Maintain safety and

1.1 Identify and follow storage access and security

- security of cleaning storage area
- procedures according to organisational requirements.
- 1.2 Display safety charts and warning information according to legislative, WHS and organisational requirements.
- 1.3 Assess hazards and risks in storage area and control according to WHS and organisational requirements.
- 1.4 Ensure storage area is kept clean, tidy and free of obstacles to allow easy access to equipment, materials, cleaning agents, and personal protective equipment (PPE) according to WHS and organisational requirements.
- 1.5 Store equipment, cleaning agents and consumables according to manufacturers' instructions, WHS and organisational requirements.
- 2 Monitor levels of cleaning supplies.
- 2.1 Store cleaning agents and consumables on a first-in, first-out basis according to organisational requirements.
- 2.2 Dispose of used and out-of-date cleaning agents and waste consumables in accordance with environmental and organisational procedures.
- 2.3 Record need for replacement cleaning agents and consumables to facilitate re-ordering to maintain required levels according to organisational requirements.
- 2.4 Identify and report faults, wear or damage and need for maintenance and replacement equipment according to organisational requirements.

Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- reading skills to interpret safety signs and symbols in work area and on cleaning agent labels
- writing skills to record usage of cleaning agents
- numeracy skills to count stock.

Unit Mapping Information

Supersedes and is equivalent to CPPCLO3035 Maintain cleaning storage areas.

Links

Companion volumes to this training package are available at the VETNet website -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPCLO3100 Maintain cleaning storage areas

Modification History

Release 1 This version first released with CPP Property Services Training Package Release 15.0.

Supersedes and is equivalent to CPPCLO3035 Maintain cleaning storage areas.

Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by:

- systematising two different cleaning storage areas. For each storage area the candidate must:
 - organise cleaning supplies, including cleaning agents, consumables, and personal protective equipment (PPE)
 - organise cleaning equipment, including mops, brooms, buckets, cloths and vacuum cleaner.

Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- personal and site security procedures and requirements:
 - site access - security cards, codes and keys
 - areas of the worksite not to be accessed
 - alarm activation and deactivation
 - maintaining client privacy and confidentiality
 - contingencies if personal safety at risk
- organisational requirements for:
 - reporting incidents - accidents and injury, damage to or breakages in the cleaning area or cleaning equipment, theft and threats to personal security and breaches of site security
 - communication – face-to-face, electronic, written and reporting
 - procedures for checking equipment operation and safety
 - use of cleaning equipment, cleaning agents, consumables and PPE
- types of hazards and risks and ways to control:
 - WHS requirements
 - Safe Work Australia regulations and guidelines

- job safety analyses (JSAs) and safe work method statements (SWMS)
- manufacturer instructions and safety data sheets (SDS)
- types of PPE and correct selection, care, use and disposal
- slips, trips, falls and spills
- manual-handling techniques when carrying, lifting, pushing and pulling
- identification and safe practices with asbestos on site
- correct use of signage, barriers, containment and engineering controls and PPE
- safe use of electrical equipment
- principles of storage of equipment and cleaning agents:
 - clean, tidy and systematic
 - clear labelling
 - height placement
 - electrical equipment
 - first-in, first-out
 - storage
 - colour coding
- storage requirements for cleaning equipment
- routine maintenance of cleaning equipment and cloths
- types of cleaning agents - their purpose, action, correct use, precautions, safe handling, storage and disposal:
 - detergents
 - sanitisers
 - disinfectants
 - solvents
 - abrasives
- cleaning principles:
 - cleaning agent, time, agitation and temperature
 - significance of pH value of cleaning agents
 - sequence and direction of cleaning
 - achieve results while doing no harm
- environmentally sustainable work practices and compliance with environmental regulations:
 - storage and disposal of cleaning agents
 - ways of minimising negative environmental impact
 - conserving energy and water
 - recycling
- waste disposal:
 - general waste
 - hazardous waste
 - recyclable waste

- organic and green waste
- used materials and cleaning agents.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting where these skills and knowledge would be performed.

Candidates must have access to:

- industry-standard cleaning equipment and materials
- appropriate PPE
- equipment manuals and workplace documents.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPCLO3101 Clean carpeted floors

Modification History

- Release 1 This version first released with CPP Property Services Training Package Release 15.0.
Supersedes and is equivalent to CPPCLO3004 Maintain carpeted floors.

Application

This unit specifies the skills and knowledge required to undertake regular cleaning of carpeted floors in residential, educational, community, health care, accommodation and business settings. It includes the selection, use and basic care of equipment such as carpet sweepers and vacuum cleaners. It includes selection of accessories for specific carpet cleaning tasks, using equipment safely and efficiently and identifying and reporting stains.

This unit applies to cleaning industry personnel who work alone or in teams. They use a range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to complete routine cleaning activities and provide solutions to predictable and sometimes unpredictable problems.

All work must be carried out in accordance with relevant state/territory legislation and regulations, including work health and safety (WHS), and codes of practice as well as organisational procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Cleaning

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe what needs to be done to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare to clean | 1.1 Identify cleaning requirements and worksite access and security procedures and, if needed, clarify issues with |
|--------------------|--|

- carpets. supervisor, team member or client.
- 1.2 Select, check for fit and serviceability, and use personal protective equipment (PPE) according to WHS and job requirements.
 - 1.3 Identify site hazards and risks, and position safety signage and barriers according to WHS and job requirements.
 - 1.4 Check and document pre-existing damage to carpet according to organisational requirements.
 - 1.5 Confirm carpet, condition and soil types on carpet to determine appropriate cleaning method.
 - 1.6 Select the appropriate equipment and confirm requirements for safe use according to manufacturer instructions and WHS requirements.
 - 1.7 Determine sequence of tasks for maximum hygiene and efficiency of carpet cleaning.
- 2 Clean carpets.
- 2.1 Move and protect furniture and fittings that impede cleaning operation according to WHS and job requirements.
 - 2.2 Pre-clean by removing superficial soil from carpet according to job requirements.
 - 2.3 Use appropriate cleaning methods and equipment to clean carpet according to manufacturer recommendations and job requirements.
 - 2.4 Identify and report need for spot cleaning and stain removal according to organisational and job requirements.
- 3 Complete work activities.
- 3.1 Tidy work area, remove safety signage and barriers and dispose of soil and waste in accordance with WHS and environmental requirements.
 - 3.2 Clean and/or dispose of PPE as required by hygiene and organisational standards.
 - 3.3 Check cleaning equipment for faults, wear or damage

and report in accordance with organisational requirements.

- 3.4 Undertake basic care and maintenance needed to leave equipment and supplies in ready to use order.
- 3.5 Record site cleaning and store cleaning equipment and materials according to organisational requirements.

Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- reading skills to interpret safety signs and symbols in work area.

Unit Mapping Information

Supersedes and is equivalent to CPPCLO3004 Maintain carpeted floors.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPCLO3101 Clean carpeted floors

Modification History

Release 1 This version first released with CPP Property Services Training Package Release 15.0.

Supersedes and is equivalent to CPPCLO3004 Maintain carpeted floors.

Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by:

- identifying and reporting three soils/stains requiring specialised removal
- vacuuming a carpeted floor of at least 4 x 4 metres on at least two occasions
- selecting, fitting and using the appropriate equipment and accessories to clean soil from three of the following:
 - an area rug
 - along skirting boards
 - heating vents in a carpeted floor
 - stairs.

Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- personal and site security procedures and requirements:
 - site access - security cards, codes and keys
 - areas of the worksite not to be accessed
 - alarm activation and deactivation
 - maintaining client privacy and confidentiality
 - contingencies if personal safety at risk
- types of hazards and risks and ways to control:
 - work health and safety (WHS) requirements
 - Safe Work Australia regulations and guidelines
 - job safety analyses (JSAs) and safe work method statements (SWMS)
 - manufacturer instructions and safety data sheets (SDS)
 - types of personal protective equipment (PPE) and correct selection, care, use and disposal

- slips, trips, falls and spills
- manual-handling techniques when carrying, lifting, pushing and pulling
- identification and safe practices with asbestos on site
- correct use of signage, barriers, containment, engineering controls and PPE
- safe use of electrical equipment
- organisational requirements for:
 - reporting incidents - accidents and injury, damage to or breakages in the cleaning area or cleaning equipment, theft and threats to personal security and breaches of site security
 - procedures for checking equipment operation and safety
 - use of cleaning equipment, cleaning agents, consumables and PPE
- techniques for vacuuming correctly and safely:
 - selection of appropriate equipment
 - adjusting equipment for operator height
 - operating posture
 - emptying waste
- common types of soiling on carpets
- functions and features, safe operational practices and storage of carpet cleaning equipment and accessories:
 - back-mounted unit
 - ducted system
 - floor-based mobile system
 - stick vacuum cleaner:
 - accessories brush
 - crevice tool
 - floor head
 - power head
 - upholstery head
 - variable pile height and adjustable head
 - carpet rake
 - carpet sweeper
- routine care and maintenance of carpet cleaning equipment:
 - emptying and changing dust bag or bin
 - cleaning and replacement of filters
 - cleaning rotating brushes
 - unclogging and cleaning vacuum hose
- environmentally sustainable work practices and compliance with environmental regulations:
 - storage and disposal of cleaning agents
 - ways of minimising negative environmental impact

- conserving energy and water
- recycling
- waste disposal:
 - general waste
 - hazardous waste
 - syringes and sharps
 - recyclable waste
 - organic and green waste
 - used materials and cleaning agents.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting where these skills and knowledge would be performed.

Candidates must have access to:

- industry-standard cleaning equipment
- appropriate PPE
- manufacturer's instructions and workplace documents.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPCLO3102 Clean hard floors

Modification History

- Release 1 This version first released with CPP Property Services Training Package Release 15.0.
Supersedes and is equivalent to CPPCLO3001 Maintain hard floor surfaces.

Application

This unit specifies the skills and knowledge required to undertake regular and periodic cleaning of vinyl, tiled, stone, timber and engineered hard floors in a range of residential, educational, community, health care, accommodation and business settings.

It includes the selection, use and basic care of manual equipment and hand-held mechanical equipment, such as mops and a walk behind floor scrubber, to remove soiling from hard floors while following work health and safety (WHS) procedures.

This unit applies to cleaning industry personnel who work alone or in teams. They use a range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to complete routine cleaning activities and provide solutions to predictable and sometimes unpredictable problems.

All work must be carried out in accordance with relevant state/territory legislation and regulations, including WHS, and codes of practice as well as organisational procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Cleaning

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe what needs to be done to demonstrate achievement of the element.

- | | |
|-------------------------|--|
| 1 Prepare to clean hard | 1.1 Identify cleaning requirements and worksite access and security procedures and, if needed, clarify issues with |
|-------------------------|--|

- floors. supervisor, team member or client.
- 1.2 Select, check for fit and serviceability, and use personal protective equipment (PPE) according to WHS and job requirements.
 - 1.3 Identify site hazards and risks and position safety signage and barriers according to WHS and job requirements.
 - 1.4 Check and document pre-existing condition and any damage to floors according to organisational requirements.
 - 1.5 Confirm type of floor and soil types on surfaces to determine appropriate cleaning methods.
 - 1.6 Select the appropriate equipment and cleaning agents and confirm requirements for safe use according to manufacturer instructions and WHS requirements.
 - 1.7 Determine sequence of tasks for maximum hygiene and efficiency of cleaning.
- 2 Clean floor surface.
- 2.1 Move and protect furniture and fittings that impede cleaning operation according to WHS and job requirements.
 - 2.2 Pre-clean by removing superficial soil from surfaces according to job requirements.
 - 2.3 Use appropriate equipment and cleaning agents to clean floors following safe work practices and manufacturer recommendations according to job requirements.
 - 2.4 Compare cleaned area with surrounding surface to determine need for further action according to job and organisational requirements.
- 3 Complete work activities.
- 3.1 Tidy work area, remove safety signage and barriers and dispose of soil and waste according to WHS and environmental requirements.
 - 3.2 Clean and/or dispose of PPE as required by hygiene and organisational standards.
 - 3.3 Check cleaning equipment for faults or damage, and

report according to organisational requirements.

- 3.4 Undertake basic care and maintenance needed to leave equipment and supplies in ready to use order.
- 3.5 Record site cleaning and store cleaning equipment and materials according to organisational requirements.

Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- reading skills to interpret safety signs and symbols in work area and on cleaning agent labels
- numeracy skills to measure quantities of cleaning agents.

Unit Mapping Information

Supersedes and is equivalent to CPPCLO3001 Maintain hard floor surfaces.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPCLO3102 Clean hard floors

Modification History

- Release 1 This version first released with CPP Property Services Training Package Release 15.0.
Supersedes and is equivalent to CPPCLO3001 Maintain hard floor surfaces.

Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by:

- sweeping/dry mopping and wet mopping to clean two of the following floor surfaces, each measuring at least 4 x 4 metres:
 - one vinyl floor area
 - one tiled floor area
 - stone/polished concrete floor area
 - one timber or engineered hard floor area
- using a mechanical method of cleaning to clean two of the following floor surfaces, each measuring at least 4 x 4 metres:
 - one vinyl floor area
 - one tiled floor area
 - stone/polished concrete floor area
 - one timber or engineered hard floor area.

Candidates must clean each selected floor on at least two occasions and remove different types of soil.

Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- personal and site security procedures and requirements:
 - site access - security cards, codes and keys
 - areas of the worksite not to be accessed
 - alarm activation and deactivation
 - maintaining client privacy and confidentiality
 - contingencies if personal safety at risk
- types of hazards and risks and ways to control:
 - work health and safety (WHS) requirements

- Safe Work Australia regulations and guidelines
- job safety analyses (JSAs) and safe work method statements (SWMS)
- manufacturer instructions and safety data sheets (SDS)
- types of personal protective equipment (PPE) and correct selection, care, use and disposal
- slips, trips, falls and spills
- manual-handling techniques when carrying, lifting, pushing and pulling
- identification and safe practices with asbestos on site
- correct use of signage, barriers, containment and engineering controls and PPE
- safe use of electrical equipment
- organisational requirements for:
 - reporting incidents - accidents and injury, damage to or breakages in the cleaning area or cleaning equipment, theft and threats to personal security and breaches of site security
 - procedures for checking equipment operation and safety
 - use of cleaning equipment, cleaning agents, consumables and PPE
- types of hard floor surfaces and cleaning precautions:
 - resilient – vinyl, timber and engineered hard flooring
 - non-resilient – tiles and stone
- functions and features and safe operational practices, care and storage of floor cleaning equipment:
 - wet and dry mops
 - brushes and brooms
 - walk behind equipment, such as scrubbers and sweepers
 - vacuuming equipment
- techniques for cleaning floors correctly and safely:
 - selection of appropriate equipment
 - adjusting equipment for operator height
 - operating posture and movements
- types of soil and methods to remove:
 - dust and dirt, oil/grease, food, beverages, and hazardous soil, such as vomit
 - stains, adhered and built-up soils
- types of floor cleaning agents - their purpose, action, correct use, precautions, safe handling, storage and disposal:
 - detergents
 - disinfectants
 - solvents
 - abrasives
- cleaning principles:
 - cleaning agent, time, agitation, temperature
 - significance of pH value of cleaning agents

- sequence and direction of cleaning
- achieve results while doing no harm
- routine maintenance of floor cleaning equipment and materials:
 - removing squeegees
 - changing scrubber pads
 - keeping buckets and mops clean
- environmentally sustainable work practices and compliance with environmental regulations:
 - storage and disposal of cleaning agents
 - ways of minimising negative environmental impact
 - conserving energy and water
 - recycling
- waste disposal:
 - general waste
 - contaminated and biological waste, syringes and sharps
 - recyclable waste
 - organic and green waste.
 - used materials and cleaning agents.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting where these skills and knowledge would be performed.

Candidates must have access to:

- industry-standard cleaning equipment
- appropriate PPE
- manufacturer's instructions and workplace documents.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPCLO3103 Clean and maintain amenities

Modification History

Release 1 This version first released with CPP Property Services Training Package Release 15.0.

Supersedes and is equivalent to CPPCLO3017 Clean wet areas.

Application

This unit specifies the skills and knowledge required to undertake regular and periodic cleaning of amenities in a range of residential, educational, community, health care, accommodation and business settings. It includes floors, surfaces, basins, sinks, toilets, urinals, showers, baths and mirrors in bathrooms, toilets, baby change areas, change rooms and laundries.

It includes the selection and use of methods, materials and equipment to clean and disinfect fittings and surfaces, empty waste and replenish consumables while following work health and safety (WHS) procedures.

This unit applies to cleaning industry personnel who work alone or in teams. They use a range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to complete routine cleaning activities and provide solutions to predictable and sometimes unpredictable problems.

All work must be carried out in accordance with relevant state/territory legislation and regulations, including WHS, and codes of practice as well as organisational procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Cleaning

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe what needs to be done to demonstrate achievement of the element.

- 1 Prepare to clean amenities.
 - 1.1 Identify cleaning requirements and worksite access and security procedures and, if needed, clarify issues with supervisor, team member or client.
 - 1.2 Select, check for fit and serviceability, and use personal protective equipment (PPE) according to WHS and job requirements.
 - 1.3 Identify site hazards and risks and position safety signage and barriers according to WHS and job requirements.
 - 1.4 Check and document operation and pre-existing damage to amenities according to organisational requirements.
 - 1.5 Confirm types and material composition of amenities and soil types on surfaces and fittings to determine appropriate cleaning methods.
 - 1.6 Select the appropriate equipment and cleaning agents and confirm requirements for safe use according to manufacturer instructions and WHS requirements.
 - 1.7 Determine sequence of tasks for maximum hygiene and efficiency of amenity cleaning.
- 2 Clean fittings and surfaces.
 - 2.1 Pre-clean by removing superficial soil from surfaces according to job requirements.
 - 2.2 Use appropriate methods to clean amenities according to job requirements and following safe work and hygiene practices and manufacturer recommendations.
 - 2.3 Clean and disinfect frequently touched surfaces according to hygiene standards and job requirements.
- 3 Replenish consumables.
 - 3.1 Check, replace and refill empty or near empty consumables according to organisational requirements.
 - 3.2 Dispose of used consumables according to hygiene and environmental requirements.
 - 3.3 Record replenished consumable type and amount according to organisational requirements.

- | | |
|------------------------------|--|
| 4 Complete amenity cleaning. | 4.1 Tidy work area, remove safety signage and barriers and dispose of soil and waste according to work health and safety and environmental requirements. |
| | 4.2 Clean and/or dispose of PPE as required by hygiene and organisational standards. |
| | 4.3 Check cleaning equipment for faults, wear or damage, and report according to organisational requirements. |
| | 4.4 Record site cleaning and store cleaning equipment and materials according to organisational requirements. |

Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- reading skills to interpret safety signs and symbols in work area and on cleaning agent labels
- numeracy skills to measure quantities of cleaning agents.

Unit Mapping Information

Supersedes and is equivalent to CPPCLO3017 Clean wet areas.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPCLO3103 Clean and maintain amenities

Modification History

Release 1 This version first released with CPP Property Services Training Package Release 15.0.

Supersedes and is equivalent to CPPCLO3017 Clean wet areas.

Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by:

- cleaning, on at least two occasions, surfaces and fittings in three of the following types of amenities:
 - bathroom, including a bath and a separate shower
 - a baby change table
 - toilet and urinal
 - laundry.

Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- personal and site security procedures and requirements:
 - site access - security cards, codes and keys
 - areas of the worksite not to be accessed
 - alarm activation and deactivation
 - maintaining client privacy and confidentiality
 - contingencies if personal safety at risk
- types of hazards and risks and ways to control:
 - work health and safety (WHS) requirements
 - Safe Work Australia regulations and guidelines
 - job safety analyses (JSAs) and safe work method statements (SWMS)
 - manufacturer instructions and safety data sheets (SDS)
 - types of personal protective equipment (PPE) and correct selection, care, use and disposal
 - slips, trips, falls and spills
 - manual-handling techniques when carrying, lifting, pushing and pulling

- identification and safe practices with asbestos on site
- correct use of signage, barriers, containment and engineering controls and PPE
- safe use of electrical equipment
- organisational requirements for:
 - reporting incidents - accidents and injury, damage to or breakages in the cleaning area or cleaning equipment, theft and threats to personal security and breaches of site security
 - procedures for checking equipment operation and safety
 - use of cleaning equipment, cleaning agents, consumables and PPE
- types of fittings and surfaces in bathrooms, toilets, change rooms and laundries
- cleaning methods and precautions for surface types:
 - stainless steel, chrome and aluminium
 - plastics, vinyls, laminates and rubber
 - ceramic, porcelain, stone and concrete
 - glass
- types of soil and methods to remove:
 - dirt, oil/grease and human waste
 - mould
 - hardwater deposits and rust
- types of cleaning agents - their purpose, action, correct use, precautions, safe handling, storage and disposal:
 - detergents
 - sanitisers
 - disinfectants
 - solvents
 - abrasives
- cleaning principles:
 - cleaning agent, time, agitation, temperature
 - significance of pH value of cleaning agents
 - sequence and direction of cleaning
 - achieve results while doing no harm
- functions and features, safe use, routine maintenance and storage of cleaning equipment:
 - absorbent cleaning cloths, dry cloths, damp cloths and lint-free cloths
 - toilet brushes
 - scrubbing brushes, scourers and scrapers
 - long-handled brushes and dustpan tongs
 - brooms and mops
 - buckets and wringer buckets
 - 'doodle bugs'
 - hoses and nozzles

- sharps disposal units
- scrubbing and polishing machines
- squeegees
- selection, use, care and storage of microfibre equipment
- techniques for cleaning correctly and safely:
 - selection of appropriate equipment
 - adjusting equipment for operator height
 - operating posture and movements
- environmentally sustainable work practices and compliance with environmental regulations:
 - storage and disposal of cleaning agents
 - ways of minimising negative environmental impact
 - conserving energy and water
 - recycling
- waste disposal:
 - general waste
 - hazardous waste
 - recyclable waste
 - organic and green waste
 - used materials and cleaning agents.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting where these skills and knowledge would be performed.

Candidates must have access to:

- industry-standard cleaning equipment
- appropriate PPE
- manufacturer's instructions and workplace documents.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPCLO3105 Clean glass surfaces

Modification History

- Release 1 This version first released with CPP Property Services Training Package Release 15.0.
Supersedes and is equivalent to CPPCLO3009 Clean glass surfaces.

Application

This unit specifies the skills and knowledge required to assess the glass surface to be cleaned, identify the type of soil present, and then select the appropriate cleaning methods, equipment and cleaning agents. Glass surfaces are cleaned using standard and extension equipment if height access is required.

This unit applies to cleaning industry personnel who work alone or in teams in commercial and domestic sites. They use a range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to complete routine cleaning activities and provide solutions to predictable and sometimes unpredictable problems.

All work must be carried out in accordance with relevant state/territory legislation and regulations, including work health and safety (WHS), and codes of practice as well as organisational procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Cleaning

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe what needs to be done to demonstrate achievement of the element.

- | | |
|-----------------------|--|
| 1 Plan and prepare to | 1.1 Identify cleaning requirements and worksite access and security procedures and, if needed, clarify issues with |
|-----------------------|--|

- clean glass surfaces. supervisor, team member or client.
- 1.2 Select, check for fit and serviceability, and use personal protective equipment (PPE) according to WHS and job requirements.
 - 1.3 Identify site hazards and risks, position safety signage and barriers according to WHS and job requirements.
 - 1.4 Move and protect items, as required, to permit access and prevent damage according to WHS and job requirements.
 - 1.5 Check and document pre-existing damage to surfaces according to organisational requirements.
 - 1.6 Confirm glass features and soil type to determine the appropriate equipment and cleaning agents and confirm requirements for safe use according to manufacturer instructions.
 - 1.7 Select and prepare the appropriate equipment and cleaning agents and determine sequence of tasks according to WHS and job requirements.
- 2 Clean glass.
- 2.1 Spot clean by carefully removing soil from glass surface, as required, using appropriate methods.
 - 2.2 Wash and remove excess moisture using equipment and cleaning agents according to manufacturer recommendations, WHS and job requirements.
 - 2.3 Wipe surrounding surfaces to remove soil and waste according to job requirements.
- 3 Complete work activities.
- 3.1 Tidy work area, remove safety signage, barriers and protective covers and dispose of soil and waste in accordance with WHS and environmental requirements.
 - 3.2 Safely clean and/or dispose of PPE as required by organisational standards.
 - 3.3 Check cleaning equipment for faults, wear or damage and report in accordance with organisational requirements.
 - 3.4 Record site cleaning and store cleaning equipment and

materials in accordance with organisational requirements.

Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- reading skills to interpret safety signs and symbols in work area and on cleaning agent labels
- numeracy skills to measure quantities of cleaning agents.

Unit Mapping Information

Supersedes and is equivalent to CPPCLO3009 Clean glass surfaces.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPCLO3105 Clean glass surfaces

Modification History

- Release 1 This version first released with CPP Property Services Training Package Release 15.0.
- Supersedes and is equivalent to CPPCLO3009 Clean glass surfaces.

Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by:

- cleaning, on at least two occasions, three surfaces each made of a different glass type selected from:
 - mirrored glass
 - frosted or textured/patterned glass
 - float glass (common glass type)
 - toughened glass
 - coated glass (special reflection/transmission/absorption properties).

Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- personal and site security procedures and requirements:
 - site access - security cards, codes and keys
 - areas of the worksite not to be accessed
 - alarm activation and deactivation
 - maintaining client privacy and confidentiality
 - contingencies if personal safety at risk
- types of hazards and risks and ways to control:
 - work health and safety (WHS) requirements
 - Safe Work Australia regulations and guidelines
 - job safety analyses (JSAs) and safe work method statements (SWMS)
 - manufacturer instructions and safety data sheets (SDS)
 - types of personal protective equipment (PPE) and correct selection, care, use and disposal
 - slips, trips, falls and spills
 - manual-handling techniques when carrying, lifting, pushing and pulling

- identification and safe practices with asbestos on site
- correct use of signage, barriers, containment and engineering controls and PPE
- safe use of electrical equipment
- organisational requirements for:
 - reporting incidents - accidents and injury, damage to or breakages in the cleaning area or cleaning equipment, theft and threats to personal security and breaches of site security
 - procedures for checking equipment operation and safety
 - use of cleaning equipment, cleaning agents, consumables and PPE
- types of glass and methods and precautions for cleaning
- types of soils and methods to remove:
 - dust and dirt, oil/grease, food, beverages, and biological hazardous soil such as bird and insect droppings
 - adhered and built-up soils
- functions and features, safe use, routine maintenance and storage of standard and extension cleaning equipment:
 - buckets
 - chamois
 - cobwebbers
 - extension poles
 - glass scrapers
 - hoses
 - lamb's wool applicator
 - lint-free cloths
 - microfibre products
- selection, use, care and storage of microfibre equipment
- glass cleaning agents - their purpose, action, correct use, precautions, safe handling, storage and disposal
- cleaning principles:
 - cleaning agent, time, agitation, temperature
 - significance of pH value of cleaning agents
 - sequence and direction of cleaning
 - achieve results while doing no harm
- environmentally sustainable work practices and compliance with environmental regulations:
 - storage and disposal of cleaning agents
 - ways of minimising negative environmental impact
 - conserving energy and water
 - recycling
- waste disposal:
 - general waste

- hazardous waste
- recyclable waste
- organic and green waste
- used materials and cleaning agents.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting where these skills and knowledge would be performed.

Candidates must have access to:

- industry-standard cleaning equipment
- appropriate PPE
- manufacturer's instructions and workplace documents.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPCLO3108 Clean window coverings

Modification History

- Release 1 This version first released with CPP Property Services Training Package Release 15.0.
Supersedes and is equivalent to CPPCLO3013 Clean window coverings.

Application

This unit specifies the skills and knowledge required to assess the condition of blinds, screens, shutters and associated fixtures, and select required methods, equipment and cleaning agents to remove dirt and grime from a range of window coverings.

It applies to a range of window coverings, including blinds, screens and shutters in commercial and domestic sites.

This unit applies to cleaning industry personnel who work alone or in teams in commercial and domestic sites. They use a range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to complete routine cleaning activities and provide solutions to predictable and sometimes unpredictable problems.

All work must be carried out in accordance with relevant state/territory legislation and regulations, including work health and safety (WHS), and codes of practice as well as organisational procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Cleaning

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe what needs to be done to demonstrate achievement of the element.

- | | |
|-----------------------|---|
| 1 Plan and prepare to | 1.1 Identify cleaning requirements, worksite access, security |
|-----------------------|---|

- clean window coverings. and privacy procedures and, if needed, clarify issues with supervisor, team member or client.
- 1.2 Select, check for fit and serviceability, and use personal protective equipment (PPE) according to WHS and job requirements.
 - 1.3 Identify site hazards and risks, and position safety signage and barriers and remove, cover or protect furniture and fittings according to WHS and job requirements.
 - 1.4 Check and document pre-existing damage and condition of window coverings according to organisational requirements.
 - 1.5 Remove window coverings such as screens to permit access and prevent damage and tagging loose fittings for correct refit according to WHS and organisational requirements.
 - 1.6 Determine the appropriate cleaning methods and sequence of tasks based on window covering type, fixture method and soil types according to WHS and organisational requirements.
 - 1.7 Select, prepare and confirm requirements for safe use required equipment and cleaning agents, according to manufacturer instructions, WHS and job requirements.
- 2 Clean and refit window coverings.
- 2.1 Use spot cleaning methods according to organisational and job requirements.
 - 2.2 Wash and rinse window coverings and remove excess water using equipment and cleaning agents according to manufacturer recommendations, WHS and job requirements.
 - 2.3 Dry and check window coverings according to job and organisational requirements.
 - 2.4 Replace window coverings and check that they are in working order according to manufacturer specifications.
- 3 Complete work
- 3.1 Tidy work area, remove safety signage, barriers and protective covers and dispose of soil and waste in

- activities. accordance with WHS and environmental requirements.
- 3.2 Safely clean and/or dispose of PPE as required by organisational standards.
 - 3.3 Check cleaning equipment for faults, wear or damage and report in accordance with organisational requirements.
 - 3.4 Record site cleaning and store cleaning equipment and materials in accordance with organisational requirements.

Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- reading skills to interpret safety signs and symbols in work area and on cleaning agent labels
- numeracy skills to measure quantities of cleaning agents.

Unit Mapping Information

Supersedes and is equivalent to CPPCLO3013 Clean window coverings.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPCLO3108 Clean window coverings

Modification History

Release 1 This version first released with CPP Property Services Training Package Release 15.0.

Supersedes and is equivalent to CPPCLO3013 Clean window coverings.

Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by:

- cleaning three of the following window coverings on at least two occasions, removing adhered soil, mould and mildew, and grease from:
 - one fixed awning
 - one holland blind
 - one set of vertical blinds
 - one set of shutters
 - one flywire screen.

Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- personal and site security procedures and requirements:
 - site access - security cards, codes and keys
 - areas of the worksite not to be accessed
 - alarm activation and deactivation
 - maintaining client privacy and confidentiality
 - contingencies if personal safety at risk
- types of hazards and risks and ways to control:
 - work health and safety (WHS) requirements
 - Safe Work Australia regulations and guidelines
 - job safety analyses (JSAs) and safe work method statements (SWMS)
 - manufacturer instructions and safety data sheets (SDS)
 - types of personal protective equipment (PPE) and correct selection, care, use and disposal
 - slips, trips, falls and spills

- manual-handling techniques when carrying, lifting, pushing and pulling
- identification and safe practices with asbestos on site
- correct use of signage, barriers, containment and engineering controls and PPE
- safe use of electrical equipment
- organisational requirements for:
 - reporting incidents - accidents and injury, damage to or breakages in the cleaning area or cleaning equipment, theft and threats to personal security and breaches of site security
 - procedures for checking equipment operation and safety
 - use of cleaning equipment, cleaning agents, consumables and PPE
- types of soil:
 - adhered soil
 - cobwebs
 - dust
 - mould or mildew
 - nicotine stains
 - oil
 - paint
 - road grime
- cleaning methods and precautions for type and surface of window coverings and soil type:
 - air blowing
 - dusting
 - low-water cleaning methods, such as using microfibre cleaning products
 - pressure washing
 - rinsing
 - scrubbing
 - spot cleaning
 - water extraction
 - wiping
- functions and features of cleaning equipment, safe use, routine maintenance and storage:
 - brushes, soft brooms, chamois, cleaning cloths and scourers
 - hoses, pressure-washing equipment and water extraction machines
 - hot air dryers
 - microfibre equipment
- types of cleaning agents - their purpose, action, correct use, precautions, safe handling, storage and disposal:
 - purified water
 - detergents
 - surfactants
 - sanitisers

- disinfectants
- solvents
- abrasives
- cleaning principles:
 - cleaning agent, time, agitation and temperature
 - significance of pH value of cleaning agents
 - sequence and direction of cleaning
 - achieve results while doing no harm
- environmentally sustainable work practices and compliance with environmental regulations:
 - storage and disposal of cleaning agents
 - ways of minimising negative environmental impact
 - conserving energy and water
 - recycling
- waste disposal:
 - general waste
 - hazardous waste
 - recyclable waste
 - organic and green waste
 - used materials and cleaning agents.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting where these skills and knowledge would be performed.

Candidates must have access to:

- industry-standard cleaning equipment
- appropriate PPE
- manufacturer's instructions and workplace documents.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPCLO3111 Clean rooms, furniture and fittings

Modification History

Release 1 This version first released with CPP Property Services Training Package Release 15.0.
Supersedes and is equivalent to CPPCLO3018 Clean and maintain furniture and fittings.

Application

This unit specifies the skills and knowledge required to undertake regular or periodic cleaning of rooms and associated furniture, fittings and loose items to present them according to client requirements. The unit covers assessing the cleaning task; selecting and using cleaning methods and cleaning agents required for surface type; and returning furniture and fittings, including loose items, to their original position.

It applies to rooms in a range of residential, educational, community, health care, accommodation and business settings.

This unit applies to cleaning industry personnel who work alone or in teams. They use a range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to complete routine cleaning activities and provide solutions to predictable and sometimes unpredictable problems.

All work must be carried out in accordance with relevant state/territory legislation and regulations, including work health and safety (WHS), and codes of practice as well as organisational procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Cleaning

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe what needs to be done to demonstrate achievement of the element.

- 1 Plan and prepare to clean room, furniture and fittings.
 - 1.1 Identify cleaning requirements and worksite access and security procedures and, if needed, clarify issues with supervisor, team member or client.
 - 1.2 Select, check for fit and serviceability, and use personal protective equipment (PPE) according to WHS and job requirements.
 - 1.3 Identify site hazards, position safety signage and barriers and move furniture where necessary according to WHS and job requirements.
 - 1.4 Check and document pre-existing damage to furniture and fittings according to organisational requirements.
 - 1.5 Confirm material composition of surfaces and fittings and soil types to determine appropriate cleaning procedures.
 - 1.6 Select the appropriate equipment and cleaning agents and confirm requirements for safe use according to manufacturer instructions.
 - 1.7 Determine sequence of tasks for maximum hygiene and efficiency of cleaning.
- 2 Clean room, furniture and fittings.
 - 2.1 Remove soil from furniture and fittings using equipment and cleaning agents selected according to job requirements and applied according to manufacturer recommendations and WHS requirements.
 - 2.2 Clean items using equipment and cleaning agents selected according to manufacturer recommendations and job requirements.
 - 2.3 Clean and disinfect frequently touched surfaces in accordance with job requirements and hygiene standards.
- 3 Place furniture, fittings and loose items and complete work activities.
 - 3.1 Place cleaned furniture and loose items in specified room locations according to client requirements.
 - 3.2 Remove safety signage and barriers and dispose of soil and waste in accordance with WHS and environmental requirements.

- 3.3 Clean and/or dispose of PPE as required by hygiene and organisational standards.
- 3.4 Check cleaning equipment, fittings for functionality, faults, wear or damage and report in accordance with organisational requirements.
- 3.5 Record site cleaning and store cleaning equipment and materials in accordance with organisational requirements.

Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- reading skills to interpret safety signs and symbols in work area and on cleaning agent labels
- numeracy skills to measure quantities of cleaning agents.

Unit Mapping Information

Supersedes and is equivalent to CPPCLO3018 Clean and maintain furniture and fittings.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPCLO3111 Clean rooms, furniture and fittings

Modification History

- Release 1 This version first released with CPP Property Services Training Package Release 15.0.
- Supersedes and is equivalent to CPPCLO3018 Clean and maintain furniture and fittings.

Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by:

- cleaning the room and its furniture and fittings in at least two of the following settings:
 - boardroom
 - living room in private residence
 - community room in a care setting home or commercial office
 - meeting room
 - room in educational setting
 - room in healthcare setting.

Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- aspects of the following standard relevant for cleaners of furniture, fixtures and fittings:
 - AS/NZS 4849.1 Upholstery cleaning – Fabric upholstery
- personal and site security procedures and requirements:
 - site access - security cards, codes and keys
 - areas of the worksite not to be accessed
 - alarm activation and deactivation
 - maintaining client privacy and confidentiality
 - contingencies if personal safety at risk
- types of hazards and risks and ways to control:
 - work health and safety (WHS) requirements
 - Safe Work Australia regulations and guidelines
 - job safety analyses (JSAs) and safe work method statements (SWMS)
 - manufacturer instructions and safety data sheets (SDS)

- types of personal protective equipment (PPE) and correct selection, care, use and disposal
- slips, trips, falls and spills
- manual-handling techniques when carrying, lifting, pushing and pulling
- identification and safe practices with asbestos on site
- correct use of signage, barriers, containment and engineering controls and PPE
- safe use of electrical equipment
- organisational requirements for:
 - reporting incidents - accidents and injury, damage to or breakages in the cleaning area or cleaning equipment, theft and threats to personal security and breaches of site security
 - procedures for checking equipment operation and safety
 - use of cleaning equipment, cleaning agents, consumables and PPE
- cleaning methods and precautions for surface types:
 - stainless steel, chrome and aluminium
 - plastics, vinyls and laminates
 - ceramic, porcelain, stone and concrete
 - glass
 - textiles
- common types of soiling on furniture and fittings and methods to remove
- functions and features of cleaning equipment, safe use, routine maintenance and storage
- selection, use, care and storage of microfibre equipment
- types of cleaning agents - their purpose, action, correct use, precautions, safe handling, storage and disposal:
 - detergents
 - sanitisers
 - disinfectants
 - solvents
 - abrasives
- cleaning principles:
 - cleaning agent, time, agitation and temperature
 - significance of pH value of cleaning agents
 - sequence and direction of cleaning
 - achieve results while doing no harm
- selection, use, care and storage of microfibre equipment
- techniques for cleaning correctly and safely:
 - selection of appropriate equipment
 - adjusting equipment for operator height
 - operating posture and movements
- environmentally sustainable work practices and compliance with environmental regulations:

- storage and disposal of cleaning agents
- ways of minimising negative environmental impact
- conserving energy and water
- recycling
- waste disposal:
 - general waste
 - hazardous waste
 - recyclable waste
 - organic and green waste
 - used materials and cleaning agents.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting where these skills and knowledge would be performed.

Candidates must have access to:

- industry-standard cleaning equipment
- appropriate PPE
- manufacturer's instructions and workplace documents.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPCLO3112 Clean walls, ceilings and fittings

Modification History

- Release 1 This version first released with CPP Property Services Training Package Release 15.0.
- Supersedes and is not equivalent to CPPCLO3040 Clean ceiling surfaces and fittings.

Application

This unit specifies the skills and knowledge required to undertake regular or periodic cleaning of walls, ceiling surfaces and their fittings from ground level. It includes assessing the walls, ceilings and fittings to identify the type of soil present, and then selecting cleaning methods, equipment and cleaning agents. Walls, ceiling and fitting surfaces are cleaned using standard and extension equipment to ensure they are free from soil, cobwebs and dust.

Ceiling surfaces can be flat, suspended or raked, and made of hard or absorbent materials. Fittings include audiovisual equipment, cameras, ceiling fans, ceiling roses, cornices, lighting tracks, pendant lighting, recessed lights, skylights, sprinkler systems, vents and grilles.

This unit applies to cleaning industry personnel who work alone or in teams in commercial and domestic sites. They use a range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to complete routine cleaning activities and provide solutions to predictable and sometimes unpredictable problems.

All work must be carried out in accordance with relevant state/territory legislation and regulations, including work health and safety (WHS), and codes of practice as well as organisational procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Cleaning

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe what needs to be done to demonstrate achievement of the element.

- | | |
|---|---|
| 1 Plan and prepare to clean walls, ceilings and fittings. | <p>1.1 Identify cleaning requirements and worksite access and security procedures and, if needed, clarify issues with supervisor, team member or client.</p> <p>1.2 Select, check for fit and serviceability, and use personal protective equipment (PPE) according to WHS and job requirements.</p> <p>1.3 Identify site hazards and risks, position safety signage and barriers and cover floor, furniture and equipment with drop sheets according to WHS and job requirements.</p> <p>1.4 Check and document pre-existing damage to walls, ceilings and fittings according to organisational requirements.</p> <p>1.5 Confirm material composition of surfaces and fittings and soil types to determine appropriate cleaning procedures.</p> <p>1.6 Select the appropriate equipment and cleaning agents and confirm requirements for safe use according to manufacturer instructions.</p> <p>1.7 Determine sequence of tasks for maximum hygiene and efficiency of cleaning.</p> |
| 2 Clean walls and ceilings from ground level. | <p>2.1 Pre-clean by removing cobwebs and dry dust from walls and ceiling and vacuuming difficult to reach areas.</p> <p>2.2 Remove soil using equipment and cleaning agents according to manufacturer recommendations and WHS requirements.</p> <p>2.3 Check that glass surfaces, surrounding areas and floor are free of cleaning agents, water and soil and remove, if necessary, according to job requirements.</p> |
| 3 Clean fittings. | <p>3.1 Remove cobwebs and dry dust from fittings and dry wipe using appropriate equipment according to job</p> |

- requirements.
- 3.2 Remove soil using appropriate equipment and cleaning agents according to manufacturer recommendations and WHS requirements.
 - 3.3 Remove soil from delicate surfaces using appropriate equipment according to manufacturer and WHS requirements.
- 4 Complete work activities.
- 4.1 Tidy work area, remove safety signage, barriers and protective covers and dispose of soil and waste in accordance with WHS and environmental requirements.
 - 4.2 Safely clean and/or dispose of PPE as required by organisational standards.
 - 4.3 Check cleaning equipment for faults, wear or damage and report in accordance with organisational requirements.
 - 4.4 Record site cleaning and store cleaning equipment and materials in accordance with organisational requirements.

Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- reading skills to interpret safety signs and symbols in work area and on cleaning agent labels
- numeracy skills to measure quantities of cleaning agents.

Unit Mapping Information

Supersedes and is not equivalent to CPPCLO3040 Clean ceiling surfaces and fittings.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPCLO3112 Clean walls, ceilings and fittings

Modification History

- Release 1 This version first released with CPP Property Services Training Package Release 15.0.
- Supersedes and is not equivalent to CPPCLO3040 Clean ceiling surfaces and fittings.

Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by:

- dusting, cobwebbing and removing soil from one ceiling and associated walls
- cleaning four of the following fittings from ground level:
 - audiovisual equipment
 - ceiling fan
 - skylight
 - ceiling rose and cornice
 - sprinkler system
 - pendant lighting
 - vent or grille.

Candidates must clean each on at least two occasions.

Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- personal and site security procedures and requirements:
 - site access - security cards, codes and keys
 - areas of the worksite not to be accessed
 - alarm activation and deactivation
 - maintaining client privacy and confidentiality
 - contingencies if personal safety at risk
- types of hazards and risks and ways to control:
 - work health and safety (WHS) requirements
 - Safe Work Australia regulations and guidelines
 - job safety analyses (JSAs) and safe work method statements (SWMS)

- manufacturer instructions and safety data sheets (SDS)
- types of personal protective equipment (PPE) and correct selection, care, use and disposal
- slips, trips, falls and spills
- manual-handling techniques when carrying, lifting, pushing and pulling
- identification and safe practices with asbestos on site
- correct use of signage, barriers, containment and engineering controls and PPE
- safe use of electrical equipment
- organisational requirements for:
 - reporting incidents - accidents and injury, damage to or breakages in the cleaning area or cleaning equipment, theft and threats to personal security and breaches of site security
 - procedures for checking equipment operation and safety
 - use of cleaning equipment, cleaning agents, consumables and PPE
- cleaning methods and precautions for surface types:
 - plaster
 - stainless steel, chrome and aluminium
 - plastics, vinyls and laminates
 - ceramic, porcelain, stone and concrete
 - glass
- cleaning methods and precautions for soil, cobwebs and dust
- functions and features of standard and extension cleaning equipment, safe use, routine maintenance and storage:
 - cloths and sponges
 - microfibre equipment and cloths
 - dust mops, flat mops and cobwebbers
 - lamb's wool applicators
 - vacuum cleaner and accessories
- types of cleaning agents - their purpose, action, correct use, precautions, safe handling, storage and disposal:
 - purified water
 - detergents
 - surfactants
 - sanitisers
 - disinfectants
 - solvents
 - abrasives
- cleaning principles:
 - cleaning agent, time, agitation and temperature
 - significance of pH value of cleaning agents
 - sequence and direction of cleaning

- achieve results while doing no harm
- environmentally sustainable work practices and compliance with environmental regulations:
 - storage and disposal of cleaning agents
 - ways of minimising negative environmental impact
 - conserving energy and water
 - recycling
- waste disposal:
 - general waste
 - hazardous waste
 - recyclable waste
 - organic and green waste
 - used materials and cleaning agents.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting where these skills and knowledge would be performed.

Candidates must have access to:

- industry-standard cleaning equipment
- appropriate PPE
- manufacturer's instructions and workplace documents.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPDSM5027 Provide facilities and amenities for property users

Modification History

Release 1.

Replaces superseded equivalent CPPDSM5027A Provide facilities and amenities for property users.

This version first released with CPP Property Services Training Package Version 5.

Application

This unit of competency specifies the outcomes required to provide facilities, 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 supports the work of those involved in providing facilities and amenities and associated services for property users. It applies to real estate agents, strata community managers, and stock and station agents.

Licensing, legislative, regulatory or certification requirements apply to this unit in some States and Territories. Relevant state and territory regulatory authorities should be consulted to confirm those requirements.

Pre-requisite Unit

Nil

Competency Field

Strata community management

Unit Sector

Property services

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

- essential outcomes. demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.
1. Determine requirements for facilities and amenities.
 - 1.1. ***Facility and amenity*** requirements are identified in consultation with ***property users*** and other relevant people using appropriate research and survey techniques.
 - 1.2. Client needs are accurately assessed and clarified using appropriate consultative processes.
 - 1.3. Relevant documentation and legislative requirements are reviewed to ensure facilities and amenities comply with requirements.
 - 1.4. Situations requiring specialist advice are identified and assistance is sought as required.
 2. Plan for provision of facilities and amenities.
 - 2.1. Provision of facilities and amenities is planned.
 - 2.2. Project strategies, objectives and timelines are negotiated and agreed in consultation with client.
 - 2.3. Monitoring and reporting arrangements for project activities are established and documented.
 - 2.4. Financial, physical and human resource requirements are identified and arranged according to project plan.
 - 2.5. Risk management plan to identify, assess and control risks is prepared and incorporated into project plan.
 - 2.6. Relevant approvals are obtained within designated timeframe.
 3. Coordinate implementation of facilities and amenities.
 - 3.1. Facilities and amenities are implemented according to agreed project plan.
 - 3.2. Equipment and services are provided.
 - 3.3. Contingency arrangements for implementing 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.

4. Review effectiveness of facilities and amenities.
- 4.1. Systematic review processes and established *evaluation methods* are used to assess effectiveness of facilities and amenities.
 - 4.2. Feedback from users is used to confirm quality of facilities and amenities, and to identify areas for future improvement.
 - 4.3. Identified non-conformances and non-compliances are documented and referred for action.
 - 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. Business equipment and technology are used to maintain relevant documentation.

Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

Skill	Performance feature
Learning skills to:	<ul style="list-style-type: none"> • evaluate information from a variety of sources to select appropriate amenities and facilities for property users.
Numeracy skills to:	<ul style="list-style-type: none"> • check complex statistical and graphical information on use of facilities and amenities.
Oral communication skills to:	<ul style="list-style-type: none"> • ask questions to determine property user preferences for facilities and amenities • use language and concepts appropriate to cultural differences.
Reading skills to:	<ul style="list-style-type: none"> • evaluate written reports on property users' needs for facilities and amenities.
Writing skills to:	<ul style="list-style-type: none"> • prepare specifications for facilities and amenities.
Digital literacy skills to:	<ul style="list-style-type: none"> • access online information on trends in property users' preferences for facilities and amenities.

Range of Conditions

This section specifies 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. Bold italicised wording, if used in the performance criteria, is detailed below.

Facilities and amenities

must include at least two of the following:

- access controls
- business support
- car parking and bicycle storage
- child care
- common areas
- communications facilities
- gymnasium
- firefighting and other essential service equipment
- lifts and escalators
- meeting places
- minding services
- postal facilities
- public address systems
- recreation and entertainment facilities
- recycling facilities
- security facilities
- storage facilities
- swimming pool
- waste management facilities
- wi-fi and internet access.

Property users must include:

- occupiers
- owners
- service providers
- tenants
- visitors.

Evaluation methods must include:

- qualitative methods
- quantitative methods.

Unit Mapping Information

CPPDSM5027A Provide facilities and amenities for property users

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPDSM5027 Provide facilities and amenities for property users

Modification History

Release 1.

Replaces superseded equivalent CPPDSM5027A Provide facilities and amenities for property users.

This version first released with CPP Property Services Training Package Version 5.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria, foundation skills and range of conditions of this unit.

The person must also provide facilities, amenities and associated services for property users; planning and coordinating the provision; and reviewing the operations of one of the following properties:

- commercial building
- educational institution
- hospital or health centre
- industrial complex
- industrial estate
- public building
- shopping centre
- strata scheme.

The above property may be a new facility or amenity, or the upgrade of an existing facility or amenity for its users.

In doing the above, the person must:

- coordinate the implementation of facilities and amenities, ensuring equipment and services meet manufacturer and supplier specifications, and expenditure and resource use are monitored against budgets
- evaluate effectiveness of facilities and amenities and feedback from users and recommend improvements to processes

- identify requirements for facilities and amenities by consulting with property users and reviewing documentation
- apply knowledge of organisation's practices, ethical standards and legislative requirements associated with providing facilities, amenities and associated services for property users
- plan the provision of facilities and amenities, incorporating strategies for monitoring and reporting, risk management, resource needs, and gaining necessary approvals.

Knowledge Evidence

A person demonstrating competency in this unit must demonstrate knowledge of:

- demographics of property users
- evaluation methods for assessing effectiveness of building facilities and amenities
- facilities and amenities for different types of properties and user groups
- planning methods and techniques
- product information on facilities and amenities
- public liability and insurance issues associated with installing facilities and amenities
- risk management strategies relating to facilities and amenities
- techniques for consulting with property users
- techniques for determining property users' requirements for facilities and amenities
- warranties, guarantees and service contracts for facilities and amenities
- work health and safety (WHS) issues associated with installing and using facilities and amenities.

Assessment Conditions

The following must be present and available to learners during assessment activities:

- equipment:
 - computer system with internet, email and printing facilities
- specifications:
 - specialist advice on facilities and amenities for different types of properties and user groups
 - building drawings and plans
 - workplace policies and procedures on consulting with property users
- supervisor:
 - member of a work team in a property industry context.

Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the *Standards for Registered Training Organisations* (RTOs) current at the time of assessment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPSEC2109 Monitor and control access and exit of persons and vehicles from premises

Modification History

Release 1.

Supersedes and is non-equivalent to CPPSEC2011B Control access to and exit from premises and CPPSEC3017A Plan and conduct evacuation from premises.

Units merged to reduce duplication and align with vocational needs.

This version first released with CPP Property Services Training Package Version 7.0.

Application

This unit specifies the skills and knowledge required to monitor and control the access and exit of people and vehicles from premises. Vehicles include any mobile plant or equipment requiring access to or exit from premises.

It includes:

- clarifying and applying standard operating procedures and workplace policies including workplace health and safety (WHS) to comply with legal rights and responsibilities
- checking and validating the identity and authority of people and vehicles entering and exiting from premises and refusing access as required
- inspecting baggage and vehicles to verify loads and to identify and report prohibited or hazardous items
- managing premises' access control systems, such as locked or alarmed doors, and identifying and responding to indications of unauthorised entry.

It applies to people working under general supervision as members of a security team.

This unit may form part of the licensing requirements for people engaged in security operations in those states and territories where these are regulated activities.

Pre-requisite Unit

Nil

Unit Sector

Security operations

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe what needs to be done to demonstrate achievement of the element.
<p>1. Confirm and comply with work procedures and legal requirements for controlling access to and exit from premises.</p>	<p>1.1 Read work instructions and standard operating procedures to clarify requirements for controlling access to and exit from premises.</p> <p>1.2 Read workplace policies including WHS and apply to work tasks to ensure compliance with legal rights and responsibilities when performing security work.</p>
<p>2. Monitor people entering premises.</p>	<p>2.1 Check the identity of persons entering premises by matching relevant details on identification (ID) documents or using electronic ID equipment.</p> <p>2.2 Allow person to enter premises where ID and authority to enter have been validated.</p> <p>2.3 Use appropriate interpersonal techniques and oral and non-verbal communication to clarify issues and confirm compliance with conditions of entry.</p> <p>2.4 Refuse entry to persons where conditions of entry have been breached using communication that takes account of social and cultural differences, and is in a form that is preferred and understood by the receiver.</p>
<p>3. Inspect baggage and vehicles entering or exiting premises.</p>	<p>3.1 Carry out baggage and vehicle inspections following standard operating procedures.</p> <p>3.2 Report refusals to inspection requests immediately to relevant persons following workplace procedures.</p> <p>3.3 Identify and report prohibited or hazardous items found during inspection in accordance with standard operating procedures.</p>
<p>4. Monitor vehicular traffic entering and exiting premises.</p>	<p>4.1 Verify identification and authority of vehicles entering premises in accordance with workplace requirements.</p> <p>4.2 Direct incoming vehicles to appropriate unloading or parking areas in accordance with site requirements.</p> <p>4.3 Check vehicles carrying dispatched product by matching load details against relevant documentation.</p> <p>4.4 Report incidents that infringe or breach conditions of vehicular entry or exit.</p>
<p>5. Operate and monitor access control systems.</p>	<p>5.1 Monitor access control system in accordance with manufacturer's instructions.</p> <p>5.2 Activate and deactivate access control system to meet work</p>

	<p>instructions.</p> <p>5.3 Promptly identify and respond to indications of unauthorised entry following standard operating procedures.</p> <p>5.4 Record details of unauthorised entry incident using a notebook in accordance with workplace requirements.</p>
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Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria:

- language skills to provide information or advice using structure and language to suit the audience
- writing skills to record and describe observations
- reading skills to understand and follow:
 - standard operating procedures and policies that clarify legal rights and responsibilities and WHS requirements
 - manufacturers' instructions for operating access control systems
- speaking and listening skills to:
 - ask questions and listen to answers to gain information or confirm understanding when checking the authority of persons or vehicles to enter premises
 - orally report refusals to baggage or vehicle inspection requests
 - communicate with emergency services
- numeracy skills to calculate time and estimate vehicular speed
- problem solving skills to match identification documentation to persons and recognise suspicious behaviour and items
- teamwork skills to adjust personal communication styles in response to the opinions, values and needs of others.

Unit Mapping Information

Supersedes and is non-equivalent to CPPSEC2011B Control access to and exit from premises and CPPSEC3017A Plan and conduct evacuation from premises.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPSEC2109 Monitor and control access and exit of persons and vehicles from premises

Modification History

Release 1.

Supersedes and is non-equivalent to CPPSEC2011B Control access to and exit from premises and CPPSEC3017A Plan and conduct evacuation from premises.

Units merged to reduce duplication and align with vocational needs.

This version first released with CPP Property Services Training Package Version 7.0.

Performance Evidence

To demonstrate competency in this unit, a person must monitor and control:

- the entry of three persons to premises where:
 - one person is carrying dangerous or prohibited goods
 - one person does not meet conditions of entry
 - one person refuses a request to search baggage
- the entry and exit of two vehicles where one is carrying dangerous or prohibited goods
- entry to premises via an access control system where there has been at least one unauthorised attempt at entry.

In doing this, the person must meet the performance criteria for this unit.

Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- standard operating procedures and workplace policies that ensure compliance with legislative and regulatory requirements when monitoring and controlling access and exit of persons and vehicles from premises:
 - anti-discrimination and diversity
 - apprehension, arrest and restraint of persons
 - control of persons under the influence of intoxicating substances
 - duty of care
 - licensing requirements and limits of own authority
 - search of people, property and vehicles and seizure of goods
 - trespass and removal of persons
 - use of force
 - workplace health and safety (WHS)
- approved communication terminology, call signs and radio channels used in the security industry

- current national terrorism threat level and context
- how negotiation techniques can be used to defuse and resolve conflict
- operational principles and features of common access control systems
- premises' emergency and evacuation procedures
- premises' layout and access points
- purpose of Australia's *Strategy for Protecting Crowded Places from Terrorism* and understanding of:
 - definition of crowded places
 - key security issues for crowded places
 - objectives, characteristics and identification of active armed offenders
 - definition of hostile vehicles and methods of attack
 - signs of chemical weapons attack and recommended response
 - general features of improvised explosive devices and recommended incident response
- signs of intoxication
- signs of positional asphyxiation
- the phonetic alphabet and how it is used
- types of behavioural anomalies and suspect behaviours that can indicate criminal activity, hostile reconnaissance or the potential for terrorist activity
- types of behaviours and non-verbal language that can escalate conflict
- types of identification and authority required to confirm entry to premises
- types of vehicles that may require monitoring while accessing and exiting from premises, including:
 - bicycles
 - buses
 - cars
 - motorcycles
 - personal transporters
 - ride-on lawnmowers
 - trolleys
 - trucks
- ways that social and cultural differences may be expressed.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations (RTOs). All individuals engaged by a licensed RTO for security licensing purposes must hold both a security trainer's licence (where such a licence exists within the relevant jurisdiction) and a security operative licence that authorises the security activities about which the individual is training/assessing. Regulators may impose other assessor conditions to meet jurisdictional assessment requirements.

Assessment of performance must be undertaken in a simulated workplace environment. Tasks are to be performed to the level of proficiency and within the time limits that would be expected in a workplace.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically or by an assessor observing the learner via audio and visual media.

Assessment of performance evidence is only valid where the learner has been assessed performing the role of a security officer.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- specifications of assessment tasks to monitor and control the access and exit of people and vehicles from premises
- appropriate documents, materials, equipment and personal protective equipment (PPE) currently used in industry
- standard operating procedures and workplace policies related to the security work role and which specify requirements for complying with industry legislation and regulations.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPSEC2110 Monitor and control individual and crowd behaviour to maintain security

Modification History

Release 1.

Supersedes and is non-equivalent to CPPSEC2012A Monitor and control individual and crowd behaviour and CPPSEC2014A Operate basic security equipment.

Units merged to reduce duplication and align with vocational needs.

This version first released with CPP Property Services Training Package Version 7.0.

Application

This unit specifies the skills and knowledge required to monitor and control individual and crowd behaviour to maintain security of persons, property and premises.

It includes:

- clarifying and applying standard operating procedures and workplace policies including workplace health and safety (WHS) to comply with legal rights and responsibilities
- assessing site layout, and observing individual and crowd behaviour to maintain situational awareness and intervene early to defuse conflict, assess and respond to risks
- knowledge of crowd behaviour, dynamics and movement patterns that can pose a threat to security.

It applies to people working under general supervision as members of a security team.

This unit may form part of the licensing requirements for people engaged in security operations in those states and territories where these are regulated activities.

Pre-requisite Unit

Nil

Unit Sector

Security operations

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe what needs to be done to demonstrate achievement of the element.
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<p>1. Confirm and comply with work procedures and legal requirements for monitoring and controlling individual and crowd behaviour.</p>	<p>1.1 Read work instructions and standard operating procedures for monitoring and controlling individual and crowd behaviour and clarify work tasks with relevant persons.</p> <p>1.2 Read workplace policies including WHS and apply to work tasks to ensure compliance with legal rights and responsibilities when performing security work.</p>
<p>2. Prepare for monitoring activities.</p>	<p>2.1 Maintain personal dress and presentation to meet work instructions and workplace standards for appearance.</p> <p>2.2 Check resources and equipment for operational effectiveness following manufacturers' instructions, and replace or report faulty or damaged equipment.</p> <p>2.3 Assess site layout to identify access and exit points, barriers and thoroughfares, and identify strategic observation points to monitor crowd movement and behaviour.</p>
<p>3. Monitor individual and crowd behaviour.</p>	<p>3.1 Conduct systematic personal safety checks on a regular basis.</p> <p>3.2 Observe individual and crowd behaviour to maintain constant situational awareness.</p> <p>3.3 Use communication equipment to regularly convey security status to relevant persons following workplace procedures.</p> <p>3.4 Identify persons behaving in a potentially disruptive manner and assess degree of risk to self, others, premises and property.</p> <p>3.5 Act promptly to calm the situation and defuse conflict, using interpersonal techniques that take account of individual social and cultural differences.</p>
<p>4. Control and report individual and crowd behaviour.</p>	<p>4.1 Identify potential security risks and assess degree of risk to self, others, premises and property.</p> <p>4.2 Communicate details of security risk to relevant persons and request assistance following standard operating procedures.</p> <p>4.3 Select and carry out security response within scope of own competence and authority.</p> <p>4.4 Monitor changing crowd and individual behaviour and adjust response to maintain security.</p> <p>4.5 Record details of security risk and response using a notebook in accordance with workplace requirements.</p>

Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria:

- language skills to provide information or advice using structure and language to suit the audience
- writing skills to record and describe observations
- reading skills to understand and follow:
 - standard operating procedures and policies that clarify legal rights and responsibilities and WHS requirements
 - manufacturers' instructions for operating communication equipment
 - maps and other information when assessing site layout
- speaking and listening skills to:
 - use negotiation skills to defuse conflict
 - ask questions and listen to answers to gain information or confirm understanding when negotiating to resolve conflict
 - orally report security risk information using a radio or telephone
 - communicate with emergency services
- numeracy skills to calculate time and estimate vehicular speed
- problem solving skills to recognise changes in crowd dynamics and individual behaviour
- teamwork skills to adjust personal communication styles in response to the opinions, values and needs of others.

Unit Mapping Information

Supersedes and is non-equivalent to CPPSEC2012A Monitor and control individual and crowd behaviour and CPPSEC2014A Operate basic security equipment.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPSEC2110 Monitor and control individual and crowd behaviour to maintain security

Modification History

Release 1.

Supersedes and is non-equivalent to CPPSEC2012A Monitor and control individual and crowd behaviour and CPPSEC2014A Operate basic security equipment.

Units merged to reduce duplication and align with vocational needs.

This version first released with CPP Property Services Training Package Version 7.0.

Performance Evidence

To demonstrate competency in this unit, a person must monitor and control individual and crowd behaviour to maintain security, involving two separate risk scenarios:

- a queue of at least two people who are becoming disorderly and impatient
- a person behaving suspiciously in a public area.

In doing this, the person must meet the performance criteria for this unit.

Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- standard operating procedures and workplace policies that ensure compliance with legislative and regulatory requirements when monitoring and controlling individual and crowd behaviour to maintain security:
 - anti-discrimination and diversity
 - counter terrorism
 - crowd control and control of persons under the influence of intoxicating substances
 - duty of care
 - licensing requirements and limits of own authority
 - trespass and the removal of persons
 - workplace health and safety (WHS)
- approved communication terminology, call signs and radio channels used in the security industry
- crowd behaviour, dynamics and movement patterns that can threaten security
- current national terrorism threat level and context
- how negotiation techniques can be used to defuse and resolve conflict
- measures for managing queues
- measures to prevent crushing in mass gatherings
- procedures for communicating and collaborating with emergency services

- process of dynamic risk assessment and how it is applied
- purpose of Australia's *Strategy for Protecting Crowded Places from Terrorism* and understanding of:
 - definition of crowded places
 - key security issues for crowded places
 - objectives, characteristics and identification of active armed offenders
 - definition of hostile vehicles and methods of attack
 - signs of chemical weapons attack and recommended response
- general features of improvised explosive devices and recommended incident response
- security risks posed by crowds and mass gatherings
- signs of possible harassment or assault
- site emergency and evacuation plans and procedures
- site layout, including entrances, exits, first-aid points and potential hazards
- types of behavioural anomalies and suspect behaviours that can indicate criminal activity, hostile reconnaissance or the potential for terrorist activity
- types of behaviours and non-verbal language that can escalate conflict
- ways that social and cultural differences may be expressed.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations (RTOs). All individuals engaged by a licensed RTO for security licensing purposes must hold both a security trainer's licence (where such a licence exists within the relevant jurisdiction) and a security operative licence that authorises the security activities about which the individual is training/assessing. Regulators may impose other assessor conditions to meet jurisdictional assessment requirements.

Assessment of performance must be undertaken in a simulated workplace environment. Tasks are to be performed to the level of proficiency and within the time limits that would be expected in a workplace.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically or by an assessor observing the learner via audio and visual media.

Assessment of performance evidence is only valid where the learner has been assessed performing the role of a security officer.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- specifications of assessment tasks to monitor and control individual and crowd behaviour to maintain security
- appropriate documents, materials, equipment and personal protective equipment (PPE) currently used in industry
- standard operating procedures and workplace policies related to the security work role and which specify requirements for complying with industry legislation and regulations.

Links

Companion volumes to this training package are available at the VETNet website - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CPPSEC3122 Plan provision of close protection services

Modification History

Release 1.

Supersedes and is non-equivalent to CPPSEC3018A Provide for the safety of persons at risk.

Significant changes made to the unit to reflect current industry needs.

This version first released with CPP Property Services Training Package Version 7.0.

Application

This unit specifies the skills and knowledge required to plan to provide close protection services for the safety and security of a principal who may be a celebrity, political figure, very important person (VIP) or other person requiring close protection services.

It includes:

- clarifying the principal's protection requirements and complying with legal rights and responsibilities, policies and procedures associated with close protection tasks
- gathering, verifying and assessing protective intelligence to gain a full understanding of potential threats, vulnerabilities and risks to the principal
- selecting routes and performing reconnaissance to clarify the risk environment and identify factors that might compromise safety and security
- working with others to assess threats, vulnerabilities and operational risks and plan protection arrangements.

It applies to people working independently or under limited supervision as members of a security team.

This unit may form part of the licensing requirements for people engaged in security operations in those states and territories where these are regulated activities.

Pre-requisite Unit

Nil

Unit Sector

Security operations

Elements and Performance Criteria

Elements describe the	Performance criteria describe what needs to be done to
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essential outcomes.	demonstrate achievement of the element.
1. Clarify roles, responsibilities and close protection requirements.	<p>1.1 Review work instructions, associated workplace and client's policies and procedures to clarify principal's close protection requirements.</p> <p>1.2 Clarify roles and responsibilities, with relevant persons, of self and others in the close protection team and chain of command.</p> <p>1.3 Review legal rights and responsibilities of self and others in the close protection team and apply to work instructions.</p>
2. Gather and assess protective intelligence.	<p>2.1 Source background information on principal from multiple sources, and verify accuracy and relevance to work instructions.</p> <p>2.2 Source and verify information to define and clarify operational parameters including the principal's itinerary, routes, venues and contacts.</p> <p>2.3 Assess and record information in a manner that can be used to analyse potential threats, vulnerabilities and risks to principal.</p> <p>2.4 Protect confidentiality and privacy of gathered information to comply with legal responsibilities.</p>
3. Select routes and perform reconnaissance.	<p>3.1 Analyse maps and other route information, and select primary and secondary routes to meet work instructions.</p> <p>3.2 Perform reconnaissance of routes and venues based on work instructions and information.</p> <p>3.3 Identify suitable embus and debus points, vulnerable areas and other factors that might compromise the safety and security of the principal.</p> <p>3.4 Locate available safe areas that can be used in emergency situations.</p> <p>3.5 Record reconnaissance findings and recommend changes to operational instructions to anticipate and avoid foreseeable risk situations.</p>
4. Assess threats, vulnerabilities and operational risks and plan protection arrangements.	<p>4.1 Evaluate factors that could influence threats, vulnerabilities and operational risks to assess and determine level and nature of potential threats, vulnerabilities and risks.</p> <p>4.2 Identify resources and equipment required to protect principal from potential threats, vulnerabilities and risks.</p> <p>4.3 Consult with principal and close protection team members to report potential threats, vulnerabilities and risks, to explain resource requirements, and to agree suitable protection arrangements.</p> <p>4.4 Record details of planned protection arrangements using</p>

	workplace documentation.
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Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria:

- language skills to:
 - use security industry approved communication terminology, codes and signals
 - observe and follow accepted protocols and methods for communicating with people from different social, professional and cultural contexts, such as foreign diplomats, celebrities and other very important persons (VIPs)
 - use positive non-verbal skills to develop rapport with others when working as part of a team
- writing skills to:
 - use a variety of expressions and sentence structures to provide factual information and express opinions when recording information and reconnaissance findings
 - sequence and present cohesive text when recording details of planned protection arrangements
- reading skills to interpret:
 - procedures and policies that clarify legal rights and responsibilities
 - information in different formats and contexts when gathering protection intelligence
 - different types of maps and information contained within navigation systems when planning routes
- speaking and listening skills to use questions and active listening to clarify tasks and verify spoken information
- numeracy skills to:
 - estimate time required to carry out operational tasks
 - use basic mathematical techniques to calculate resource requirements
- problem solving skills to:
 - plan alternative routes using maps
 - evaluate and adjust protective arrangements to meet changing risk circumstances
 - source intelligence from multiple sources to ensure sufficiency, validity and relevance to meet work instructions
- teamwork skills to adjust personal communication styles in response to the opinions, values and needs of others
- technology skills to use a range of information technologies and devices to gather information.

Unit Mapping Information

Supersedes and is non-equivalent to CPPSEC3018A Provide for the safety of persons at risk.

Links

Companion volumes to this training package are available at the VETNet website -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPSEC3122 Plan provision of close protection services

Modification History

Release 1.

Supersedes and is non-equivalent to CPPSEC3018A Provide for the safety of persons at risk.

Significant changes made to the unit to reflect current industry needs.

This version first released with CPP Property Services Training Package Version 7.0.

Performance Evidence

To demonstrate competency in this unit, a person must plan the provision of close protection services to meet the needs of two different principals.

In doing this, the person must meet the performance criteria for this unit.

Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- standard operating procedures and workplace policies that ensure compliance with legislative and regulatory requirements when planning the provision of close protection services:
 - anti-discrimination and diversity
 - confidentiality and privacy
 - counter terrorism
 - duty of care
 - information privacy and legal use of gathered intelligence
 - licensing requirements and limits of own authority
 - search of premises
 - surveillance
 - workplace health and safety (WHS)
- access and exit points and layout of work environment and premises to be accessed by principal
- approved communication terminology, call signs and radio channels used in the security industry
- basic contingency planning techniques
- chain of command relevant to protection services
- current national terrorism threat level and context
- difference between static, mobile and direct protection and the tactics used for each

- emergency and evacuation plans and procedures for premises that may be accessed by principal
- factors that may compromise safety and security of principal during embus and debus points and when entering and exiting premises
- from where and how to collect sufficient information to determine levels of threats, vulnerabilities and risks to principals, without compromising the safety or security of the principal
- how to access and use different types of maps
- how to use common global positioning satellite (GPS) devices, maps and tracking systems
- methods for ensuring intelligence is sufficient, valid and relevant to protection operation
- methods for verifying sources of intelligence
- process of dynamic risk assessment and how it is applied
- purpose of reconnaissance in planning safety and security of close protection operations
- research techniques using multiple sources
- role and legal rights and responsibilities of a close protection operative
- types of equipment and resources used when providing close protection services
- types of potential threats, vulnerabilities and risks that can be encountered during close protection operations
- ways that social and cultural differences may be expressed.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations (RTOs). All individuals engaged by a licensed RTO for security licensing purposes must hold both a security trainer's licence (where such a licence exists within the relevant jurisdiction) and a security operative licence that authorises the security activities about which the individual is training/assessing. Regulators may impose other assessor conditions to meet jurisdictional assessment requirements.

Assessment of performance must be undertaken in a simulated workplace environment. Tasks are to be performed to the level of proficiency and within the time limits that would be expected in a workplace.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically or by an assessor observing the learner via audio and visual media.

Assessment of performance evidence is only valid where the learner has been assessed performing the role of a security officer.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- specifications of assessment tasks to plan provision of close protection services
- appropriate documents, materials, equipment and personal protective equipment (PPE) currently used in industry
- standard operating procedures and workplace policies related to the security work role and which specify requirements for complying with industry legislation and regulations.

Links

Companion volumes to this training package are available at the VETNet website -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

CUAACD312 Produce computer-aided drawings

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to use different computer-aided design and drafting (CADD) program functions to produce drawings and documentation. It involves preparing to undertake the work, understanding the object or project brief parameters and measurements and finalising drawings according to requirements. The focus of this unit is on the technical skills required to operate CADD, not on design skills.

The unit applies to those who use computer-aided drawing skills in various contexts.

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

Unit Sector

Visual Communication – Art, Craft and Design

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 computer-aided drawing work	1.1 Clarify drawing requirements and objectives in concept or project information 1.2 Identify hardware, software, tools and equipment required for computer-aided design and drafting projects 1.3 Set up hardware and software according to operating instructions and organisational procedures as required 1.4 Identify and retrieve digitised information required for projects
2. Gather object parameters and measurements	2.1 Establish and record critical dimensions and data for required designs

ELEMENT	PERFORMANCE CRITERIA
	2.2 Identify requirements in relation to accuracy, tolerances and other information according to drawing requirements
3. Prepare plots or drawings	3.1 Access and use CADD functions and features according to operating instructions 3.2 Access and use peripheral equipment required for projects 3.3 Prepare and review preliminary drawings in consultation with required personnel
4. Finalise drawings	4.1 Check designs against project objectives and specifications and mark up documentation according to organisational procedures 4.2 Identify and make required adjustments to designs in consultation with required personnel 4.3 Store data files according to operating instructions and organisational procedures 4.4 Submit final drawings within agreed time parameters

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Interprets and evaluates detailed information, instructions and technical specifications in different formats when preparing for and producing computer aided drawings Reviews accuracy of drawings against specifications and project information
Writing	<ul style="list-style-type: none"> Records key design information using industry standard conventions and terminology
Oral Communication	<ul style="list-style-type: none"> Elicits information and opinions from others using questioning and careful listening
Numeracy	<ul style="list-style-type: none"> Identifies and records measurements and other numerically expressed specifications required for drawings Operates numerical functions of computer aided drawing equipment and produces drawings to scale and measurements that meet drawing requirements
Self-management	<ul style="list-style-type: none"> Takes responsibility for following necessary organisational procedures when planning and undertaking work

SKILL	DESCRIPTION
Teamwork	<ul style="list-style-type: none"> • Participates in review of work progress with required personnel
Planning and organising	<ul style="list-style-type: none"> • Plans and organises required equipment, software and data in logical steps according to workplace and project requirements • Prepares preliminary drawings for evaluation by others and makes recommended refinements • Manages time to complete final drawings within established timeframes
Technology	<ul style="list-style-type: none"> • Produces, edits, stores and retrieves drawings using features of digital systems and tools

Unit Mapping Information

Supersedes and is equivalent to CUAACD302 Produce computer-aided drawings.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAACD312 Produce computer-aided drawings

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use features and functions of a computer-aided design and drafting (CADD) program to produce at least three different computer-aided drawings that meet project objectives.

In the course of the above, the candidate must:

- select CADD hardware and software to suit project requirements
- follow operating instructions and organisational procedures
- use feedback from others to refine and produce final drawings within specified timelines.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- software, peripheral equipment and tools used for CADD
- ways in which CADD is used within the specific workplace situation
- typical features and functions of CADD programs, including:
 - drawing tools to support methods for drawing lines, arcs, polylines, texts, dimensions
 - view displays
 - edit functions
 - working with layers
 - plotting and printing.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- CADD equipment and software
- project or concept information
- operating instructions and organisational procedures
- required 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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUACNM211 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 5.0.

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. Collections may be created by organisations, such as museums or art galleries to form the basis of activities, including exhibitions, education or research. It involves observing collection conditions, maintaining the environment that affects collections and reporting issues to personnel according to organisational policies and procedures.

The unit applies to those who work in organisations and are responsible for the care of material in collections, 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. Evaluate the condition of collections	1.1 Check that position, appearance and condition of collections meet organisational requirements 1.2 Identify changes, anomalies, damage and deterioration 1.3 Take action when required by condition according to organisational policies and procedures 1.4 Refer matters outside scope of own role to required personnel
2. Maintain environmental conditions	2.1 Monitor environmental conditions that affect collections 2.2 Identify environmental conditions needing attention and adjust

ELEMENT	PERFORMANCE CRITERIA
	<p>according to organisational policies and procedures</p> <p>2.3 Refer unresolved matters outside scope of own role regarding environmental conditions to required personnel</p>
3. Report evidence of potential or actual collection change or damage	<p>3.1 Report changes that present potential immediate risk to collections to required personnel</p> <p>3.2 Report evidence of common sources of damage to required personnel</p> <p>3.3 Observe visitor behaviour that may threaten collections and take action and report within scope of individual responsibility</p> <p>3.4 Identify and refer hazards and risks to required personnel</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Oral communication	<ul style="list-style-type: none"> Asks questions, seeks opinions, listens, and responds to routine instructions regarding collection hazards and risks
Reading	<ul style="list-style-type: none"> Reads workplace documentation and selects information from organisational policies and procedures when monitoring collections
Writing	<ul style="list-style-type: none"> Completes routine workplace reports according to organisational policies and procedures detailing changes in the condition of collections using specific and appropriate language
Initiative and enterprise	<ul style="list-style-type: none"> Responds to predictable routine problems in relation to the condition of collections and implements standard or logical solutions
Planning and organising	<ul style="list-style-type: none"> Plans and implements routine tasks making limited decisions on sequencing, timing and collaboration
Self-management	<ul style="list-style-type: none"> Identifies and follows roles, responsibilities and procedures for routine tasks
Teamwork	<ul style="list-style-type: none"> Follows accepted communication practices and protocols when reporting matters to colleagues or supervisors

Unit Mapping Information

Supersedes and is equivalent to CUACNM201 Monitor collections for changes in condition.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUACNM211 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 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- monitor at least two collections for changes in condition according to organisational policies and procedures.

In the course of the above, the candidate must:

- undertake observations of collections and reporting on their condition
- identify threats to collections and take action
- report potential or actual change or damage to collection within scope of responsibility.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures for monitoring collections for changes in condition, including those relating to:
 - regularity, thoroughness and timeliness of collection checks
 - remedial actions
 - workplace reporting
- collection monitoring protocols
- types of potential changes, anomalies, damage and deterioration that may affect collections
- common environmental conditions that affect collections and what adjustments could be made for each condition
- visitor behaviour that may affect collections
- potential hazards and risks to collection material, buildings and personnel.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- collection to monitor
- policy and procedure manuals relevant to monitoring collections for changes in conditions.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUA EVP211 Assist with the staging of public activities or events

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 4.0.

Application

This unit describes the skills and knowledge required to complete a range of tasks associated with setting up and staging public activities or 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 Determine the type of public activity or event and identify own role with regard to preparation activity 1.2 Discuss the activity or event set-up and staging details with supervisor 1.3 Discuss work plans; workplace procedures, including safe work practices, security arrangements and emergency procedures; and resource requirements with supervisor

ELEMENT	PERFORMANCE CRITERIA
	1.4 Complete allocated tasks within given timeframes and in accordance with work instructions
2. Undertake on-site activities	2.1 Set up and maintain activities according to work plan and workplace procedures, communicating effectively with supervisor, work colleagues and other relevant personnel 2.2 Assist delivery of activities in line with workplace procedures 2.3 Identify public activity or event related problems and resolve or refer to supervisor
3. Finalise on-site activities	3.1 Conduct pack-up and clean-up of materials and site according to work plan and workplace procedures 3.2 Complete and submit relevant documentation

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Interprets work instructions and requirements from key workplace information
Writing	<ul style="list-style-type: none"> Records information in a sequential manner using clear and appropriate terminology
Oral Communication	<ul style="list-style-type: none"> Articulates clearly using language appropriate to environment and audience Uses listening and questioning techniques to clarify and confirm understanding of routine work issues
Numeracy	<ul style="list-style-type: none"> Correctly interprets and follows numerical information in work plans, timelines and other documentation
Navigate the world of work	<ul style="list-style-type: none"> Follows organisational procedures relevant to own role, seeking clarification when required
Interact with others	<ul style="list-style-type: none"> Follows accepted communication practices and protocols for reporting matters to supervisors
Get the work done	<ul style="list-style-type: none"> Follows clearly defined instructions and sequencing, and monitors own progress in meeting requirements, seeking assistance when necessary Responds to predictable routine problems according to required

procedures

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUA EVP211 Assist with the staging of public activities or events (Release 1)	CUA EVP201 Assist with the staging of public activities and events (Release 1)	Incorporated knowledge evidence on communication techniques and language. Minor edit to unit title.	Equivalent Unit
CUA EVP201 Assist with the staging of public activities and events (Release 1)	CULEVP201A Assist with the presentation of public activities and events	Updated to meet Standards for Training Packages Change to unit title. Minor edits to performance criteria and elements to clarify intent.	Equivalent Unit

Links

Companion Volumes are available from VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUA EVP211 Assist with the staging of public activities or events

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 4.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit; including evidence of the ability to:

- identify role and responsibilities in the set-up, maintenance and clean-up of a public activity or event
- complete allocated tasks within given timeframes and in accordance with work instructions
- undertake set-up, maintenance and clean-up activities as per work plan and workplace procedures
- resolve or refer problems identified during work activities
- 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

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

- key features of different types of public activities or events
- roles and responsibilities of key team members in the set-up and operation of public activities or events
- appropriate communication techniques and language, including interaction with cross-cultural groups and people with disabilities
- key procedures and practices required in the set-up, maintenance and clean-up of public activities or events, including:

- emergency procedures relevant to the work context
- safe work practices relevant to public activities or events
- security requirements relevant to public activities or events.
-

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a creative arts working environment or workplace. This includes access to:

- a location in which public events or activities take place
- a public 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 Volumes are available from VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUA EVP413 Install and dismantle exhibition elements

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

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 to prepare exhibition sites, install and dismantle exhibition elements and finalise exhibition activities.

The unit applies to those 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 exhibition requirements with required personnel 1.2 Identify materials, equipment and resources required for exhibition with assistance of required personnel 1.3 Confirm procedures, responsibilities, and cultural sensitivities for handling collection material, and installing and dismantling exhibition 1.4 Establish and agree on project timeline with stakeholders
2. Prepare exhibition sites	2.1 Confirm site alterations are made for installation purposes 2.2 Confirm site meets exhibition and security requirements

ELEMENT	PERFORMANCE CRITERIA
	2.3 Complete or organise on-site construction as required
3. Position and remove exhibition elements	3.1 Unpack, handle, move, and install exhibition elements according to exhibition requirements, timeframes and scope of individual responsibility 3.2 Dismantle, handle, move and pack exhibition elements according to exhibition requirements, timeframes and scope of individual responsibility 3.3 Identify and resolve problems within scope of own role according to organisational policies and procedures
4. Finalise process	4.1 Clear and clean work areas according to organisational policies and procedures 4.2 Return elements safely to required locations according to exhibition documentation and plans 4.3 Complete recordkeeping procedures according to organisational policies and procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Numeracy	<ul style="list-style-type: none"> Interprets mathematical information embedded in floor plans and other documentation Counts items and calculates measurements and time using basic arithmetic
Oral communication	<ul style="list-style-type: none"> Interacts effectively and conveys and clarifies information in verbal exchanges using active listening and questioning techniques
Reading	<ul style="list-style-type: none"> Comprehends information in different procedures, drawings, work plans and exhibition documentation
Writing	<ul style="list-style-type: none"> Completes required workplace documentation using industry-related terminology
Initiative and enterprise	<ul style="list-style-type: none"> Identifies problems and takes appropriate action to resolve them
Planning and organising	<ul style="list-style-type: none"> Plans, organises and completes required tasks according to organisational policies and procedures
Self-management	<ul style="list-style-type: none"> Understands responsibilities and boundaries of own role Complies with policies, procedures and regulatory requirements

SKILL	DESCRIPTION
Teamwork	<ul style="list-style-type: none">Cooperates with others and contributes to work practices where joint outcomes are expected and deadlines are to be met

Unit Mapping Information

Supersedes and is equivalent to CUA EVP403 Install and dismantle exhibition elements.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUA EVP413 Install and dismantle exhibition elements

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- install and dismantle exhibition elements on at least one occasion according to exhibition requirements, including:
 - identifying exhibition requirements and confirming procedures and processes for installing and dismantling exhibition elements with required personnel
 - following procedures for recordkeeping, cleaning and returning elements.

In the course of the above, the candidate must:

- work with others and prepare exhibition according to exhibition requirements, including:
 - confirming that the site has been prepared
 - packing, unpacking, handling and moving physical elements of exhibitions with care
 - using safe manual handling techniques
 - handling collection material in culturally sensitive manner
 - identifying and resolving or referring problems to others.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- different exhibition components applicable to the work or industry context
- typical processes for installing and dismantling an exhibition
- techniques for calculating and interpreting mathematical information
- roles and responsibilities of personnel involved in staging exhibitions
- packing materials and techniques used for different exhibition elements
- technology used to install and dismantle exhibitions and conduct record-keeping
- cultural significance of collection materials handled when installing and dismantling exhibitions

- types of tools commonly used for installing and dismantling exhibitions
- common exhibition requirements for installing and dismantling exhibitions, including those relating to:
 - timeliness of work tasks
 - technical specifications of exhibition site
 - sites to install exhibitions
- organisational policies and procedures for installing and dismantling exhibition elements, including those relating to:
 - purchasing required supplies
 - recordkeeping
 - security issues when work is underway
 - problem response times
 - storing packaging materials
 - returning exhibition elements
 - work health and safety (WHS) and sustainability requirements
 - cleaning and waste disposal
 - safe manual handling techniques.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- plans and other exhibition documentation
- physical exhibition elements
- exhibition venue
- interaction with others required to demonstrate the performance evidence.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUA EVP511 Coordinate installation and dismantling of exhibitions

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to organise and monitor the installation and dismantling of physical exhibition elements. It involves identifying resources required for exhibitions, planning the installation and dismantling operation and coordinating operations to complete the exhibition according to organisational policies and procedures.

The unit applies to those 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 resource requirements	1.1 Review exhibition documentation and determine scope and type of exhibition elements required 1.2 Confirm budget and resources required for exhibition 1.3 Provide applicable input into overall planning of exhibition 1.4 Check inventory and determine additional resources required 1.5 Order additional resources as required and according to organisational policies, procedures and budgetary guidelines

ELEMENT	PERFORMANCE CRITERIA
	1.6 Assess the need for specialist or external assistance and where required organise according to organisational policies and procedures
2. Plan the installation and dismantling of exhibitions	2.1 Determine sequence for installing and dismantling exhibitions that meets exhibition requirements in consultation with required personnel 2.2 Document plans for installation or dismantling according to organisational policies and procedures 2.3 Confirm availability of resources in advance of installation and dismantling 2.4 Organise physical resources according to organisational policies and procedures
3. Coordinate exhibition installation and dismantling operations	3.1 Provide clear instructions to required personnel relating to installing and dismantling exhibition and confirm safety and avoidance of damage to physical elements 3.2 Monitor exhibition installation and dismantling operations and confirm work is carried out according to instructions and within required budget and timeframes 3.3 Deal with problems that arise according to organisational policies and procedures 3.4 Organise storage and security of exhibition elements including valuable items and hazardous materials according to organisational policies and procedures
4. Complete exhibition installation and dismantling operations	4.1 Complete required exhibition documentation and reports and forward to required personnel as required 4.2 Seek feedback from stakeholders and team members on ways to improve exhibition installation and dismantling 4.3 Identify aspects of installation and dismantling operations that worked well and ways to enhance those aspects in future projects

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Numeracy	<ul style="list-style-type: none"> • Uses mathematical skills to monitor project costs, budgets and timeframes
Oral communication	<ul style="list-style-type: none"> • Interacts effectively in verbal exchanges, using language and features applicable to audience and context

SKILL	DESCRIPTION
	<ul style="list-style-type: none"> Clarifies information and elicits the views and opinions of others using active listening and questioning techniques
Reading	<ul style="list-style-type: none"> Gathers and interprets information in different procedures, drawings, work plans and exhibition documentation
Writing	<ul style="list-style-type: none"> Develops textual information for a specific audience using clear and detailed language and numerical data and conveys information, requirements and recommendations
Planning and organising	<ul style="list-style-type: none"> Plans and schedules complex activities for self and others Takes responsibility for determining job priorities, resources and equipment Monitors progress of plans and adjust as required
Problem-solving	<ul style="list-style-type: none"> Identifies and addresses issues that arise using problem-solving skills
Self-management	<ul style="list-style-type: none"> Complies with organisational policies, procedures and regulatory requirements
Teamwork	<ul style="list-style-type: none"> Collaborates with others and plays an active role in leading work operations

Unit Mapping Information

Supersedes and is equivalent to CUA EVP501 Coordinate the installation and dismantling of exhibitions.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUA EVP511 Coordinate installation and dismantling of exhibitions

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- coordinate the installation and dismantling of exhibitions on at least one occasion according to exhibition requirements.

In the course of the above, the candidate must:

- determine exhibition elements, budget and resource requirements using required documentation
- discuss and document plans for installing and dismantling exhibitions
- instruct and supervise personnel who are installing and dismantling exhibition components and ensuring safe handling of all elements
- manage resources, storage and security of exhibition elements
- deal with disruptive issues that may arise in the context of installing and dismantling exhibitions
- complete required documentation and reports.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies, procedures and guidelines for exhibition installation and dismantling elements, including those relating to:
 - budget
 - inventory systems and procedures used for equipment and materials in the context of exhibitions
 - security
 - recordkeeping
 - handling physical elements, including artworks and historical objects

- cultural sensitivities
- disruption minimisation strategies
- cleaning and waste disposal
- cultural protocols that could impact on installation and dismantling
- packing materials and techniques used for different types of exhibition elements
- types of tools commonly used for installing and dismantling exhibitions and safe operating procedures
- required organisational and legislative work health and safety (WHS) requirements, including those that affect allocation of work and movement of physical elements
- roles and responsibilities of personnel involved in staging exhibitions
- strategies to supervise personnel
- sources of exhibition equipment and supplies
- sources of specialist assistance relevant to coordinating installation and dismantling of exhibitions.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- exhibition venue
- physical exhibition elements
- exhibition documentation
- organisational procedures relevant to coordinating installation and dismantling of exhibitions.
- interaction with others required to demonstrate the performance evidence.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUAFOH511 Manage front of house services

Modification History

Release	Comments
Release 1	This version released with CUA Creative Arts and Culture Training Package version 4.0

Application

This unit describes the 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 venue	1.1 Check that required front of house services have been arranged 1.2 Assess that venue set-up, facilities and equipment minimise risk of injury to patrons and allow easy access for people with disabilities 1.3 Rectify situations that could potentially disrupt services during operating hours 1.4 Provide briefings to personnel prior to opening venue
2. Monitor front of house services	2.1 Open venue at scheduled opening times 2.2 Monitor the provision of services and take prompt action to

	<p>resolve problems</p> <p>2.3 Take responsibility for the resolution of escalated problems or complaints</p> <p>2.4 Greet patrons and provide special assistance as required</p> <p>2.5 Make clear and accurate public announcements</p> <p>2.6 Liaise with back of house personnel to maximise quality of service to patrons</p> <p>2.7 Assist with the workflow of service personnel</p> <p>2.8 Ensure all work is undertaken according to safety and security procedures</p> <p>2.9 Close and secure venue according to workplace procedures</p>
3. Evaluate front of house services	<p>3.1 Complete and distribute documentation relating to service operation</p> <p>3.2 Involve team members in evaluations of front of house services and modify procedures accordingly</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 those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Writing	<ul style="list-style-type: none"> Prepares workplace documentation and reports
Oral communication	<ul style="list-style-type: none"> Seeks the views and opinions of others Obtains information by listening and questioning Discusses ideas and solutions Uses clear language to contribute information and express requirements
Navigate the world of work	<ul style="list-style-type: none"> Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes Identifies changes that would improve collective outcomes Takes responsibility for ensuring that workplace procedures are followed
Interact with others	<ul style="list-style-type: none"> Adapts tone and language as required to resolve misunderstandings

	<ul style="list-style-type: none"> • Uses language, tone and non-verbal behaviour appropriate for interacting with people from a range of social and cultural backgrounds • Builds rapport in order to establish effective work relationships
Get the work done	<ul style="list-style-type: none"> • Systematically monitors the functioning of all aspects of front of house services • Responds to problems requiring immediate attention, drawing on past experience to devise solutions • Recognises the potential of new approaches to enhance work practices • Implements improvements based on outcome of evaluations of front of house services • Uses standard word processing and spreadsheet applications to prepare workplace documentation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAFOH511 Manage front of house services (Release 1)	CUAFOH501 Manage front of house services (Release 2)	Incorporated knowledge evidence on communication techniques and language.	Equivalent unit
CUAFOH501 Manage front of house services (Release 2)	CUAFOH501 Manage front of house services (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

Links

Companion Volumes are available from VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAFOH511 Manage front of house services

Modification History

Release	Comments
Release 1	This version released with CUA Creative Arts and Culture Training Package version 4.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit; including 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
 - interacting with patrons
 - monitoring front of house services during opening
 - closing a venue
- resolve problems that typically arise in the context of managing front of house services
- review performance of venue and front of house service and implement any improvements identified
- 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

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

- key issues and challenges that typically arise in the context of managing front of house services
- operational procedures for the following front of house services:
 - box office
 - cloakroom
 - food and beverage outlets

- merchandising store or stand
- workplace policies and procedures in relation to:
 - emergency evacuation
 - incident reporting
 - refunds and exchanges
 - staff reporting mechanisms
 - venue opening and closing
- appropriate communication techniques and language, including interaction with cross-cultural groups and people with disabilities.
-

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 Volumes are available from VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUAIND412 Provide freelance services

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to work as an independent operator within the creative arts industry. This includes promoting self to potential clients, negotiating work arrangements, managing financial and business aspects of services, and undertaking strategic planning.

The unit applies to those 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

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. Promote self to potential clients	1.1 Establish, follow up and regularly maintain industry contacts 1.2 Participate in and maintain required industry, employer and other networks 1.3 Identify and implement strategies for enhancing a professional reputation 1.4 Produce material about services provided and promote across different media outlets and social media platforms
2. Negotiate work	2.1 Establish clear project outcomes with client and agree on fees,

ELEMENTS	PERFORMANCE CRITERIA
arrangements	<p>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 for reviewing contracts or agreements before signing, as required</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 systems for managing budgets, finance, taxation and project documents, seeking expert advice and support as required</p> <p>3.2 Set a realistic fee structure for services provided</p> <p>3.3 Prepare a business plan outlining viable work schedule and cash flow</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 according to taxation requirements</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 for expanding the client base, either alone or in partnership with others</p> <p>4.3 Improve work performance and practices using constructive feedback from clients and other required personnel</p> <p>4.4 Identify opportunities for ongoing professional development and to maintain skills and knowledge 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 develop prevention strategies when planning work activities</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	<ul style="list-style-type: none"> Improves skills and knowledge by actively pursuing opportunities
Numeracy	<ul style="list-style-type: none"> Develops and monitors budgets, financial and work recordkeeping systems using mathematical skills
Oral communication	<ul style="list-style-type: none"> Explains ideas and requirements clearly using specific and required language Confirms understanding using listening and questioning techniques Extracts main ideas and expresses ideas during discussions using communication strategies
Reading	<ul style="list-style-type: none"> Interprets and comprehends texts with complex ideas and unfamiliar vocabulary
Writing	<ul style="list-style-type: none"> Creates a range of documents matching format and style of writing to purpose and audience
Planning and organising	<ul style="list-style-type: none"> Plans, organises and implements systems to manage costs, maximise income and be proactive in promotional activities
Self-management	<ul style="list-style-type: none"> Follows regulatory, ethical, taxation and insurance requirements Uses a systematic process for developing career, identifying and researching employment options and updating skills
Technology	<ul style="list-style-type: none"> Uses digital technologies to find and store information

Unit Mapping Information

Supersedes and is equivalent to CUAIND402 Provide freelance services.

Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAIND412 Provide freelance services

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare resume and self-promotional materials, and circulate them using different media outlets and social media platforms on at least three occasions.

In the course of the above, the candidate must:

- prepare at least one business plan that identifies a fee structure and work schedule that maintains a viable cash flow
- participate in industry networks and develop a dynamic list of industry contacts
- negotiate service contracts or agreements
- develop a maintainable and effective financial and document records system
- develop and revise a strategic plan that identifies business opportunities and risks
- identify professional development needs and opportunities
- review work objectives measured against quality of life, artistic and commercial goals.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- effective strategies for promoting self to potential clients
- techniques for negotiating work arrangements
- procedures for managing financial and business aspects of services
- key factors relating to preparation of business plans that outline viable work schedules and cash flows
- effective strategies for undertaking strategic planning
- processes for developing financial and document record systems
- techniques for reviewing work objectives against quality of life and artistic and commercial goals

- resume and self-promotion materials required for chosen freelance service
- industry network opportunities for freelance services in screen and media industries
- professional expertise and services available for advising and supporting freelance services
- media outlets and platforms that may be required for promotional purposes
- sources of information about regulatory, taxation, insurance and other business requirements in relation to offering freelance services.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes 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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUALGT211 Develop basic lighting skills

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to complete basic lighting tasks in a range of production contexts. It involves identifying and installing various lighting technologies for production.

The unit applies to those 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

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 lighting tasks	1.1 Confirm lighting plans and types of lights required for production 1.2 Sort lights and lighting equipment in preparation for set-up 1.3 Identify materials to use with different lighting components 1.4 Identify rigging and positioning points and assist with rigging lights as required
2. Complete lighting tasks	2.1 Use lighting desk according to instructions 2.2 Cut and label lighting gel according to instructions 2.3 Patch DMX cables under supervision from required

ELEMENT	PERFORMANCE CRITERIA
	personnel 2.4 Attach accessories as required 2.5 Apply safe manual-handling techniques 2.6 Identify and resolve issues with equipment within scope of own responsibility 2.7 Confirm availability of production equipment at specified locations 2.8 Communicate with required personnel, clients and the public regarding lighting tasks
3. Complete post-production tasks	3.1 Store equipment according to organisational procedures 3.2 Perform routine check of equipment 3.3 Report repair and maintenance issues to required personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Applies an understanding of scale, lighting symbols and notation conventions when interpreting lighting plans
Oral communication	<ul style="list-style-type: none"> Obtains information by listening and questioning
Numeracy	<ul style="list-style-type: none"> Counts and sorts equipment Uses numerically-based controls on equipment Calculates power loadings (amperage)
Self-management	<ul style="list-style-type: none"> Follows safety and workplace procedures Understands and completes main tasks and responsibilities within the boundaries of own role
Teamwork	<ul style="list-style-type: none"> Works collaboratively to complete lighting tasks
Planning and organising	<ul style="list-style-type: none"> Plans and completes routine tasks
Problem solving	<ul style="list-style-type: none"> Recognises and responds to predictable routine problems related to own role Seeks assistance when problems are beyond immediate responsibilities or experience
Technology	<ul style="list-style-type: none"> Operates lighting desks at a basic level

Unit Mapping Information

Supersedes and is equivalent to CUALGT201 Develop basic lighting skills and knowledge.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUALGT211 Develop basic lighting skills

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete basic lighting tasks for at least two different productions.

In the course of the above, the candidate must:

- complete tasks safely and according to instructions
- apply knowledge of key features and purpose of lighting equipment and accessories to work activities
- use lighting terminology correctly when communicating with others.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- general scope and potential of lighting operations in different production contexts
- key aspects of electrical power:
 - watts
 - amps
 - kilowatts
- general features of lanterns and accessories, DMX cables, RDM and control systems
- beam angles, throws and the functions of common lamps
- roles and responsibilities of lighting technicians in different contexts
- types of automated lights and any special operational requirements, including LED lighting
- standard requirements for storing of lighting equipment
- work health and safety procedures in relation to handling and operating lighting equipment and accessories.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes:

- access to productions that require lighting.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUALGT311 Operate basic lighting

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to plot, record, modify and operate standard lighting cues on lighting consoles typically used in small-scale productions and events. It involves preparation, operation, and basic troubleshooting of lighting operations.

The unit applies to those who carry out basic lighting operations with some discretion and judgement and requires 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

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 lighting operations	1.1 Confirm individual responsibilities with required personnel 1.2 Check that working area is clear and properly illuminated 1.3 Prepare required documentation and equipment 1.4 Power up materials using safe work practices 1.5 Test functionality and safety of venue lighting 1.6 Test lights and accessories to confirm all items are in working order
2. Plot and operate lighting cues	2.1 Test line of sight needed for visual cues during performance 2.2 Follow standard procedures to record cues as required

ELEMENT	PERFORMANCE CRITERIA
	2.3 Play and time recorded cues in correct sequence 2.4 Document recorded lighting as required 2.5 Make a hard or electronic backup copy of recorded information 2.6 Modify cues according to instructions and update documentation as required 2.7 Establish suitable backup lighting states 2.8 Check channel inputs and outputs 2.9 Action cues during shows according to production requirements
3. Conduct basic troubleshooting	3.1 Identify problems with equipment promptly and take action as required 3.2 Liaise with required personnel to identify alternatives if faults cannot be rectified before next production deadline
4. Complete post-show procedures	4.1 Liaise with required personnel to power down and disassemble equipment 4.2 Check hired equipment against inventory before packing 4.3 Pack equipment and accessories according to safety regulations and production requirements 4.4 Report lost or damaged equipment to required personnel 4.5 Clean work environment after use 4.6 Seek feedback from required personnel on own performance

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	<ul style="list-style-type: none"> Seeks the views of others to identify ways to improve own performance
Reading	<ul style="list-style-type: none"> Interprets service documentation and manuals
Writing	<ul style="list-style-type: none"> Completes documentation in relation to plotting and operating lighting cues using clear language and industry terminology
Oral communication	<ul style="list-style-type: none"> Obtains information by listening and questioning
Numeracy	<ul style="list-style-type: none"> Completes simple mathematical calculations and recalls numbers for

SKILL	DESCRIPTION
	channel selection on lighting desks
Self-management	<ul style="list-style-type: none"> Follows workplace protocols and safety procedures Understands and completes main tasks and responsibilities, within the boundaries of own role Meets work deadlines
Teamwork	<ul style="list-style-type: none"> Works collaboratively with those involved in staging shows or events
Problem solving	<ul style="list-style-type: none"> Adopts a methodical and logical approach to completing basic lighting tasks Takes responsibility for addressing predictable, and some less predictable, problems in basic lighting operations
Technology	<ul style="list-style-type: none"> Operates basic digital lighting equipment

Unit Mapping Information

Supersedes and is equivalent to CUALGT301 Operate basic lighting.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUALGT311 Operate basic lighting

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- operate basic lighting operations for at least two different productions.

In the course of the above, the candidate must:

- set up a lighting desk for operation during live performances
- record and operate standard lighting cues
- use industry terminology correctly when communicating with others and completing workplace records
- observe protocols for lighting operations
- work collaboratively with others involved in the production.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- function of a range of controls on standard lighting consoles
- 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
- LED lighting and its use in different productions

- difference between in and out times in the context of recording and operating standard lighting cues
- digital multiplexing (DMX) distribution techniques, including allocation of channels on control desks
- safe electrical work practices used in lighting operations
- variations in lighting terminology used for the same function on different control desks.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes:

- access to live performances where basic lighting equipment and accessories are used.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUAPPM422 Organise and facilitate rehearsals

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

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 involves coordinating resources, people and venue arrangements for rehearsals.

The unit applies to those who set up logistics and communication channels for rehearsals to 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 Live 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 1.2 Research, assess and develop specifications for potential rehearsal venues 1.3 Complete a risk assessment of potential venues and integrate findings into selection and planning processes 1.4 Negotiate with venue management to ensure facility requirements can be met according to organisational procedures 1.5 Provide clear and accurate briefings on rehearsal options to

ELEMENT	PERFORMANCE CRITERIA
	<p>required production personnel</p> <p>1.6 Book venue and confirm venue arrangements</p>
<p>2. Coordinate physical requirements for rehearsals</p>	<p>2.1 Coordinate design and production specifications as required</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 required production personnel, and operating according to design specifications</p> <p>2.5 Monitor set-ups according to work health and safety (WHS) and organisational policies and procedures</p> <p>2.6 Advise production personnel of the nature and limitations of physical elements</p>
<p>3. Prepare and distribute rehearsal documentation</p>	<p>3.1 Confirm required contractual arrangements according to organisational policies and procedures</p> <p>3.2 Compile and circulate information and documentation to production personnel as required</p> <p>3.3 Develop rehearsal schedules according to budgetary requirements and enterprise agreements</p> <p>3.4 Amend and distribute schedules and production documentation as required</p>
<p>4. Facilitate communications during rehearsals</p>	<p>4.1 Manage creative and technical requirements for rehearsals</p> <p>4.2 Communicate with creative and technical participants in a professional manner</p> <p>4.3 Resolve technical problems as required</p> <p>4.4 Take action to meet creative and technical requirements of participants</p> <p>4.5 Process administrative requirements of cast, crew and extras as required</p>
<p>5. Participate in rehearsals</p>	<p>5.1 Provide technical assistance as required</p> <p>5.2 Anticipate and respond to new rehearsal requirements</p> <p>5.3 Monitor rehearsals, and stage manage, if required, according to production requirements</p> <p>5.4 Calculate and record performance timings for use in production documents</p> <p>5.5 Identify production problems and resolve them as required</p> <p>5.6 Confirm and organise arrangements for future rehearsal sessions with production personnel as required</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> • Interprets information in a variety of forms regarding production, and uses the knowledge gained to evaluate rehearsal requirements • Interprets complex WHS standards, award and enterprise agreement documentation for their application to work
Writing	<ul style="list-style-type: none"> • Develops detailed specifications to inform venue search process • Develops material for a specific audience and purpose using clear, specific and industry-related language to convey explicit venue arrangements and agreements, rehearsal requirements and schedules
Oral Communication	<ul style="list-style-type: none"> • Uses listening and questioning skills to obtain information, discuss production and rehearsal requirements with key others, and confirm understanding • Facilitates and participates in potentially complex discussions and negotiations, expressing requirements while eliciting participant views and opinions • Discusses rehearsal issues and solutions using industry-specific language suitable to audience and purpose • Delivers clear briefings to cast and crew during rehearsals, communicating effectively and openly about the rehearsal process and production limitations and requirements • Selects and uses communication methods and practices adjusting communication style in recognition of the different needs of a diverse audience
Numeracy	<ul style="list-style-type: none"> • Use calculations, measurements and estimates to complete tasks to coordinate the physical requirements for rehearsals • Interprets budgets to develop rehearsal schedules
Self-management	<ul style="list-style-type: none"> • Meets organisational expectations, requirements and procedures when planning and completing tasks • Takes responsibility for meeting legislative safety standards and requirements within scope of own role
Teamwork	<ul style="list-style-type: none"> • Collaborates with production and performance, playing an active role in facilitating group interaction • Builds rapport with team members to establish and maintain effective working relationships • Uses problem-solving and mediation skills to resolve issues • Shares information, assistance and constructive feedback

SKILL	DESCRIPTION
Planning and organising	<ul style="list-style-type: none">• Plans and sequences own workload, schedules work activities of others and manages required communication• Establishes detailed criteria and a risk assessment strategy to inform search process and venue assessment• Makes decisions and organises resources that meet production needs, schedule requirements and safety standards• Manages document accuracy and distribution to deadlines• Analyses rehearsal participants requirements and provides solutions• Monitors technical aspects of rehearsals, identifies issues and contributes to solutions in rehearsal evaluation meetings

Unit Mapping Information

Supersedes and is equivalent to CUAPPM412 Organise and facilitate rehearsals.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAPPM422 Organise and facilitate rehearsals

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- organise and facilitate at least one rehearsal according to production requirements.

In the course of the above, the candidate must:

- 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 required 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.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- content and format of production documentation required to rehearsal scheduling and facilitation
- roles and responsibilities of those involved in the rehearsal process
- types of requirements for rehearsal venues for varying types of productions
- methodology used to identify and gain access to suitable potential rehearsal venues, including:

- information sources on venues
- venues' consistency with creative and technical requirements
- satisfying legal and administrative requirements of contracts and agreements
- information in required industrial awards for performers and technicians relating to scheduling rehearsal time
- impact of key technical and artistic elements of productions on planning and facilitating rehearsals
- differences between key elements used during rehearsals and those used in actual productions
- key features of duty of care for colleagues and the general public in organising production rehearsals
- 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

Skills in this unit must be demonstrated in a live production environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- venues where rehearsals could realistically take place
- interaction with others
- rehearsal and organisational documentation
- physical production elements
- information about required 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. Where personal safety is a limiting factor, assessment may occur in a simulated work environment typical of those in a working environment in this industry.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUAPPM431 Compile production schedules

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

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 involves analysing timelines against overall production requirements to deliver productions on time and on budget.

The unit applies to those 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 Live 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 1.2 Consult with all departments involved in the production to clarify and confirm their requirements 1.3 Confirm resource schedule against overall production requirements 1.4 Identify and document issues that may affect production schedule
2. Compile production	2.1 Allocate resources and create schedule that will deliver

ELEMENT	PERFORMANCE CRITERIA
schedules	<p>production on time and within budget</p> <p>2.2 Check allocated time enables efficient and safe use of resources</p> <p>2.3 Identify factors that may cause production delays and develop contingency plans to accommodate them</p>
3. Finalise production schedules	<p>3.1 Confirm production schedule meets production requirements</p> <p>3.2 Distribute schedule promptly to required personnel</p> <p>3.3 Resolve issues with the interpretation or implementation of schedule as required</p> <p>3.4 Revise schedule as required, and communicate changes promptly</p> <p>3.5 Develop and maintain a recording system for all information relating to production schedule</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Interprets textual information to determine requirements Interprets information in a variety of forms and uses the knowledge gained to evaluate and select required schedule content Checks scheduling information for feasibility and consistency with production requirements
Writing	<ul style="list-style-type: none"> Uses clear and detailed language, and industry terminology to complete and update comprehensive workplace documentation
Oral Communication	<ul style="list-style-type: none"> Uses clear language to contribute information and express requirements Uses listening and questioning techniques to confirm understanding
Numeracy	<ul style="list-style-type: none"> Calculates with whole numbers and routine fractions, decimals or percentages to develop production schedules that reflect allocated budgets and required timeframes
Self-management	<ul style="list-style-type: none"> Understands purpose of own role and associated responsibilities to deliver schedules that meet production budget and timelines
Teamwork	<ul style="list-style-type: none"> Selects and uses effective communication techniques to build rapport to establish and maintain effective working relationships
Planning and	<ul style="list-style-type: none"> Plans and organises own workload logically and systematically to complete clearly defined tasks and manage required communication

SKILL	DESCRIPTION
organising	<ul style="list-style-type: none">• Uses information analysis to inform detailed scheduling decisions• Builds flexibility into schedules to manage adjustments and unexpected events
Technology	<ul style="list-style-type: none">• Identifies and resolves user implementation problems• Uses scheduling software efficiently• Develops effective information management systems for production schedules

Unit Mapping Information

Supersedes and is equivalent to CUAPPM411 Compile production schedules.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAPPM431 Compile production schedules

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- compile at least one full production schedule.

In the course of the above, the candidate must:

- 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
- negotiate schedules based on venue requirements
- develop and maintain a recording system for production schedule information
- generate, update and distribute accurate production schedules in a timely manner.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- commonly used techniques for creating production schedules
- administrative procedures associated with compiling production schedules
- ways of presenting production schedules
- formats and features of resource schedules and associated production documentation
- roles and responsibilities of those members of the production team involved in developing production schedules
- artistic and technical elements of productions or events that inform effective scheduling

- typical problems and challenges that may arise when compiling production schedules, and strategies to resolve them
- work health and safety (WHS) requirements that apply to production scheduling.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes 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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUAPPM513 Incorporate creative and technical needs into management processes

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the 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. It involves evaluating creative and technical production trends and applying this knowledge to production activities.

The unit applies to those who 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 Live Entertainment Production – Production 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. Assess key creative and technical aspects of productions	1.1 Identify major creative and technical aspects of productions 1.2 Identify and contact required personnel 1.3 Review production documentation to inform assessment of creative and technical production needs 1.4 Seek input from specialist personnel as required

ELEMENT	PERFORMANCE CRITERIA
2. Apply knowledge of creative and technical production to work activities	2.1 Collaborate with creative and technical personnel 2.2 Participate in production decisions and facilitate outcomes that balance different production needs 2.3 Document creative and technical needs in the planning and implementation of projects
3. Update creative and technical production knowledge	3.1 Identify and use opportunities to update knowledge of current and emerging creative and technical trends 3.2 Incorporate updated knowledge into work activities as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	<ul style="list-style-type: none"> Identifies and participates in activities to update currency of industry knowledge and trends
Reading	<ul style="list-style-type: none"> Interprets production documentation in relation to own duties
Oral communication	<ul style="list-style-type: none"> Shares ideas in group discussions and is open to a range of viewpoints Clearly explains requirements and uses listening and questioning techniques to confirm understanding and build rapport
Numeracy	<ul style="list-style-type: none"> Interprets numerical data in production specifications
Initiative and enterprise	<ul style="list-style-type: none"> Applies organisational procedures when managing and realising productions Recognises the potential of new approaches to enhance work practices and outcomes
Teamwork	<ul style="list-style-type: none"> Collaborates with team members and helps facilitate effective group interaction and direction
Planning and organising	<ul style="list-style-type: none"> Uses a combination of logical planning processes and an understanding of context to identify required information and strategies to incorporate creative and technical needs into management processes Evaluates need for team collaboration
Technology	<ul style="list-style-type: none"> Uses the internet as an information resource

Unit Mapping Information

Supersedes and is equivalent to CUAPPM503 Incorporate creative and technical needs into management processes.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAPPM513 Incorporate creative and technical needs into management processes

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- incorporate creative and technical aspects of production into the planning and management of at least one event or production.

In the course of the above, the candidate must:

- interact effectively with a range of creative and technical personnel involved in productions.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current industry trends in relation to creative and technical production
- 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
- production and event management processes and techniques and how they can be adapted to foster an approach to production management that integrates creative and technical considerations.

Assessment Conditions

Skills in this unit must be demonstrated in a live production environment where the conditions are typical of those in a working environment in this industry.

This includes access to productions or events and others to collaborate with.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. Where personal safety is a limiting factor, assessment may occur in a simulated work environment typical of those in a working environment in this industry.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUAPPM514 Manage bump in and bump out of shows

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the 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. It involves organising equipment and people according to production and crewing requirements.

The unit applies to those who 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 Live Entertainment Production – Production 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. Organise equipment and human resources	1.1 Determine crewing requirements and scope of work required 1.2 Identify and obtain equipment and materials required according to budgetary guidelines 1.3 Complete inventory checks to confirm physical elements are available and ready for use 1.4 Assess risks and develop and implement hazard management plans 1.5 Roster staff to meet production schedules according to

ELEMENT	PERFORMANCE CRITERIA
	production budget
2. Plan movement of physical elements	2.1 Identify transport requirements and organise transport accordingly 2.2 Estimate the number of people required to move equipment and advise required colleagues accordingly 2.3 Develop contingency plans to minimise the impact of unexpected events on the bump in and bump out process 2.4 Document plans for moving and installing equipment according to organisational procedures
3. Manage installation and removal of physical elements	3.1 Supervise the safe installation and removal of physical elements according to production requirements 3.2 Monitor progress of bump in and bump out of shows against production schedules and implement contingency plans as required 3.3 Identify and respond to problems promptly in consultation with required personnel 3.4 Organise storage and security of physical elements as required, including valuable items and hazardous materials 3.5 Evaluate the bump in and bump out process with required personnel and note areas for improvement in future productions

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> • Interprets production documentation and organisational policies and procedures in relation to own duties
Writing	<ul style="list-style-type: none"> • Completes organisational documentation requirements related to obtaining goods or services • Generates documentation in relation to bumping in and bumping out shows • Documents outcomes of evaluations
Oral communication	<ul style="list-style-type: none"> • Seeks the views and opinions of others • Obtains information by listening and questioning • Discusses ideas and solutions and uses clear language to express requirements

SKILL	DESCRIPTION
Numeracy	<ul style="list-style-type: none"> • Reads and interprets numerical data in production specifications • Performs calculations when interpreting budgets, estimating labour requirements and conducting inventory checks
Self-management	<ul style="list-style-type: none"> • Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes • Takes responsibility for meeting health and safety and regulatory requirements within scope of own role • Applies organisational procedures when bumping in and bumping out shows • Manages time efficiently to meet work deadlines • Implements improvements based on outcome of evaluations of bump in and bump out operations
Teamwork	<ul style="list-style-type: none"> • Collaborates with team members and takes on a leadership role in team activities
Planning and organising	<ul style="list-style-type: none"> • Sequences and schedules complex activities, monitors implementation and manages required communication • Identifies the most time efficient way to move and transport physical elements • Reviews progress against goals, adjusting plans and resources as required • Anticipates and takes action to minimise potential problems that could disrupt production schedules
Technology	<ul style="list-style-type: none"> • Distributes information electronically • Uses standard word processing and spreadsheet applications to prepare workplace documentation

Unit Mapping Information

Supersedes and is equivalent to CUAPPM504 Manage bump in and bump out of shows.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAPPM514 Manage bump in and bump out of shows

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage the bump in and bump out of at least two performances.

In the course of the above, the candidate must:

- organise and supervise the work of a team to bump in and bump out shows according to requirements
- develop plans for bump in and bump out that include contingency strategies.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- issues and challenges that typically arise when bumping in and bumping out shows, and strategies to address them
- issues to be taken into account when moving and transporting equipment from different technical areas
- equipment commonly used in the production of live performances that includes plant
- inventory systems and procedures used for equipment and materials in an entertainment context
- where to source additional equipment and supplies for own area of expertise
- roles of different crew used in the bump in and bump out process that include plant operators
- effect of work health and safety requirements on the allocation of work and the movement of physical elements.

Assessment Conditions

Skills in this unit must be demonstrated in a live production environment where the conditions are typical of those in a working environment in this industry.

This includes access to equipment and physical elements to be moved in and out of production venues and access to work teams.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. Where personal safety is a limiting factor, assessment may occur in a simulated work environment typical of those in a working environment in this industry.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUAPPM611 Manage pre-production for shows and events

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to manage all aspects of pre-production for shows and events in the entertainment industry, including both creative and technical aspects of live shows and events.

The unit applies to those who 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 Live Entertainment Production – Production 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 pre-production activities	1.1 Participate in discussions with required personnel to clarify creative vision for shows or events 1.2 Analyse designs and specifications to establish a comprehensive understanding of production requirements and challenges 1.3 Determine the range and number of staging and technical elements required for shows 1.4 Develop work plans and schedules to ensure timely completion of each stage of pre-production 1.5 Conduct risk assessments and implement safety and

ELEMENT	PERFORMANCE CRITERIA
	<p>environmental management plans during 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 required 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</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 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 and undertake 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 Liaise with technical and artistic production teams</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 take action accordingly</p> <p>3.5 Contribute to evaluations of shows or events and implement recommendations</p>
4. Manage production documentation and information	<p>4.1 Confirm that production documentation is completed on time by required personnel</p> <p>4.2 Distribute production documentation and information to required personnel according to organisational procedures</p> <p>4.3 Develop and maintain accurate document distribution records</p> <p>4.4 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 This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Obtains information from a range of complex written sources
Writing	<ul style="list-style-type: none"> Generates and updates documentation in relation to pre-production activities in the required format
Oral communication	<ul style="list-style-type: none"> Seeks the views and opinions of others and obtains information by listening and questioning Discusses ideas and solutions and uses clear language to contribute information and express requirements
Numeracy	<ul style="list-style-type: none"> Interprets budgets when managing pre-production for shows and events
Self-management	<ul style="list-style-type: none"> Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes Takes responsibility for meeting legal and regulatory requirements within scope of own role Applies organisational procedures when managing live productions Manages time efficiently to meet work deadlines
Teamwork	<ul style="list-style-type: none"> Collaborates with team members and takes a leadership role to help facilitate effective group interaction and direction
Planning and organising	<ul style="list-style-type: none"> Sequences and schedules complex activities, monitors implementation and manages required communication Assembles documentation on pre-production requirements in a logical sequence Reviews progress against goals, adjusting plans and resources to cope with contingencies Takes account of a wide range of factors that impact on pre-production activities Proactively anticipates potential resolutions to problems that could disrupt construction workshop operation Implements improvements to pre-production operations based on outcome of evaluations
Technology	<ul style="list-style-type: none"> Distributes information electronically Uses standard word processing and spreadsheet applications to prepare workplace documentation Applies knowledge of technical equipment to production management duties

Unit Mapping Information

Supersedes and is equivalent to CUAPPM601 Manage pre-production for shows and events.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAPPM611 Manage pre-production for shows and events

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage pre-production operations for at least one production or event.

In the course of the above, the candidate must:

- document work plans and schedules for pre-production activities that include timelines
- monitor activities against the plans and schedules
- coordinate and chair at least one production meeting
- manage the distribution and maintenance of documents during pre-production operations.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- relationship between artistic and technical elements of productions or events
- meeting procedures and protocols that apply to conducting production meetings
- issues and challenges that typically arise during pre-production, and strategies for responding to them
- administrative procedures and documentation associated with managing pre-production activities
- safety and environmental requirements during the pre-production phase of shows and events.

Assessment Conditions

Skills in this unit must be demonstrated in a live production environment where the conditions are typical of those in a working environment in this industry.

This includes access to a production or event which requires a range of pre-production activities.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. Where personal safety is a limiting factor, assessment may occur in a simulated work environment typical of those in a working environment in this industry.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUASET211 Develop basic skills in set construction

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

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. It involves determining construction and material requirements, assisting with the construction of set elements and reviewing the outcomes of one's own work.

The unit applies to those who work under broad supervision and 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

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 set construction	1.1 Determine set construction requirements in consultation with supervisor 1.2 Select materials for set construction according to supervisor's instructions 1.3 Calculate quantities of required materials 1.4 Select equipment and tools according to materials being used and type of set construction required
2. Assist with the	2.1 Assist with the construction of set elements using different

ELEMENT	PERFORMANCE CRITERIA
construction of set elements	<p>basic techniques</p> <p>2.2 Complete set construction tasks in a logical sequence</p> <p>2.3 Work cooperatively with other team members during construction 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 and take action within scope of responsibility according to organisational policies and procedures</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 those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Oral communication	<ul style="list-style-type: none"> Obtains information by listening and questioning
Numeracy	<ul style="list-style-type: none"> Performs simple mathematical calculations to measure materials and calculate quantities
Self-management	<ul style="list-style-type: none"> Understands and completes main tasks and responsibilities, within the boundaries of own role Follows health and safety procedures relating to safe use of equipment and materials
Teamwork	<ul style="list-style-type: none"> Works cooperatively with different personnel to construct basic set elements
Planning and organising	<ul style="list-style-type: none"> Plans routine tasks, taking some limited responsibility for decisions regarding sequencing and timing
Initiative and enterprise	<ul style="list-style-type: none"> Recognises and responds to predictable routine problems Seeks assistance when problems are beyond immediate responsibilities or experience

Unit Mapping Information

Supersedes and is equivalent to CUASET201 Develop basic skills in set construction.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUASET211 Develop basic skills in set construction

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- construct simple set elements according to at least two different set construction requirements.

In the course of the above, the candidate must:

- follow safety procedures throughout the set construction process
- produce set elements that are technically feasible and of a quality level that meets production requirements
- work cooperatively with others during set construction.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of materials used for set construction and the reasons for selecting different materials
- current technology used to construct set elements that includes 3D printing
- common types of joint and assembly techniques used in set construction and the contexts in which they are used
- work health and safety requirements of set construction context described in performance evidence relating to:
 - fireproofing
 - safe manual-handling techniques
 - using hand and power tools
 - working with hazardous substances.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- basic set construction materials.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUASMT511 Stage manage productions and events

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes 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. It involves elements of stage management operations and production management.

The unit applies to those who 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

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 stage management operations	1.1 Confirm production structure and requirements 1.2 Prepare planning documents according to production information and documentation 1.3 Prepare and distribute notes from meetings on production requirements, client correspondence, and stage management procedures 1.4 Monitor pre-production preparations and identify issues as required 1.5 Liaise with venue staff and resolve issues that could disrupt

ELEMENT	PERFORMANCE CRITERIA
	productions or events
2. Run productions	2.1 Manage crew and cast arrivals according to production plan 2.2 Monitor production and performance elements and take required action to deal effectively with unforeseen occurrences 2.3 Use reference materials as required 2.4 Communicate production changes promptly to all required personnel 2.5 Confirm movement of physical elements occurs according to running sheets, timing and safety procedures 2.6 Operate technical equipment as required
3. Communicate effectively with cast and crew	3.1 Provide required briefings and materials to cast and crew prior to performances 3.2 Maintain effective work relationships with cast and crew throughout production 3.3 Communicate and provide instructions in an open, clear and concise manner
4. Finalise stage management operations	4.1 Organise the cleaning of venues and sites as required 4.2 Prepare and distribute performance reports to required personnel 4.3 Contribute to evaluations and continuous improvement of productions or events and adjust procedures accordingly 4.4 Adjust production documentation as required 4.5 Return all updated production documentation to required personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> • Interprets production documentation
Oral communication	<ul style="list-style-type: none"> • Obtains information using listening and questioning techniques
Self-management	<ul style="list-style-type: none"> • Works independently and collectively • Manages time efficiently • Takes responsibility for meeting regulatory requirements within

SKILL	DESCRIPTION
	scope of own role <ul style="list-style-type: none"> • Applies organisational procedures when stage managing live productions
Teamwork	<ul style="list-style-type: none"> • Builds work relationships with creative and technical personnel • Demonstrates reliability and integrity
Planning and organising	<ul style="list-style-type: none"> • Manages stage management tasks for productions and events in a logical sequence
Problem solving	<ul style="list-style-type: none"> • Addresses issues requiring immediate attention • Assesses potential problems that could disrupt productions
Technology	<ul style="list-style-type: none"> • Uses standard word processing and spreadsheet applications to prepare workplace documentation

Unit Mapping Information

Supersedes and is equivalent to CUASMT501 Stage manage productions and events.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUASMT511 Stage manage productions and events

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- stage manage at least one production or event.

In the course of the above, the candidate must:

- manage competing tasks within time constraints experienced during the running of live productions or events
- apply the technical, staging and artistic aspects of the production or event to the stage management process
- work collaboratively others involved in the production or event.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- documentation used for stage managing productions and events
- key factors involved in the successful stage management of productions and events
- issues and challenges that can arise when stage managing productions and events, and solutions to address them
- industry standard technology used to automate aspects of performances
- the role of stage management personnel in the following production areas:
 - audio
 - costume
 - lighting
 - production management
 - show control
 - staging

- technical equipment operation
- vision systems.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- venues or sites with facilities for cast and crew
- public for performance.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUASMT513 Develop and maintain production documents

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes skills and knowledge required to produce and manage documentation that tracks the creative development of productions in the screen, media, entertainment and events industries.

The unit applies to those who display initiative, judgement and responsibility in the process of maintaining production scripts and communicating developments through the rehearsal phase and into the performance run. It involves analysis and management of production documentation.

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

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 and interpret production documentation requirements	1.1 Analyse production and design documentation and determine creative and technical production aspects of projects 1.2 Determine documentation requirements for productions in consultation with required personnel 1.3 Clarify scope of own responsibilities for producing and maintaining production documents
2. Manage production scripts in rehearsals	2.1 Set up production scripts using applicable format 2.2 Incorporate cuts, additions and other script

ELEMENT	PERFORMANCE CRITERIA
	<p>modifications to reflect current version of shows</p> <p>2.3 Distribute script revisions to required 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 information required to rehearse and stage shows in production scripts</p> <p>2.6 Provide accurate prompts and cues in a timely and appropriate manner</p> <p>2.7 Mark performers' errors and omissions in scripts using prompting notation</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 according to requirements</p> <p>3.2 Confirm drafts with required personnel and make additions and adjustments as required</p> <p>3.3 Distribute copies of documents according to production requirements</p> <p>3.4 Update administrative documents to reflect production development</p> <p>3.5 Distribute documentation to production personnel</p> <p>3.6 Maintain accurate records of distribution</p> <p>3.7 Contribute to evaluations and continuous improvement of production documentation and adjust own work procedures accordingly</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	<ul style="list-style-type: none"> Interprets information from evaluation to enhance own performance
Reading	<ul style="list-style-type: none"> Interprets production documentation in relation to own role
Writing	<ul style="list-style-type: none"> Develops and updates production scripts to track progress and issues that arise in rehearsals Manages version control to support production requirements
Oral	<ul style="list-style-type: none"> Obtains information by listening and questioning

SKILL	DESCRIPTION
communication	<ul style="list-style-type: none"> • Discusses ideas and solutions • Uses clear language to contribute information and express requirements
Self-management	<ul style="list-style-type: none"> • Clarifies scope of own responsibilities • Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes • Applies organisational procedures associated with job role
Teamwork	<ul style="list-style-type: none"> • Establishes effective work relationships with creative and technical personnel • Demonstrates reliability and integrity when collaborating with others
Planning and organising	<ul style="list-style-type: none"> • Adopts a methodical and logical approach to developing and updating production reference documents
Problem solving	<ul style="list-style-type: none"> • Analyses rehearsals and anticipates where performers may need prompts
Technology	<ul style="list-style-type: none"> • Uses standard word processing and spreadsheet applications to prepare production documentation • Distributes information electronically

Unit Mapping Information

Supersedes and is equivalent to CUASMT503 Develop and maintain production documents.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUASMT513 Develop and maintain production documents

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- create and maintain production scripts and administration documents for at least two different productions that:
 - are clear and technically correct
 - meet artistic and technical production requirements.

In the course of the above, the candidate must:

- update production scripts during rehearsals
- work collaboratively others involved in productions.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- documentation used for stage managing different types of productions and events
- features and formats of source documents used to create production reference documents
- industry standard technology used to automate aspects of performances
- role of stage management personnel in the following production areas:
 - audio
 - costume
 - design
 - lighting
 - production management
 - props
 - set construction
 - show control

- staging
- vision systems
- issues and challenges that can arise when developing and maintaining production documents, and solutions to address them.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- productions and rehearsals.

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 Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUASOU211 Develop basic audio skills and knowledge

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the performance outcomes, skills and knowledge required to complete basic audio tasks in different production contexts.

The unit applies to those 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

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 audio set-up	1.1 Confirm requirements with required personnel and reference with audio installation plans as required 1.2 Identify and prepare equipment and accessories in preparation for set-up 1.3 Handle equipment according to instructions from required personnel and safety requirements
2. Complete tasks using audio equipment	2.1 Connect and position audio system cables according to instructions from required personnel and safety requirements 2.2 Wire audio system in sequence and confirm wiring with required personnel 2.3 Set start-up and operating settings in correct sequence and test

ELEMENT	PERFORMANCE CRITERIA
	audio desk features according to instructions 2.4 Identify problems with equipment and take action within scope of own responsibility or report to required personnel 2.5 Create required sound quality using positioning and equalising techniques 2.6 Communicate with required personnel during completion of tasks
3. Complete post-production tasks	3.1 Disconnect equipment and accessories according to instructions from required personnel and safety requirements 3.2 Assist with storing and transporting equipment as required and according to organisational policies and procedures 3.3 Participate in debriefing and seek feedback on own work performance from required personnel to adjust work practices accordingly

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	<ul style="list-style-type: none"> • Improves work performance using views and opinions of others
Numeracy	<ul style="list-style-type: none"> • Counts and sorts equipment • Uses numerically-based controls on equipment
Oral communication	<ul style="list-style-type: none"> • Obtains information by listening and questioning
Reading	<ul style="list-style-type: none"> • Interprets production documentation relating to own duties
Teamwork	<ul style="list-style-type: none"> • Participates in conversations required for role • Works collaboratively to complete audio tasks • Identifies and follows required communication practices and protocols
Initiative and enterprise	<ul style="list-style-type: none"> • Understands and completes main tasks and responsibilities within boundaries of own role • Seeks assistance for problems outside of scope of own responsibility
Problem solving	<ul style="list-style-type: none"> • Recognises and responds to routine problems relating to own role
Self-management	<ul style="list-style-type: none"> • Follows safety and workplace procedures related to assigned duties

SKILL	DESCRIPTION
Technology	<ul style="list-style-type: none">• Operates audio desks at basic level

Unit Mapping Information

Supersedes and is not equivalent to CUASOU201 Develop basic audio skills and knowledge.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUASOU211 Develop basic audio skills and knowledge

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete at least three different audio tasks safely and according to instructions.

In the course of the above, the candidate must:

- apply knowledge of features and purpose of audio equipment and accessories to work activities
- apply knowledge of signal flow through audio chain when undertaking audio set-up tasks
- work collaboratively with required personnel.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key factors, purpose and procedures relating to industry terminology or equipment:
 - basic appliance issue diagnosis
 - moving fader automation
 - wireless sound technologies
 - microphones
 - cable rolling
 - signal flow operation and delivery
 - manual handling techniques
 - electrical safety in outdoors and weather
 - analogue audio consoles
 - common accessories
 - input source information
 - loudspeakers

- basic sound pressure level measurement
- decibel levels
- phase and phase cancellation
- power isolation
- general scope of audio operations in different live production contexts and relationship between audio operations and other technical and performance areas
- techniques used to achieve high quality sound
- common positioning and equalising techniques
- features and meaning of signal flow chart for typical sound systems
- safety procedures for handling, operating and storing audio equipment and accessories.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- a range of sound equipment and environment in which audio systems can be run.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUASTA211 Develop basic staging skills

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes skills and knowledge required to prepare stages and position set elements for performances in the entertainment and events industries. It involves referring to stage plans, moving and assembling required stage pieces and confirming the stage is clean and clear for further use.

The unit applies to those who assist with staging operations 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

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 stage area	1.1 Obtain details of work requirements from stage plan and confirm with required personnel 1.2 Clear and clean stage area in preparation for staging installation 1.3 Mark out stage according to stage plan and directions from supervisor
2. Lay floor and position set pieces	2.1 Lay floor according to stage plan and directions from supervisor 2.2 Move and assemble set pieces according to stage plan and directions from supervisor

ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify adjustments required in consultation with required personnel and make adjustments as required
3. Finalise activities	3.1 Clear and clean stage and surrounding areas according to organisational policies and procedures 3.2 Seek feedback on own work performance and note areas for improvement

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Interprets production documentation in relation to own duties
Oral communication	<ul style="list-style-type: none"> Obtains information using listening and questioning techniques
Numeracy	<ul style="list-style-type: none"> Calculates and follows measurements when staging activities
Self-management	<ul style="list-style-type: none"> Understands and completes main tasks and responsibilities within the boundaries of own role Follows health and safety procedures
Teamwork	<ul style="list-style-type: none"> Works cooperatively with different personnel
Planning and organising	<ul style="list-style-type: none"> Plans routine tasks, taking some limited responsibility for decisions regarding sequencing and timing
Problem-solving	<ul style="list-style-type: none"> Seeks assistance when problems are beyond immediate responsibilities or experience Recognises and responds to predictable routine problems

Unit Mapping Information

Supersedes and is equivalent to CUASTA201 Develop basic staging skills.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUASTA211 Develop basic staging skills

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- assist with installing flooring and basic set pieces for at least two different productions.

In the course of the above, the candidate must:

- follow instructions and safety procedures
- work collaboratively with crews from other departments and organisations.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- role of staging personnel and how they relate to other production personnel
- organisational policies and procedures including:
 - cleaning standards
 - stage clearing requirements
- position areas used on a stage diagram:
 - downstage and upstage
 - onstage and offstage
 - opposite prompt (OP)
 - prompt side (PS)
 - loading dock
 - stage right and stage left
- main safety issues associated with the use of common stage machinery and equipment including:
 - manual handling techniques
 - working at heights

- staging procedures for:
 - lashing/toggling and pin hinging flats together
 - running and floating a flat
 - using tech screws and bolts
 - laying of floors
- procedures used to tie the following soft scenery set pieces:
 - borders
 - cycloramas
 - gauzes
 - legs
 - scrims
- procedures used to tie knots 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
- work health and safety requirements that apply to staging operations and the handling of hazardous substances.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- staging machinery, equipment and tools
- venue at which a production is being staged.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUASTA212 Assist with bump in and bump out of shows

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes skills and knowledge required to assemble, pack, load and unload physical elements for productions in the screen, media, entertainment and events industries. It involves preparing physical elements to be transported, moving elements upon arrival and confirming no damage has been sustained during transportation.

The unit applies to those who assist with moving and loading production equipment 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

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 physical elements for transportation	1.1 Assemble and dismantle physical elements in order according to instructions and documentation 1.2 Pack physical elements using applicable techniques and materials according to work health and safety requirements 1.3 Prepare and pack tools required for bump in and bump out
2. Move physical elements	2.1 Assist to load and unload physical elements in order according to organisational policies and procedures 2.2 Identify hazardous items and load them according to workplace health and safety procedures 2.3 Install and position physical elements in applicable work and

ELEMENT	PERFORMANCE CRITERIA
	<p>storage area according to instructions and documentation</p> <p>2.4 Assist required personnel to inspect load prior to transportation and confirm all items are loaded according to instructions and documentation</p> <p>2.5 Clear and clean work areas according to organisational procedures</p>
3. Finalise activities	<p>3.1 Check condition of physical elements and confirm no damage has occurred during bump in or bump out</p> <p>3.2 Inform required personnel of items that need repair and complete documentation as required</p> <p>3.3 Seek feedback on own work performance and note areas for improvement</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Interprets production documentation in relation to own duties
Oral communication	<ul style="list-style-type: none"> Obtains information using listening and questioning techniques
Numeracy	<ul style="list-style-type: none"> Counts and sorts equipment
Self-management	<ul style="list-style-type: none"> Understands and completes tasks and responsibilities within the boundaries of own role
Teamwork	<ul style="list-style-type: none"> Works collaboratively with different personnel
Planning and organising	<ul style="list-style-type: none"> Plans routine tasks, taking some limited responsibility for decisions regarding sequencing and timing Recognises and responds to predictable routine problems
Initiative and enterprise	<ul style="list-style-type: none"> Seeks assistance when problems are beyond immediate responsibilities or experience

Unit Mapping Information

Supersedes and is equivalent to CUASTA202 Assist with bump in and bump out of shows.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUASTA212 Assist with bump in and bump out of shows

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- move, pack and load production equipment, under instruction, for at least two different productions.

In the course of the above, the candidate must:

- use safe manual-handling techniques when moving physical elements
- work collaboratively with crews from other departments and organisations.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- procedures and processes for bumping in and bumping out different types of productions
- physical elements used for different types of productions and typical locations for them in production venues
- roles and responsibilities of personnel involved in the bump in and bump out process
- safe manual-handling techniques that apply to the movement of physical elements
- packing materials and techniques used for different types of equipment
- techniques for loading and stowing equipment for safe transportation
- features and use of tools commonly required during the bump in and bump out process
- workplace health and safety (WHS) requirements and procedures.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- venue or location for bump in and bump out
- location or transport vehicle into which physical elements can be loaded.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUASTA314 Maintain physical production elements

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes 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. It involves checking physical elements for cleanliness and damage, undertaking cleaning and minor maintenance tasks, and completing associated administrative tasks.

The unit applies to those who 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

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. Clean physical elements	1.1 Complete regular and timely checks of physical elements and confirm items ready for use and in condition that meets organisational standards 1.2 Identify dirty or damaged items that need cleaning and those which require replacement 1.3 Clean physical elements according to safety requirements using applicable cleaning agents and equipment 1.4 Dispose of used chemicals according to hygiene, safety and

ELEMENT	PERFORMANCE CRITERIA
	environmental requirements
2. Undertake minor maintenance and repair tasks	2.1 Cordon off maintenance area and post advisory signage 2.2 Repair and maintain physical elements using applicable techniques, materials and equipment and safety practices 2.3 Complete repair and maintenance tasks according to schedules and priorities 2.4 Store physical elements according to organisational procedures 2.5 Identify tasks requiring specialist attention and refer to required personnel
3. Undertake basic administrative tasks	3.1 Process and forward maintenance requests to required personnel 3.2 Clarify instructions with persons making requests as required 3.3 Complete and distribute workplace documentation as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Obtains information from written sources
Writing	<ul style="list-style-type: none"> Produces workplace documentation and signage in the required format
Oral communication	<ul style="list-style-type: none"> Obtains information using listening and questioning techniques Expresses language using clear language
Numeracy	<ul style="list-style-type: none"> Measures quantities of cleaning agents
Self-management	<ul style="list-style-type: none"> Understands and completes tasks and responsibilities, within the boundaries of own role Meets work deadlines
Teamwork	<ul style="list-style-type: none"> Works collaboratively with staging teams and required personnel
Planning and organising	<ul style="list-style-type: none"> Plans and organises own workload; sequencing and combining work tasks for greater efficiency
Initiative and enterprise	<ul style="list-style-type: none"> Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts

SKILL	DESCRIPTION
Technology	<ul style="list-style-type: none">• Distributes information electronically• Prepares workplace documentation using standard word processing and spreadsheet applications

Unit Mapping Information

Supersedes and is not equivalent to CUASTA304 Maintain physical production elements.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUASTA314 Maintain physical production elements

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- clean and restore different physical production elements to original condition for at least one production run.

In the course of the above, the candidate must:

- follow safe practices when cleaning and repairing physical elements
- use the applicable techniques, materials and equipment for the task
- complete the required documentation.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- typical cleaning, repair and maintenance requirements for sets, props and scenic art
- cleaning agents, equipment and techniques used to repair scenic elements
- organisational work health and safety requirements that apply to the process of maintaining physical production elements
- common protective clothing types used when maintaining physical production elements
- organisational policies and procedures that govern maintaining physical production elements
- types of documentation used to record maintenance and repair work.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- physical production elements requiring cleaning and maintenance
- industry tools and materials used to maintain physical production elements.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

CUAVSS211 Develop basic vision system skills

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the 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.

The unit applies to those 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

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 vision system activities	1.1 Confirm vision system requirements with required personnel according to project brief 1.2 Identify required rigging and positioning points for vision systems 1.3 Identify, prepare and check required equipment in preparation for set-up 1.4 Check that available power sources meet operational requirements
2. Complete tasks using vision systems	2.1 Position equipment and complete cabling according to instructions, safety and licensing restrictions 2.3 Finalise set-up tasks within agreed timelines

ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify problems with equipment and report within scope of own responsibility 2.4 Assist with testing and operating vision system equipment
3. Finalise vision system activities	3.1 Complete pack down, routine maintenance and documentation tasks where required 3.2 Review and adjust work practices according to feedback from required personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	<ul style="list-style-type: none"> Seeks the input of others to improve work performance
Reading	<ul style="list-style-type: none"> Interprets production documentation in relation to own duties
Writing	<ul style="list-style-type: none"> Completes workplace documentation using industry and workplace technology
Oral communication	<ul style="list-style-type: none"> Obtains information by using listening and questioning techniques
Self-management	<ul style="list-style-type: none"> Understands and completes main tasks and responsibilities
Teamwork	<ul style="list-style-type: none"> Achieve required outcomes by collaborating with others
Planning and organising	<ul style="list-style-type: none"> Plans routine tasks, taking some limited responsibility for decisions regarding sequencing and timing
Technology	<ul style="list-style-type: none"> Operates vision systems at a basic level and applies knowledge of vision systems to work activities

Unit Mapping Information

Supersedes and is equivalent to CUAVSS201 Develop basic vision system skills.

Links

Companion Volume Implementation Guide is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUA VSS211 Develop basic vision system skills

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete basic vision system tasks safely and according to instructions on at least three different occasions.

In the course of the above, the candidate must:

- identify and check required rigging points, equipment and power sources in preparing for task completion
- follow safety procedures during preparing for, undertaking routine maintenance and completing vision systems tasks
- work cooperatively with others when assisting with tasks.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key features, purpose and basic operating procedures of major types of vision system equipment
- types of cables and how they are used
- typical formats for vision system plans and how plans relate to practical work tasks
- basic safety procedures for using and handling power outlets, power extension leads, and vision systems
- characteristics and specifications of vision system equipment:
 - circuit state (energised or de-energised)
 - current resistance
 - power insulation
 - voltage.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- vision systems
- vision system plans.

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 Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

FBPRBK3005 Produce basic bread products

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package version 1.0

Application

This unit of competency describes the skills and knowledge required to produce basic bread products in a commercial baking environment.

This unit applies to individuals who apply a broad range of knowledge and skills with responsibility for their own work. This includes applying and communicating known solutions to predictable problems.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory food safety, and work health and safety, regulations and legislation that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Retail baking (RBK)

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 work	1.1 Confirm product types and volumes to schedule production 1.2 Calculate yield and adjust recipe to meet required production volumes

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	<p>1.3 Confirm work area and work practices meet food safety and workplace health and safety requirements</p> <p>1.4 Select and wear personal protective equipment according to safety requirements</p> <p>1.5 Select basic bread baking equipment and check to confirm readiness for use</p> <p>1.6 Select ingredients and check to confirm quality and quantity</p>
2. Mix basic bread dough	<p>2.1 Measure ingredient quantities to meet recipe specifications</p> <p>2.2 Load ingredients into the mixer in the required ingredient placement</p> <p>2.3 Operate and monitor mixer to achieve basic bread dough development for product type</p> <p>2.4 Check mixed basic dough to identify faults and rectify</p>
3. Process basic bread dough	<p>3.1 Divide, scale, mould and intermediate prove basic dough to meet required end-product shape and baked weight</p> <p>3.2 Final mould basic dough and place on baking surfaces and pre-prove score for product type before final prove</p> <p>3.3 Retard basic dough as required for product type</p> <p>3.4 Final prove basic dough as required for product type</p> <p>3.5 Check processed basic dough to identify faults and rectify</p>
4. Pre-bake finish basic bread products	<p>4.1 Prepare finishing ingredients to meet recipe specifications</p> <p>4.2 Pre-bake finish basic bread products to meet end-product specifications</p> <p>4.3 Check pre-bake finished basic bread products to identify faults and rectify</p>
5. Bake basic bread products	<p>5.1 Set baking temperatures and times to prepare for baking</p> <p>5.2 Visually check basic dough size to confirm readiness for baking, and post-prove score for product type prior to baking</p> <p>5.3 Load oven and steam as required for product type</p> <p>5.4 Monitor baking to achieve baked colour and stability required for basic bread product type</p> <p>5.5 Unload and de-pan baked basic bread products to cool</p>

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	5.6 Check basic bread product bake to identify faults and rectify 5.7 Prepare and transfer products for presentation and storage in accordance with packaging and food safety requirements
6. Complete work	6.1 Clean equipment and work area to meet housekeeping standards 6.2 Dispose of waste according to workplace requirements 6.3 Complete workplace records according to workplace requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Interprets key information from recipes, ingredient labels, baking equipment operating instructions and end-product specifications
Writing	<ul style="list-style-type: none"> Prepares production schedules and completes production records using required format, language and structure
Numeracy	<ul style="list-style-type: none"> Identifies and comprehends ingredient quantities in recipes, dates on ingredient labels, and temperature, humidity and timer settings Estimates approximate quantities, and uses equipment to measure ingredient weights and volumes, and water and dough temperatures Divides dough into equal portions by estimated weight Performs calculations to adjust recipes using baking formulas, and allows for wastage Uses understanding of three-dimensional shapes to mould dough shapes and check end-product shapes Interprets measurement information to set, monitor and adjust process parameters Completes production records using mathematical symbols and conventions
Navigate the world of work	<ul style="list-style-type: none"> Complies with workplace health and safety and food safety regulatory requirements relevant to a commercial baking environment Follows organisational policies and procedures relevant to own

Skill	Description
	work role
Get the work done	<ul style="list-style-type: none"> Plans, organises and implements tasks required to achieve production outcomes Uses problem-solving skills to analyse product and process faults and decide on appropriate action

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.

Basic bread baking equipment must include:	<ul style="list-style-type: none"> equipment, including: <ul style="list-style-type: none"> industrial oven industrial mixer and attachments industrial dough moulding equipment equipment accessories, including: <ul style="list-style-type: none"> industrial dough moulding equipment accessories ancillary equipment, including: <ul style="list-style-type: none"> dry ingredients storage containers industrial baking tins and lids bread baking trays ingredient storage bins tools and utensils, including: <ul style="list-style-type: none"> dough knives dough scrapers water spray bottles scoring knives flour sieves.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPRBK3005 Produce basic	FDFRB3002A Produce bread	Redesigned unit that includes content from	No equivalent unit

bread products	dough	previous unit	
	FDFRB3005A Bake bread	Redesigned unit that includes content from previous unit	No equivalent unit
	FDFRB3009A Retard dough	Redesigned unit that includes content from previous unit	No equivalent unit
	FDFRB3010A Process dough	Redesigned unit that includes content from previous unit	No equivalent unit
	FDFRB3011A Diagnose and respond to product and process faults (bread)	Redesigned unit that includes content from previous unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>

Assessment Requirements for FBPRBK3005 Produce basic bread products

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has produced basic bread products according to a production schedule, including:

- mixing and using the following three dough types:
 - premix dough
 - instant dough/no time dough/scratch mix dough
 - chemical leavened dough
- producing the following two basic bread types:
 - white bread
 - brown bread
- producing the following six bread product varieties and shapes:
 - condensed/sandwich loaves
 - high top loaves, either married or single
 - soft/enriched bread roll variety
 - crusty/lean bread roll variety
 - crusty/lean loaf – plaited, Vienna, French stick or cob
 - chemical leavened dough
- retarding one of the following three product types produced:
 - soft/enriched bread roll variety
 - crusty/lean bread roll variety
 - crusty/lean loaf – plaited, Vienna, French stick or cob
- selecting and using tins and trays appropriate for dough piece scale weight, volume and size
- using the following eight moulding techniques:

- rounding
- batons
- knots
- 4 piecing
- degassing
- curling/rolling
- sealing
- cutting/portioning
- using the following four bread dough finishing techniques:
 - pre-prove scoring
 - post-prove scoring
 - seeding
 - dusting
- using the following five baking techniques:
 - steaming
 - testing bake by sight and baked colour
 - de-panning basic breads
 - cooling basic bread products on cooling wires
 - using lids to condense loaves
- selecting, using and cleaning the bread baking equipment listed in the range of conditions, including controlling electrical hazards applicable to cleaning
- documenting the production schedule, including the following six considerations:
 - timings
 - volume requirements
 - product processing requirements
 - recipe reformulation to minimise waste
 - finishing parameters for basic bread products
 - bake parameters for basic bread products

Wastage that cannot be reused in production must be less than 5% of the weight of the original production schedule.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace health and safety requirements, including personal protective equipment, applicable to producing basic bread products
- safe use and cleaning of bread baking equipment listed in the range of conditions, including electrical hazards

- regulatory requirements applicable to producing basic bread products
- techniques and considerations for production scheduling, including:
 - timings
 - volume requirements
 - product processing requirements
 - recipe reformulation to minimise waste
 - finishing parameters for basic bread products
 - bake parameters for basic bread products
- functions and characteristics of ingredients used in basic bread production, including:
 - premixes
 - baker's or strong flour
 - whole meal flour
 - baking powder
 - salt
 - sugar
 - yeast, including principles of fermentation
 - water
 - shortening, fats and oils
 - bread improvers
- mixing processes and gluten development for basic bread doughs, including:
 - premix doughs
 - scratch/no time/instant doughs
 - chemical leavened doughs
- sequencing of the rapid or no time basic bread production processes
- purpose and techniques for pre-bake finishing basic breads
- characteristics and techniques for moulding basic bread doughs
- impacts of factors on production of different retarded basic bread products, including:
 - finished dough temperature (FDT)
 - dough size
 - dough shape
 - yeast activity
 - processing retard in cool phase
 - processing retard in warm phase
- techniques for calculating yields, adjusting recipes, converting units of measurement and measuring ingredients
- techniques for selecting tins and trays appropriate for dough piece scale weight, volume and size
- required baked characteristics of basic bread products, including:
 - volume
 - grain

- texture
- crumb colour
- crust formation
- crust colour
- the effects of common bread faults in basic bread production, including:
 - lack of salt
 - too much salt
 - no improver
 - too much improver
 - no yeast
 - too much yeast
 - weak flour instead of strong flour
- techniques for disposing of waste from bread production
- basic bread production terminology.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
 - a commercial bakery or an environment that accurately represents workplace conditions
- resources, equipment and materials:
 - personal protective equipment
 - equipment specified in the range of conditions
 - bread slicer
 - ingredients that meet the basic bread product types required in the performance evidence
- specifications:
 - recipes that meet the basic bread product types required in the performance evidence
 - end-product quality specifications to meet the basic bread product types required in the performance evidence
 - food safety code regulatory requirements applicable to producing basic bread products
- timeframes:
 - according to the production schedule.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>

FBPRBK3014 Produce sweet yeast products

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package version 1.0

Application

This unit of competency describes the skills and knowledge required to produce sweet yeast products in a commercial baking environment. Sweet yeast products include enriched breads and fruited enriched breads.

This unit applies to individuals who apply a broad range of knowledge and skills with responsibility for their own work. This includes applying and communicating known solutions to predictable problems.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory food safety, and work health and safety, regulations and legislation that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Retail baking (RBK)

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 work	1.1 Confirm product types and volumes to schedule production 1.2 Calculate yield and adjust recipe to meet required production

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	<p>volumes</p> <p>1.3 Confirm work area and work practices meet food safety and workplace health and safety requirements</p> <p>1.4 Select and wear personal protective equipment according to safety requirements</p> <p>1.5 Select sweet yeast baking equipment and check to confirm readiness for use</p> <p>1.6 Select and prepare ingredients and check to confirm quality and quantity</p> <p>1.7 Clean and condition fruits to prepare for use</p> <p>1.8 Prepare sweet fillings as required for product type</p>
2. Mix sweet yeast dough	<p>2.1 Measure ingredient quantities to meet recipe specifications</p> <p>2.2 Load ingredients into mixer in required placement</p> <p>2.3 Operate and monitor mixer to achieve sweet yeast dough development for product type</p> <p>2.4 Check mixed sweet yeast dough to identify faults and rectify</p>
3. Process sweet yeast dough	<p>3.1 Divide, scale, mould and intermediate prove sweet yeast dough to meet end-product shape and baked weight</p> <p>3.2 Apply sweet fillings to sweet yeast doughs to meet product type</p> <p>3.3 Final mould sweet yeast dough to meet product requirements, and place on baking surfaces for final prove</p> <p>3.4 Retard sweet yeast dough as required for product type</p> <p>3.5 Final prove sweet yeast dough as required for product type</p> <p>3.6 Check processed sweet yeast dough to identify faults and rectify</p>
4. Bake sweet yeast products	<p>4.1 Set baking temperatures and times to prepare for baking</p> <p>4.2 Visually check dough size to confirm readiness for baking</p> <p>4.3 Monitor baking to achieve baked colour and stability required for sweet yeast product type</p> <p>4.4 Unload and de-pan sweet yeast products to cool</p> <p>4.5 Glaze products after baking as required for product type</p> <p>4.6 Check sweet yeast products to identify faults and rectify</p>

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
5. Finish sweet yeast products	5.1 Prepare finishing mediums to meet recipe specifications 5.2 Finish baked products to meet end-product specifications 5.3 Check finished products to identify faults and rectify 5.4 Prepare and transfer products for presentation and storage according to packaging and food safety requirements
6. Complete work	6.1 Clean equipment and work area to meet housekeeping standards 6.2 Dispose of waste according to workplace requirements 6.3 Complete workplace records according to workplace requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Interprets key information from recipes, ingredient labels, baking equipment operating instructions and end-product specifications
Writing	<ul style="list-style-type: none"> Prepares production schedules and completes production records using required format, language and structure
Numeracy	<ul style="list-style-type: none"> Identifies and comprehends ingredient quantities in recipes, dates on ingredient labels, and temperature, humidity and timer settings Estimates approximate quantities, and uses equipment to measure ingredient weights and volumes, and water and dough temperatures Performs calculations to adjust recipes using baking formulas, and allows for wastage Divides dough into equal portions by estimated weight Uses understanding of three-dimensional shapes to mould dough shapes and check end-product shapes Interprets measurement information to set, monitor and adjust process parameters Completes production records using mathematical symbols and conventions
Navigate the world of	<ul style="list-style-type: none"> Complies with workplace health and safety and food safety

Skill	Description
work	regulatory requirements relevant to a commercial baking operation <ul style="list-style-type: none"> Follows organisational policies and procedures relevant to own work role
Get the work done	<ul style="list-style-type: none"> Plans, organises and implements tasks required to achieve production outcomes Uses problem-solving skills to analyse product and process faults and decide on appropriate action

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.

Sweet yeast baking equipment must include:	<ul style="list-style-type: none"> equipment, including: <ul style="list-style-type: none"> industrial oven industrial mixer and attachments ancillary equipment, including: <ul style="list-style-type: none"> dried fruit storage containers jugs used for storing glazes dry ingredient storage containers baking trays used for sweet yeast cooling wires used for sweet yeast tools and utensils, including: <ul style="list-style-type: none"> icing bags used for decorating icing nozzles used for decorating brushes used for glazing products knives used for decorating and cutting.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPRBK3014 Produce sweet yeast products	FDFRB3014A Produce sweet yeast products	Redesigned unit that includes content from previous unit,	Equivalent unit

		excluding frying and laminated products	
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Links

Companion Volumes, including Implementation Guides, are available at VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>

Assessment Requirements for FBPRBK3014 Produce sweet yeast products

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has produced sweet yeast products according to a production schedule, including:

- producing the following five enriched sweet yeast products:
 - filled sweet yeast product
 - fruited sweet yeast product
 - spiced sweet yeast bun or loaf
 - cream decorated sweet yeast bun
 - iced decorated sweet yeast bun
- mixing and using the following three enriched doughs:
 - premix dough
 - instant dough/no time dough/scratch mix dough
 - bulk ferment dough
- using retarding for one of the sweet yeast doughs listed above
- using the following six moulding techniques:
 - rounding
 - batons
 - degassing
 - curling/rolling
 - sealing
 - scrolls
- using the following three finishing and decorating techniques:
 - using cream to decorate sweet yeast product
 - using icing to decorate sweet yeast product

- using fondant to decorate sweet yeast product
- selecting, using and cleaning the baking equipment listed in the range of conditions, including controlling electrical hazards applicable to cleaning
- selecting tins and trays appropriate for dough piece scale, weight, volume and size
- documenting the production schedule, including the following six considerations:
 - timings
 - volume requirements
 - product processing requirements
 - recipe reformulation to minimise waste
 - finishing requirements of sweet yeast products
 - baked parameters of sweet yeast products.

Wastage that cannot be reused in production must be less than 5% of the weight of the original production schedule.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace health and safety requirements, including personal protective equipment, applicable to producing sweet yeast products
- safe use and cleaning of baking equipment listed in the range of conditions, including electrical hazards
- regulatory requirements for food safety applicable to producing sweet yeast products
- considerations for production scheduling, including:
 - timings
 - volume requirements
 - product processing requirements
 - recipe reformulation to minimise waste
 - finishing requirements of sweet yeast products
 - baked parameters of sweet yeast products
- recipe ratios and limits for enriched doughs
- types, functions, characteristics, and storage requirements of ingredients, including:
 - sugars
 - crumb softening agents
 - conditioned fruit
 - cream
 - icing
 - spices
- purpose and techniques for the cleaning, conditioning and use of fruits
- ingredient interactions for sweet yeast products, including:

- yeast and sugar ratios
- reduced salt levels
- reduced water levels
- characteristics of sweet yeast products, including:
 - filled sweet yeast product
 - fruited sweet yeast product
 - spiced sweet yeast bun or loaf
 - decorated sweet yeast product
- mixing processes and gluten development for enriched doughs
- principles of the sweet yeast production processes, including:
 - preparing fillings
 - inclusion of fruit and spices in sweet dough
 - decorating sweet yeast
 - cool phase retarding
 - warm phase retarding
 - baking
 - cooling
 - packaging
- techniques and requirements for finishing sweet yeast products
- impacts on production of different sweet yeast products, including:
 - dough temperature
 - mixing time and gluten development
 - water addition and consistency of dough
 - yeast activity
- techniques for calculating yields, adjusting recipes and measuring ingredients
- techniques for selecting tins and trays appropriate for dough piece scale weight, volume and size
- purpose and functions of sweet yeast settings, including:
 - baking times and temperatures
 - proving humidity and temperature
- required characteristics of sweet yeast products, including:
 - crumb softness
 - shelf life
 - flavour
 - visual appearance
- causes and corrective action for predictable and sometimes unpredictable sweet yeast problems, including:
 - machinery failure
 - environmental factors, including heat, humidity and cold
 - poor quality ingredients

- techniques for disposing of waste
- sweet yeast production terminology.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
 - a commercial bakery or an environment that accurately represents workplace conditions
- resources, equipment and materials:
 - personal protective equipment
 - equipment specified in the range of conditions
 - refrigeration
 - mechanical moulding equipment
 - mixing bowls
 - tins
 - ingredients that meet the sweet yeast product types required in the performance evidence
- specifications:
 - recipes that meet the sweet yeast product types required in the performance evidence
 - end-product quality specifications that meet the sweet yeast product types required in the performance evidence
 - food safety code regulatory requirements applicable to producing sweet yeast products
- timeframes:
 - according to the production schedule.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>

FBPRBK4001 Produce artisan bread products

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package version 1.0

Application

This unit of competency describes the skills and knowledge required to produce artisan bread products in a commercial baking environment.

This unit applies to individuals who apply a broad range of specialised knowledge and skills with responsibility for their own work. This includes applying and communicating non-routine technical solutions to predictable and unpredictable problems.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory food safety, and work health and safety, regulations and legislation that apply to the workplace.

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

Pre-requisite Unit

FBPRBK3005 Produce basic bread products.

Unit Sector

Retail baking (RBK)

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 work	1.1 Confirm product types and volumes to schedule production 1.2 Calculate yield and adjust recipe to meet required production volumes

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	<p>1.3 Confirm work area and work practices meet food safety and workplace health and safety requirements</p> <p>1.4 Select and wear personal protective equipment according to safety requirements</p> <p>1.5 Select artisan bread baking equipment and check to confirm readiness for use</p> <p>1.6 Select ingredients and check to confirm quality and quantity</p>
2. Prepare artisan bread fillings	<p>2.1 Measure artisan filling ingredient quantities and prepare to meet recipe specification</p> <p>2.2 Check artisan fillings to identify faults and rectify</p> <p>2.3 Store artisan fillings according to food safety requirements</p>
3. Mix artisan ferments	<p>3.1 Measure artisan ferment ingredient quantities to meet recipe specifications</p> <p>3.2 Load ingredients into mixer in required ingredient placement</p> <p>3.3 Operate and monitor mixer to achieve artisan bread dough development for product type</p> <p>3.4 Check artisan ferment to identify faults and rectify</p> <p>3.5 Store artisan ferments according to food safety and product requirements</p>
4. Mix artisan bread dough	<p>4.1 Measure artisan bread dough ingredient quantities to meet recipe specifications</p> <p>4.2 Load ingredients into mixer in required ingredient placement</p> <p>4.3 Operate and monitor mixer to achieve artisan bread dough development for product type</p> <p>4.4 Add fillings as required to meet artisan bread product type</p> <p>4.5 Check artisan dough to identify faults and rectify</p>
5. Process artisan bread dough	<p>5.1 Divide, scale and mould dough to meet end-product shapes and baked weights</p> <p>5.2 Fold in fillings as required to meet product type</p> <p>5.3 Rest and fold artisan dough as required for product type</p> <p>5.4 Check artisan dough to confirm strength and tenacity</p> <p>5.5 Scale artisan dough for intermediate prove</p>

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	5.6 Final mould artisan dough and place on baking or proving surfaces for final prove 5.7 Retard artisan dough as required for product type 5.8 Check processed artisan dough to identify faults and rectify
6. Pre-bake finish artisan bread products	6.1 Prepare pre-bake finishing mediums to meet recipe specifications 6.2 Pre-bake finish artisan products to meet end-product specifications 6.3 Check pre-bake finished artisan products to identify faults and rectify
7. Bake artisan bread products	7.1 Set baking temperatures and times to prepare for baking 7.2 Visually check artisan dough size to confirm readiness for baking 7.3 Load oven and steam artisan bread as required for product type 7.4 Monitor baking to achieve baked colour and stability required for artisan bread product type 7.5 Unload and de-pan artisan baked products to cool 7.6 Check artisan bread product to identify faults and rectify 7.7 Prepare and transfer products for presentation and storage according to packaging and food safety requirements
8. Complete work	8.1 Clean equipment and work area to meet housekeeping standards 8.2 Dispose of waste according to workplace requirements 8.3 Complete workplace records according to workplace requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Interprets key information from recipes, ingredient labels, baking equipment operating instructions, and end-product specifications
Writing	<ul style="list-style-type: none"> Prepares production schedules and completes production records using required format, language and structure

Skill	Description
Numeracy	<ul style="list-style-type: none"> • Identifies and comprehends ingredient quantities in recipes, dates on ingredient labels, and temperature, humidity and timer settings • Estimates approximate quantities, and uses equipment to measure ingredient weights and volumes, water and dough temperatures, and dough and product dimensions • Divides dough into equal portions by estimated weight • Performs calculations to adjust recipes using baking formulas, and allows for wastage • Uses understanding of three-dimensional shapes to mould dough shapes and check end-product shapes • Interprets measurement information to set, monitor and adjust process parameters • Completes production records using mathematical symbols and conventions
Navigate the world of work	<ul style="list-style-type: none"> • Complies with workplace health and safety and food safety regulatory requirements relevant to a commercial baking operation • Follows organisational policies and procedures relevant to own work role
Get the work done	<ul style="list-style-type: none"> • Plans, organises and implements tasks required to achieve production outcomes • Uses problem-solving skills to analyse product and process faults and decide on appropriate action

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.

Artisan bread baking equipment must include:	<ul style="list-style-type: none"> • equipment, including: <ul style="list-style-type: none"> • industrial oven • industrial mixer and attachments • cool room or refrigerator • equipment accessories, including: <ul style="list-style-type: none"> • oven setter boards, trays or belts • cool room or refrigerator shelving • ancillary equipment, including: <ul style="list-style-type: none"> • dough proving tubs • mixing bowls
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	<ul style="list-style-type: none"> • proving boards/trays • proving racks • dry ingredient storage containers • cutting boards • tools and utensils, including: <ul style="list-style-type: none"> • bread knives • scoring knives • food processing knives • dough scrapers • spray bottles • sieves.
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPRBK4001 Produce artisan bread products	FDFRB3013A Produce artisan breads	Redesigned unit that includes content from previous unit Code changed to reflect AQF alignment	No equivalent unit
	FDFRB4004A Produce sourdough products	Redesigned unit that includes content from previous unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>

Assessment Requirements for FBPRBK4001 Produce artisan bread products

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has produced artisan bread products according to a production schedule, including:

- producing the following four artisan bread dough types:
 - sour dough pre-ferment dough
 - non sour pre-ferment dough
 - bulk ferment dough
 - sponge and dough
- using the following two sour types to produce the sour dough:
 - soft levain sour/poolish
 - stiff levain sour/biga
- using the following three mixing techniques:
 - low dough development
 - medium dough development
 - intensive dough development
- producing the following seven product shapes:
 - batard (Vienna)
 - bolais (round)
 - freeform
 - baguette
 - pan bread
 - flat bread
 - bread roll
- preparing and adding the following two filling types:
 - fruit filling

- savoury filling
- incorporating fillings using the following two methods:
 - including filling in artisan dough during mixing process
 - folding filling into artisan dough during folding process
- using the following three finishing techniques:
 - decorative dusting
 - decorative scoring
 - glazing
- selecting, using and cleaning the bread baking equipment listed in the range of conditions, including controlling electrical hazards applicable to cleaning
- documenting the production schedule, including the following five considerations:
 - timings
 - volume requirements
 - product processing requirements
 - recipe reformulation to minimise waste
 - baked parameters for artisan bread products.

Wastage that cannot be reused in production must be less than 5% of the weight of the original production schedule.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace health and safety requirements, including personal protective equipment, applicable to producing artisan bread products
- safe use and cleaning of bread baking equipment listed in the range of conditions, including electrical hazards
- regulatory requirements for food safety applicable to producing artisan bread products, including temperature control and prevention of cross-contamination in the use of dairy products, meat, poultry, fish products and vegetable products
- techniques and considerations for production scheduling, including:
 - timings
 - volume requirements
 - product processing requirements
 - recipe reformulation to minimise waste
 - baked parameters for artisan bread products
- functions and characteristics of ingredients used in artisan bread production, including:
 - artisan flour varieties
 - yeast used in artisan bread products
- preparing sours, including:

- source and characteristics of sours
- techniques for developing sours
- techniques for using sour
- techniques for feeding sours
- matching of sours to artisan bread product types
- artisan production processes, including:
 - mixing of artisan ferments
 - types of artisan ferments
 - artisan folding processes
 - artisan proving processes
 - artisan baking processes
- artisan mixing techniques and mixing outcome requirements for:
 - low dough development
 - medium dough development
 - intensive dough development
- product types, processes and characteristics of artisan product types, including:
 - batard (Vienna)
 - bolais (round)
 - freeform
 - baguette
 - flat bread
- types of fillings used in artisan breads:
 - fruit filling
 - savoury filling
- methods of incorporating fillings, including:
 - including filling in artisan dough during mixing
 - folding filling into artisan dough during folding process
- techniques and requirements for finishing, including:
 - decorative dusting
 - decorative scoring
 - glazing
- impacts on production of different artisan bread products, including:
 - length and duration of ferments
 - refrigeration space for processing artisan doughs
 - oven capacity and length of bake
 - scheduling different artisan ferment varieties to match production timing
- required characteristics of artisan bread products, including:
 - aroma
 - flavour
 - crumb structure

- strength and tenacity
- causes and corrective action for predictable and sometimes unpredictable bread production problems, including:
 - machinery failure
 - environmental factors, including heat, humidity and cold
 - poor quality ingredients
- techniques for disposing of waste from artisan bread production
- artisan bread production terminology.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
 - a commercial bakery or an environment that accurately represents workplace conditions
- resources, equipment and materials:
 - personal protective equipment
 - equipment specified in the range of conditions
 - trays
 - ingredients that meet the artisan bread product types required in the performance evidence
- specifications:
 - recipes that meet the artisan bread product types required in the performance evidence
 - end-product quality specifications to meet the artisan bread product types required in the performance evidence
 - food safety code regulatory requirements applicable to producing artisan bread products
- timeframes:
 - according to the production schedule.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>

FBPRBK4005 Apply advanced finishing techniques for specialty cakes

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package version 1.0

Application

This unit of competency describes the skills and knowledge required to research and apply a range of finishing and decorating techniques for specialty cakes in a commercial baking or professional decorating environment.

This unit applies to individuals who apply a broad range of specialised knowledge and skills with responsibility for their own work. This includes applying and communicating non-routine technical solutions to predictable and unpredictable problems.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory food safety, and work health and safety, regulations and legislation that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Retail baking (RBK)

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. Conduct research into	1.1 Identify and access information resources to inform the technical

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
finishing and decorating techniques	<p>and creative aspects of finishing and decorating</p> <p>1.2 Identify varieties of specialty cake products and explore a range of presentations</p> <p>1.3 Conduct research into the taste, texture, appearance and presentation of cakes to determine key features of finished effects</p> <p>1.4 Estimate costs associated with different finishing techniques and features</p>
2. Design finish and decoration for bakery products	<p>2.1 Confirm design parameters, including colours, flavours, any special requirements or preferences, budget, required servings and quantity</p> <p>2.2 Develop a design for decoration and finishing to meet specialty cake requirements</p> <p>2.3 Document design according to organisational requirements</p>
3. Plan finishing	<p>3.1 Examine ingredients used in finishing to identify their suitability for finishing techniques</p> <p>3.2 Develop a specialty cake finishing plan to specify required resources and work sequence</p> <p>3.3 Source and prepare finishing ingredients</p> <p>3.4 Prepare equipment for use to meet production requirements</p> <p>3.5 Prepare bases for finishing</p>
4. Produce finishing and decorating effects	<p>4.1 Produce decorative pieces and garnishes to meet finishing design</p> <p>4.2 Produce fillings and toppings to meet finishing plan</p> <p>4.3 Complete product decoration and finishing to finishing plan</p> <p>4.4 Identify and rectify finishing problems</p>
5. Cost and price final products	<p>5.1 Identify ingredient costs to calculate cost of materials</p> <p>5.2 Estimate production costs to determine processing costs</p> <p>5.3 Calculate cost of specialty cake based on ingredient and processing costs</p> <p>5.4 Price products to according to workplace pricing policy</p>
6. Prepare final products for market	<p>6.1 Assess final cake to estimate product shelf life and required storage conditions</p> <p>6.2 Prepare cake products for display, sale, packaging and presentation</p>

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	according to organisational requirements 6.3 Identify and rectify storage and presentation problems in accordance with food safety requirements
7. Complete work	7.1 Clean equipment and work area to meet housekeeping standards 7.2 Dispose of waste according to workplace requirements 7.3 Complete workplace records according to workplace requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Interprets client briefs, recipes and ingredient labels Interprets equipment operating instructions Interprets textual information obtained from a range of sources, and determines how content may be applied to advanced finishing
Writing	<ul style="list-style-type: none"> Maintains production records using required format, language and structure
Numeracy	<ul style="list-style-type: none"> Identifies and comprehends ingredient quantities in recipes, dates on ingredient labels, temperature and timer settings and product dimensions Estimates approximate quantities, and uses equipment to measure ingredient weights and volumes and product dimensions Uses understanding of three-dimensional shapes to shape and portion products and check end-product shapes
Oral communication	<ul style="list-style-type: none"> Uses questioning techniques and active listening to confirm details, clarify responses and seek advice on finishing designs
Navigate the world of work	<ul style="list-style-type: none"> Complies with workplace health and safety and food safety regulatory requirements relevant to a commercial baking operation Follows organisational policies and procedures relevant to own work role
Get the work done	<ul style="list-style-type: none"> Plans, organises and implements tasks required to achieve production outcomes Uses problem-solving skills to analyse product and process faults

Skill	Description
	and decide on appropriate action

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FBPRBK4005 Apply advanced finishing techniques for specialty cakes	FDFRB4005A Apply advanced finishing techniques for specialty cakes and desserts	Redesigned unit incorporating content from previous unit, excluding desserts	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>

Assessment Requirements for FBPRBK4005 Apply advanced finishing techniques for specialty cakes

Modification History

Release	Comments
Release 1	This version released with FBP Food, Beverage and Pharmaceutical Training Package version 1.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has designed and applied advanced finishing and decoration to two specialty cakes to reflect different client designs. One of the specialty cakes must be tiered. The cakes must include two of the following shapes:

- square or oblong
- oval or circle
- novelty shape.

The advanced finishing and decorating of the specialty cakes must:

- include two of the following decorations:
 - figurine
 - floral
 - specialty shapes
- use two of the following decorating mediums:
 - fondant icing
 - marzipan
 - chocolate paste, icing or glaze
 - butter cream
- incorporate the following processes:
 - masking
 - enrobing
 - piping
 - modelling.

The individual must produce a written report that demonstrates a design plan has been incorporated into one of the specialty cakes, including:

- product finishing requirements
- special decoration ingredients
- special equipment and process requirements
- design parameters, including colours, flavours, servings and quantity
- filling and decoration recipe specifications
- storage requirements
- shelf life specifications
- packaging and presentation instructions
- product costing and pricing.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information resources to guide selection and implementation of cake decorating design and techniques
- ingredient characteristics, purpose and preparation requirements, including:
 - scope to substitute or vary ingredients in a recipe
 - the effect of ingredients on shelf life and food safety
 - the role, preparation requirements and uses of additives, including colours and flavours
- types and handling of bases, including:
 - fruit cake
 - mud cake
 - torte
 - sponges
- use and storage of decorating ingredients and materials, including:
 - fondant icing
 - marzipan
 - chocolate paste, icing or glaze
 - butter cream
 - syrups
 - flavoured sauces and toppings
 - cream
- finishing and decorating tools and techniques used to create decorative pieces and garnishes, including:
 - sugar flowers
 - cut shapes
 - moulded shapes
 - sculptures

- cake toppers
- content for design plans, including:
 - product finishing and decoration ingredient, equipment and process requirements
 - design parameters, including colours, flavours, servings and quantity
 - filling and decoration recipe specifications
 - storage requirements
 - shelf life specifications
 - packaging and presentation instructions
 - product costing and pricing
- optimum related sequencing and preparation requirements for cake decorations
- optimum conditions for use of finishings, including temperature and moisture content
- optimum storage conditions and the effect of refrigeration and freezing on finished product
- information to be provided to consumers as appropriate to product type and consistent with food safety requirements
- methods of estimating fixed and variable costs, and profit margin to determine sale price range
- work health and safety hazards and controls relating to work processes
- industry standard terminology applicable to advanced finishing.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
 - a commercial bakery or an environment that accurately represents workplace conditions
- resources, equipment and materials:
 - cake mixer and attachments
 - mixing bowls
 - piping bags and nozzles
 - measuring cups and spoons
 - cake decorating tools and equipment
 - personal protective clothing and equipment
 - documentation or technology for recording information
 - cleaning procedures, materials and equipment
 - ingredients that meet the product types required in the performance evidence
 - production costing information
 - cleaning procedures, materials and equipment
- specifications:
 - recipes that meet the product types required in the performance evidence
 - product design briefs

- relationships (internal and/or external):
 - supervisor
- timeframes:
 - according to work requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4>

FSKDIG001 Use digital technology for short and basic workplace tasks

Modification History

Release	Comments
Release 1	This version first released with FSK Foundation Skills Training Package Version 2.0.

Application

This unit describes the skills and knowledge required to use digital technology to undertake short and basic workplace tasks under supervision, such as operating machinery with computerised settings, sending an electronic messages, entering information into a word processor, completing work attendance records online, using access codes, and reading gauges, scales and meters.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, digital skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

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

Unit Sector

Digital Technology

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 use digital technology	1.1 Identify nature and scope of short and basic workplace task that requires the use of digital technology 1.2 Clarify task requirements with suitable personnel

Element	Performance Criteria
	1.3 Identify and select digital technology required for task, with assistance 1.4 Identify and use simple terms and symbols associated with use of digital technology
2. Perform short and basic workplace task using digital technology	2.1 Follow verbal, written or pictorial instructions to access and use digital technology 2.2 Follow workplace procedures to perform task using selected technology
3. Finalise task	3.1 Follow simple instructions to shut down or reset technology following task completion 3.2 Review work against task requirements 3.3 Seek feedback and review performance to complete task

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Supersedes and is equivalent to FSKDIG01 Use digital technology for basic workplace tasks.

Links

Companion Volume Implementation Guide is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178>

Assessment Requirements for FSKDIG001 Use digital technology for short and basic workplace tasks

Modification History

Release	Comments
Release 1	This version first released with FSK Foundation Skills Training Package Version 2.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use digital technology to complete at least three short and basic workplace tasks with different required outcomes.

During the above, the candidate must communicate with relevant personnel to clarify task requirements and review results, and access and follow instructions for use of selected digital technology.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit, including knowledge of:

- basic features and functions of digital technologies used when completing short and basic workplace tasks
- processes to follow highly familiar workplace instructions for the use of digital technology as outlined in relevant procedures, guides or manuals
- workplace procedures for safely accessing and using digital technology
- workplace protocols for ensuring privacy and safety when using digital technology
- communication techniques to clarify and review digital technology task requirements.
-

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using short and basic tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
- digital technology required to complete the task
- workplace procedures required to complete the task
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of digital technology, and
- have completed the following or equivalent:
 - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
 - a higher level education qualification, such as:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.
 -

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178>

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>

HLTAID011 Provide First Aid

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons 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

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Respond to an emergency situation.

- 1.1. Recognise and assess an emergency situation.
- 1.2. Ensure safety for self, bystanders and casualty.
- 1.3. Assess the casualty and recognise the need for first aid response.
- 1.4. Seek assistance from emergency services.

2. Apply appropriate first aid procedures.

- 2.1. Perform cardiopulmonary resuscitation (CPR) in accordance 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 manufacturers' 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 services.
 - 3.2. Report details of incident in line with appropriate workplace or site procedures.
 - 3.3. Complete applicable workplace or site documentation, including incident report form.
 - 3.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
4. Review the incident.
 - 4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required.
 - 4.2. Contribute to a review of the first aid response as required.

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

Supersedes and not equivalent to HLTAID003 Provide first aid

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 HLT AID011 Provide First Aid

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 workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
 - performing 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
 - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
 - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
 - responding appropriately in the event of regurgitation or vomiting
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
 - performing 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
- managed casualties, with the following:
 - anaphylaxis
 - asthma
 - non-life-threatening bleeding
 - choking
 - envenomation, using pressure immobilisation
 - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
 - minor wound cleaning and dressing
 - nosebleed
 - shock

- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
 - identifying the casualty's illness or injury through history, signs and symptoms
 - using personal protective equipment (PPE) as required
 - providing appropriate first aid treatment
 - conveying incident details to emergency services or advising casualty on any required post incident action
 - providing an accurate verbal and written report of the incident
 - reviewing the incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
 - ARC guidelines relevant to the provision of first aid
 - first aid guidelines from Australian national peak clinical bodies
 - potential incident hazards and risk minimisation processes when providing first aid
 - infection control procedures, including use of standard precautions and resuscitation barrier devices
 - requirements for currency of skill and knowledge
 - first aid codes of practice
 - appropriate workplace or site procedures relevant to the provision of first aid
 - contents of first aid kits
- legal, workplace and community considerations including:
 - duty of care requirements
 - own skills and limitations
 - consent and how it relates to the conscious and unconscious casualty
 - privacy and confidentiality requirements
 - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
 - upper airway and effect of positional change
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - safety and maintenance procedures for an AED
 - chain of survival
 - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
 - how to recognise that a casualty is unconscious and not breathing normally

- rate, ratio and depth of compressions and ventilations
- correct hand positioning for compressions
- basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions and injuries:
 - allergic reaction
 - anaphylaxis
 - asthma
 - non-life-threatening and life-threatening bleeding
 - burns
 - cardiac conditions, including chest pain
 - choking
 - diabetes
 - drowning
 - envenomation - all current treatments
 - eye injuries
 - fractures, dislocations, strains and sprains
 - head, neck and spinal injuries
 - hypothermia
 - hyperthermia
 - minor wounds
 - nose-bleed
 - poisoning
 - seizures
 - shock
 - sharps injuries
 - stroke.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device

- AED training devices
- workplace first aid kit
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

HLTAID013 Provide First Aid in remote or isolated site

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in a remote or isolated site over an extended period of time until medical assistance is provided, or evacuation occurs.

This unit applies to any site where medical assistance is likely to be delayed.

First aid is to be provided in line with guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

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

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|--|
| 1. Prepare equipment for first aid response in remote or isolated site. | 1.1. Evaluate information about remote or isolated site and identify potential injuries and illnesses requiring extended management.
1.2. Select first aid equipment and resources to manage a range of potential incidents, according to organisational emergency response and first aid procedures.
1.3. Select communication equipment to facilitate emergency response in remote or isolated site.
1.4. Complete pre-departure safety and serviceability checks on equipment. |
| 2. Assess the situation. | 2.1. Recognise and assess an emergency situation.
2.2. Ensure safety for self, bystanders and casualty.
2.3. Assess casualty to determine extent of first aid response.
2.4. Identify need for medical assistance and relay initial and |

- concise information.
- 2.5. Triage when multiple casualties are involved.
3. Apply appropriate first aid procedures.
- 3.1. Perform single-rescuer or two-rescuer cardiopulmonary resuscitation (CPR) in accordance with the ARC guidelines and availability of rescuers.
- 3.2. Provide first aid in accordance with established first aid principles.
- 3.3. Display respectful behaviour towards casualty.
- 3.4. Obtain consent from casualty where possible.
- 3.5. Use available resources and equipment to make the casualty as comfortable as possible.
- 3.6. Operate first aid equipment according to manufacturers' instructions.
- 3.7. Monitor the casualty's condition and respond in accordance with first aid principles.
- 3.8. Assess need to evacuate casualty, ability to transport to medical assistance or need for external assistance.
- 3.9. Administer medication as required according to medical instructions.
4. Communicate details of the incident.
- 4.1. Accurately convey incident details to emergency services.
- 4.2. Report details of incident in line with appropriate workplace or site procedures.
- 4.3. Complete applicable workplace or site documentation, including incident report form.
- 4.4. Maintain privacy and confidentiality of records and information in line with applicable statutory or organisational policies.
5. Coordinate evacuation and first aid activities until assistance arrives.
- 5.1. Determine need, in consultation with external services, to evacuate casualty.
- 5.2. Provide accurate information about location of incident, number of casualties, their condition and their position to enable deployment of appropriate resources.
- 5.3. Continue to provide treatment using available resources until help arrives.
- 5.4. Prepare site for evacuation of patient.
- 5.5. On approach, assist emergency services to locate the site of the incident.
- 5.6. Follow instructions and provide assistance to emergency services personnel during evacuation.
6. Review the incident.
- 6.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required.
- 6.2. Contribute to a review of the first aid response as required.

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

Supersedes and not equivalent to HLTAID005 Provide first aid in remote situations.

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 HLT AID013 Provide First Aid in remote or isolated 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 workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) guidelines and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult including:
 - performing 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
 - performing at least 2 minutes of ventilation and at least 2 minutes of compressions during a two-rescuer procedure on an adult resuscitation manikin placed on the floor
 - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
 - responding appropriately in the event of regurgitation or vomiting
 - demonstrating a rotation of operators with minimal interruptions to compressions
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
 - performing 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
- managed casualties, with the following:
 - anaphylaxis
 - asthma
 - non-life-threatening bleeding
 - choking
 - minor wound cleaning and dressing
 - nosebleed
 - shock
 - envenomation, using pressure immobilisation
 - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques for remote situations and appropriate equipment improvisations

- head, neck and spinal injuries
- hypothermia and hyperthermia
- life threatening bleeding requiring use of tourniquets and haemostatic dressings
- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
 - identifying the casualty's illness or injury through history, signs and symptoms
 - using personal protective equipment (PPE) as required
 - conducting a secondary survey assessment
 - assessing vital signs respirations, pulse, temperature
 - level of consciousness
 - providing appropriate first aid treatment
 - conveying incident details to emergency services or advising casualty on any required post incident action
 - providing an accurate verbal and written report of the incident
 - reviewing the incident
- conducted a basic triage for a multiple casualty incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
 - ARC guidelines relevant to the provision of first aid
 - first aid guidelines from Australian national peak clinical bodies including those relevant to remote or isolated sites
 - potential incident hazards and risk minimisation processes when providing first aid
 - infection control procedures, including use of standard precautions and resuscitation barrier devices
 - requirements for currency of skill and knowledge
 - first aid codes of practice
 - appropriate workplace or site procedures relevant to the provision of first aid
 - contents of first aid kits
- legal, workplace and community considerations including:
 - duty of care requirements
 - own skills and limitations
 - consent and how it relates to the conscious and unconscious casualty
 - privacy and confidentiality requirements
 - awareness of potential need for stress management techniques and available support for rescuers
- in relation to the administration of medication

- legal requirements
- the five rights
- the responsibilities of the first aider
- considerations when providing CPR, including:
 - upper airway and effect of positional change
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - safety and maintenance procedures for an AED
 - chain of survival
 - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
 - how to recognise that a casualty is unconscious and not breathing normally
 - rate, ratio and depth of compressions and ventilations
 - correct hand positioning for compressions
 - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions or injuries:
 - allergic reaction
 - anaphylaxis
 - asthma
 - non-life-threatening bleeding
 - burns
 - cardiac conditions, including chest pain
 - choking
 - diabetes
 - drowning
 - envenomation - all current treatments
 - eye injuries
 - fractures, dislocations, sprains and strains
 - head, neck and spinal injuries
 - hypothermia
 - hyperthermia
 - minor wounds
 - nose-bleed
 - poisoning
 - seizures
 - shock
 - sharps injuries
 - stroke
 - life threatening bleeding including use of tourniquets and haemostatic dressings

- considerations when providing first aid including:
 - assessment, interpretation and documentation of vital signs, including normal clinical values for respirations, temperature, pulse and level of consciousness
 - how to conduct a secondary assessment of a casualty
 - basic triage processes
 - ongoing care requirements of casualty beyond initial treatment
- remote considerations in the provision of first aid, including:
 - the nature of remote or isolated sites and how this may impact on first aid management
 - key features, functions and limitations of different types of emergency communication equipment used in remote or isolated sites, and factors that affect choice:
 - radio equipment
 - mobile phones
 - satellite phones
 - alerting and tracking devices including personal locator beacons (PLBs)
 - management options relating to transporting casualty, including aero-medical evacuation
 - specific considerations contextualised to alpine, desert, marine, rural or remote settings and tropical environments
 - methods used to assist emergency services to locate incident sites and the key features, functions and limitations of resources used to assist:
 - verbal directions
 - flags
 - flares or smoke
 - fires
 - use of man-made and natural resources to supplement first aid equipment
 - content of remote area first aid kits
 - content of remote area medication boxes
- psychological impacts of first aid incidents on rescuers and how to seek help.
-

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Scenarios must concentrate on the significance of remote or isolated site circumstances.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikin following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training devices
- placebo bronchodilator and spacer device
- haemostatic dressings
- haemostatic wound packing trainer
- thermometers
- tourniquets
- tourniquet trainer
- different types of wound dressings and bandages
- blankets and items to manage a casualty for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other appropriate workplace or site incident report form, which includes space for recording vital signs of casualties
- remote first aid kits
- immobilisation devices.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

MARF027 Apply basic survival skills in the event of vessel abandonment

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

Application

This unit involves the skills and knowledge required to apply basic survival skills in the event of vessel abandonment. This unit applies to people working in the maritime industry in a deck and or engine room capacity on vessels up to 80 m and with propulsion power <3000 kW within the exclusive economic zone (EEZ). They could be working independently or as part of a vessel crew.

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit. This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as a General Purpose Hand NC, Coxswain Grade 2 NC, Coxswain Grade 1 NC, Marine Engine Driver Grade 3 NC, Master (Inland waters), Master <24 m NC, Marine Engine Driver Grade 2 NC, Mate <80m NC, Master < 35 m NC and Marine Engine Driver Grade 1 NC, as defined in the National Standard for Commercial Vessels (NSCV) Part D. The AMSA mandated practical assessment (AMPA) is a requirement for AMSA certification. The Australian Maritime Safety Authority (AMSA) mandated practical assessment (AMPA) will cover a range, but not all, of the requirements identified in the Performance Evidence and Knowledge Evidence. The AMPA shall be undertaken in accordance with its instructions.

Assessors of AMPA must hold as a minimum:

- a current certificate of competency issued under Marine Safety (Domestic Commercial Vessel) National Law Act 2012 at the same level as the qualification being assessed with at least 12 months relevant sea service, or
- a relevant seafarer certificate, as master, engineer or deck officer, issued under the Navigation Act 2012 or relevant skills and experience.

Pre-requisite Unit

Not Applicable

Competency Field

F – Operational Quality and Safety

Unit Sector

Not Applicable

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 to abandon vessel | <p>1.1 Nature of emergency is determined to minimise potential dangers and threats</p> <p>1.2 Muster and abandon vessel signals are responded to according to vessel safety procedures</p> <p>1.3 Survival equipment is organised to maximise chances of survival</p> <p>1.4 Emergency position indicating radio beacon (EPIRB) is operated to transmit distress signal</p> <p>1.5 Distress calls are made using radio equipment on distress call frequency, if time allows, to communicate the nature of the emergency</p> <p>1.6 Others are assisted to maximise their chances of survival</p> |
| 2 Determine operational safety requirements | <p>2.1 Relevant maritime legislation is identified and implemented</p> <p>2.2 Safety requirements for a range of near coastal vessels are identified, accessed and reviewed</p> <p>2.3 Lifesaving and survival equipment required on board a near coastal vessel are accurately identified</p> <p>2.4 Lifesaving equipment on board is checked and confirmed as serviceable</p> <p>2.5 Lifesaving and survival equipment certificates and documentation are checked for validity</p> <p>2.6 Vessel safety management systems (SMS) and plans are located, interpreted and applied</p> |
| 3 Practise survival techniques | <p>3.1 Typical emergency alarms and types of alarm systems are accurately identified</p> |

- 3.2 Need to abandon vessel is determined according to established safety practice and procedures
- 3.3 In-water survival techniques are implemented according to established safety practice and procedures
- 3.4 Threats to survival are identified and treatment options are outlined
- 4 Apply survival techniques**
 - 4.1 Lookout for vessels and aircraft is maintained and distress signals are released on sighting
 - 4.2 During an emergency, work is carried out collaboratively with other shipboard personnel and passengers as required
 - 4.3 During emergency and survival situations, appropriate communication skills and techniques are implemented
 - 4.4 Instructions given by rescue personnel to safely access rescue craft are followed
- 5 Operate lifesaving and survival equipment**
 - 5.1 Range of pyrotechnic and distress signals are operated according to established safety practice and procedures
 - 5.2 Survival equipment is operated according to instructions and accepted survival practice
 - 5.3 Survival radio equipment is operated according to manufacturer instructions and regulatory protocols
 - 5.4 Lifejackets and other lifesaving equipment are operated and used according to instructions
- 6 Participate in abandon vessel drills**
 - 6.1 Regulatory requirements and company procedures for musters and drills are identified and implemented
 - 6.2 Actions required for a range of muster signals are correctly identified
 - 6.3 Action is taken promptly to address problems that may arise when following vessel abandonment procedures
 - 6.4 Hazards are identified that may occur when abandoning vessel risks are minimised according to SMS, and established safety practice and procedures
 - 6.5 Information relevant to use of lifesaving equipment is accessed and applied

6.6 Range of emergencies that may lead to vessel abandonment are outlined

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.

Unit Mapping Information

This unit replaces and is equivalent to MARF001 Apply basic survival skills in the event of vessel abandonment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2>

Assessment Requirements for MARF027 Apply basic survival skills in the event of vessel abandonment

Modification History

Release 1. New unit of competency. Licensing/regulatory information has been incorporated in accordance with Regulatory requirements. Assessment Requirements have been strengthened in accordance with Regulatory requirements.

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:

- collecting, managing and interpreting information on the use of lifesaving equipment and procedures to be followed when order to abandon vessel is given
- communicating effectively with other personnel and passengers during simulated and/or actual abandon vessel musters and emergencies
- determining type and extent of emergency and appropriate survival action to be taken
- donning a lifejacket in water and:
 - assisting a survivor to don a lifejacket
 - holding heat escape lessening posture for at least 5 minutes
 - maintaining a group huddle for at least 10 minutes
 - swimming in a group conga line for a minimum of 50 metres
 - swimming in a lifejacket for a minimum of 50 metres
 - towing with a life jacket for a minimum of 25 metres
- ensuring behaviour reflects statutory requirements pertaining to lifesaving appliances
- operating radio equipment, including very high frequency (VHF) or high frequency (HF) radios
- operating and using lifesaving and survival equipment, including:
 - orange smoke flares or red handheld flares
 - life buoys
 - life jacket or personal floatation devices
- planning timing and sequence of individual survival actions to be appropriate to prevailing circumstances and conditions of emergency, and minimising potential dangers and threats to other survivors
- reading and interpreting instructions on emergency procedures, safety management systems (SMS) and plans
- recognising and interpreting alarms and muster signals appropriately
- remaining afloat without a lifejacket for at least 5 minutes.

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:

- appropriate techniques for:
 - first aid
 - maritime communication
 - survival with a swamped, semi-submerged tender or dingy
 - using survival equipment
- action to be taken in an emergency situation
- certificates and documentation, including:
 - instructions for use of lifesaving equipment
 - lifesaving and survival equipment certificates
 - pyrotechnic expiry dates
 - record of inspection of equipment
- crew and passenger safety briefing
- construction, outfit and particular characteristics of various types of applicable survival equipment
- distress signals, their use and penalty for misuse
- emergency muster and abandon vessel signals
- emergencies that may lead to vessel abandonment
- established safety practice and procedures
- hazards, including:
 - expired pyrotechnics
 - inaccessible lifejackets
 - no defined abandon ship procedures established
 - poorly maintained equipment
- importance of being ready for any shipboard emergency, including initial actions for survival on vessel; abandonment
- location of:
 - lifesaving appliances on a vessel
 - survival equipment on vessel
- maintenance of lifesaving appliances
- person overboard combination light and smoke float
- purpose and use of relevant personal protective equipment (PPE)
- procedures for:
 - abandoning vessel
 - correctly operating and using lifesaving appliances on board vessels and survival craft, specifically donning a lifejacket, using a lifejacket light and whistle and using handheld pyrotechnics
 - emergency response on board vessels, including abandoning vessel

- regulatory requirements and company procedures for musters and drills
- relevant manufacturer guidelines relating to operating and using survival equipment, including instructions on equipment capability and limitations
- relevant maritime regulations related to required survival equipment on a vessel
- relevant work health and safety (WHS)/occupational health and safety (OHS) legislation and policies, including SMS, plans, processes and techniques
- signs of hypothermia and appropriate treatment
- search and rescue transponders (SARTs)
- standard safety symbols
- steps taken after collision, grounding or other marine casualty and resulting hull damage
- symptoms of hypothermia, its prevention and treatment and related use of protective covers and garments
- threats to survival after abandoning vessel, including dehydration and ingestion of seawater and:
 - appropriate strategies for countering these threats
 - how to minimise dangers
- using survival equipment, including:
 - emergency position indicating radio beacons (EPIRBs)
 - immersion suits
 - SARTs
- value of training and emergency drills for enhancing chances of survival at sea
- ways of maximising detectability using pyrotechnic distress signals, portable high frequency (HF) radios and EPIRBs.

Assessment Conditions

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 processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation, such as legislation, regulations, codes of practice, safety management systems, workplace procedures and operational manuals, including:
 - abandon vessel procedures
 - emergency procedures

- information on the use of lifesaving equipment
- instructions for the use of lifesaving and survival equipment
- lifesaving and survival equipment certificates
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2>

MARF043 Operate survival craft, rescue boats and lifesaving appliances (proficiency in survival craft)

Modification History

Release 1. This is the first release of this unit of competency in the MAR Maritime Training Package.

Application

This unit involves the skills and knowledge required to comply with accepted safety practices and standards in responding to abandon ship and survival situations.

This unit applies to crew members required to assist in the operation of survival craft and rescue boats other than fast rescue boats on a range of vessels.

This unit applies to people working in the maritime industry in the capacity of:

- Chief Integrated Rating
- Electro-Technical Officer (STCW Electro-Technical Officer Unlimited)
- Engineer Class 3 Near Coastal
- Engineer Watchkeeper (STCW Engineer Watchkeeper Unlimited)
- Integrated Rating
- Master of a commercial vessel less than less than 500 gross tonnage (GT)
- Master of a commercial vessel Unlimited
- Watchkeeper Deck.

Licensing/Regulatory Information

This unit is equivalent to and delivers the objectives of the following STCW provisions:

- STCW Reg VI/2 (1) and Code Section A-VI/2 (1-4), Table A-VI/2-1.

Legislative and regulatory requirements are applicable to this unit.

- Regulatory requirements include STCW International Maritime Organisation Organization (IMO) model course competencies and areas of knowledge, understanding and proficiency, together with the estimated total hours required for lectures and practical exercises. Teaching staff should note that timings are suggestions only and should be adapted to suit individual groups of trainees depending on their experience, ability, equipment and staff available for training.

Near Coastal Qualifications:

- This unit is one of the requirements to obtain Australian Maritime Safety Authority (AMSA) certification as an Engineer Class 3 Near Coastal as defined in the Marine Order 505 (Certificates of competency - National Law) 2013.

Blue Waters Qualifications:

- This unit is one of the requirements to obtain AMSA certification as a Chief Integrated Rating, Electro-Technical Officer (STCW Electro-Technical Officer Unlimited), Engineer Watchkeeper (STCW Engineer Watchkeeper Unlimited), Integrated Rating, Master of a commercial vessel of less than 500 gross tonnage (GT), Master Unlimited or Watchkeeper Deck. and to meet regulatory requirements this unit must be delivered consistent with Marine Orders and with the relevant sections of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW).

Pre-requisite Unit

Not applicable.

Competency Field

F – Operational Quality and Safety

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 Launch survival craft and rescue boats

- 1.1** Preparations for the launch of the survival craft or rescue boat are made according to manufacturer instructions and organisational procedures
- 1.2** Launch strategy is adopted appropriate to the prevailing circumstances and conditions
- 1.3** Launching equipment is operated according to manufacturer instructions and organisational procedures
- 1.4** Survival craft or rescue boat is launched smoothly according to accepted safety practices and standards

2 Operate survival craft and rescue boats

- 2.1** Pre-start checks are conducted on the engine
- 2.2** Engine is started according to manufacturer instructions

- and organisational procedures
- 2.3** Orders are given for survivors to board the survival craft
 - 2.4** Survival craft is cleared of the vessel and operated according to manufacturer instructions and organisational procedures
 - 2.5** Survival craft is manoeuvred appropriately for the prevailing circumstances and conditions
- 3 Operate lifesaving and survival equipment**
- 3.1** Location and accessibility of all lifesaving and survival equipment is established
 - 3.2** Survival equipment is checked and operated according to manufacturer instructions and organisational procedures
 - 3.3** Lifesaving clothing is correctly donned and used according to manufacturer instructions and organisational procedures
 - 3.4** Strategies are implemented to counter threats to survival according to accepted survival practice
- 4 Recover survival craft**
- 4.1** Persons are disembarked from the survival craft according to organisational procedures
 - 4.2** Survival craft is recovered according to manufacturer instructions and organisational procedures
 - 4.3** Survival craft and equipment are checked for signs of damage and faulty equipment
 - 4.4** Identified faulty equipment or damage is reported according to organisational procedures
- 5 Organise abandon vessel musters and drills**
- 5.1** Abandon vessel musters and drills are arranged according to regulatory requirements and organisational procedures
 - 5.2** Instruction is provided to others on organisational procedures and the correct use of lifesaving equipment
 - 5.3** Musters and drills are reviewed against objectives
 - 5.4** Reporting obligations are completed according to regulatory requirements and organisational procedures
 - 5.5** Risk control processes are implemented

- 6 Assume responsibility for survival of crew and passengers**
- 6.1** Survivors are checked for signs of hypothermia or other injuries and first aid is applied, where necessary
 - 6.2** Water and food are rationed
 - 6.3** Lookout for vessels and aircraft in the vicinity is maintained and distress signals are released on sighting
 - 6.4** Instructions given by rescue personnel are followed to safely access rescue craft
 - 6.5** Persons are disembarked from survival craft or rescue boat according to organisational procedures
 - 6.6** Survival craft or rescue boat is recovered and checked for signs of damage

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.

Unit Mapping Information

This unit replaces and is equivalent to MARF007 Operate survival craft and other lifesaving appliances.

Links

Companion Volume implementation guide can be found in VetNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2>

Assessment Requirements for MARF043 Operate survival craft, rescue boats and lifesaving appliances (proficiency in survival craft)

Modification History

Release 1. This is the first release of this unit of competency in the MAR Maritime 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:

- acting appropriately in the prevailing circumstances and conditions in response to abandon ship and survival situations according to accepted safety practices and standards
- communicating effectively with others, as required, when operating survival craft and ancillary survival equipment
- conducting inspections of other survival equipment at intervals determined by the safety management system (SMS)
- conducting tests and pre-start checks of equipment at intervals determined by the SMS
- giving correct commands for launching and boarding survival craft and clearing the ship
- interpreting and applying International Convention for the Safety of Life at Sea (SOLAS) practices and regulations
- launching and operating various types of survival craft
- operating off-load and on-load release devices safely
- organising abandon vessel drills
- reading and interpreting instructions relevant to the safe operation of lifesaving appliances onboard a vessel
- recognising and interpreting muster signals, and taking action that is appropriate to emergency and complies with established procedures
- recovering survival craft and rescue boats and resetting release devices
- rowing and steering a survival craft and rescue boat
- selecting and using appropriate lifesaving appliances and communications equipment
- using a compass
- using portable radio equipment, pyrotechnics and other signalling equipment
- using survival craft equipment, including rigging devices to aid location.

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:

- actions to be taken when aboard a survival craft, including:
 - apportionment of food and water
 - initial actions
 - routines for survival
 - use of equipment
- actions to be taken to maximise detectability and location of survival craft
- construction and outfit of survival craft and rescue boats
- dangers associated with the use of on-load release devices
- drills in launching and recovering rescue boats
- drills in launching life rafts, including:
 - boarding a life raft from the water
 - davit-launched life rafts
 - throw-overboard life rafts
- emergency muster abandon vessel signals and public address (PA) system
- evacuation and recovery of survival craft and rescue boats, including:
 - clearing the ships side and actions to be taken
 - launching
 - launching survival craft and rescue boats in rough sea
 - marshalling life rafts and rescuing survivors from the sea
 - recovery of rescue boats in rough sea
 - recovery of survival craft and rescue boats
- first aid and management of injured persons, including:
 - first aid kit
 - resuscitation
- handling of survival craft and rescue boats in rough weather, including beaching
- helicopter assistance and pick-up, including:
 - communicating with helicopter
 - evacuating from ship and survival craft
- International Code of Signals (ICS), purpose and meaning of signals
- International Maritime Organization (IMO) safety symbols
- International Safety Management (ISM) Code, SMS plans, procedures, checklists and instructions
- launching arrangements, including:
 - boat davits
 - float-free arrangements
 - free-fall
 - life raft davits
 - marine evacuation systems
 - rescue boat davits
- lifeboat engine and accessories

- maintenance procedures for survival craft and rescue boats
- manoeuvring characteristics of survival craft and rescue boats
- Maritime Labour Convention (MLC) amendments 2014
- muster list
- operation of survival craft and rescue boats, their launching appliances and arrangements and their equipment
- principles concerning survival, including:
 - actions to be taken when aboard a survival craft
 - actions to be taken when called to survival craft stations
 - actions to be taken when in the water
 - actions to be taken when required to abandon ship
 - main dangers to survivors
 - training, drills and operational readiness
- procedures and sequences for launching, carrying out pre-start engine checks and operating survival craft and rescue boats in a variety of sea and weather conditions
- procedures for correctly operating and using lifesaving appliances and personal safety equipment on vessels and survival craft
- relevant sections of applicable maritime regulations
- relevant work health and safety (WHS)/occupational health and safety (OHS) legislation
- rescue boat outboard engine
- SOLAS regulations
- strategies, including:
 - beaching survival craft
 - deploying exposure cover on an open lifeboat
 - handling survival craft in rough weather
 - maximising detectability of survival craft
 - rationing food and water
 - using rescue boat to marshal life rafts
 - using rescue boat to retrieve survivors in the sea
- symptoms of hypothermia, its prevention and treatment
- threats to survival on abandonment of a vessel and appropriate strategies for countering these threats
- typical manoeuvring and engine characteristics for survival craft
- types of emergency situations which may occur and precautions, including:
 - adverse reaction of dangerous goods and hazardous bulk materials
 - collision
 - explosion
 - fire
 - foundering
 - shifting of cargo
 - stranding

- types of emergencies that require launching and operation of rescue boats, including:
 - abandon ship
 - man overboard
 - marshalling of survival craft
 - towing and rescue of survival craft from a shipwreck
- types of survival craft, including:
 - lifeboats
 - life rafts
 - rescue boats
- ways of maximising detectability and location of survival craft using radio lifesaving appliances, pyrotechnic distress signals, satellite emergency position indicating radio beacons (EPIRBs) and search and rescue transponders (SARTs).

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

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.

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions.

Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Resources for assessment must include access to:

- applicable documentation, such as legislation, regulations, codes of practice, workplace procedures and operational manuals
- tools, equipment, machinery, materials and relevant personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guide can be found in VetNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=772efb7b-4cce-47fe-9bbd-ee3b1d1eb4c2>

MSS405088 Plan, implement and monitor energy management

Modification History

Release 1. Supersedes but is not equivalent to MSS405086 - Develop sustainable energy practices.

Application

This unit describes the skills and knowledge required to review energy use, and develop objectives, strategies and action plans for improved energy management in an organisation. It includes implementation and permanent monitoring as well as consultation and collaboration with key stakeholders throughout the process.

This unit applies to operational and technical specialists, managers or similar who combine detailed knowledge of energy management with critical thinking, communication, and planning and organisational skills to develop and implement plans for improved energy management. Energy management responsibilities may be part of a broader work role or a primary job role. In some cases, the individual may work as an external advisor.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Sustainable Operations

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. Review energy use	1.1 Identify current energy sources used in different business areas and processes 1.2 Identify and analyse areas of significant energy consumption from operational data 1.3 Identify and analyse the internal and external factors that

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	<p>significantly affect energy use and consumption in the organisation</p> <p>1.4 Identify energy generating activities and their potential for use in the organisation</p> <p>1.5 Investigate and compare costs and benefits of current and potential energy sources for the organisation</p> <p>1.6 Identify, prioritise and record opportunities for improving energy performance based on analysis</p>
2. Engage with stakeholders	<p>2.1 Identify key stakeholders and their role in influencing or improving energy management</p> <p>2.2 Develop approaches to engage with stakeholders based on their business perspectives</p> <p>2.3 Use and adapt technical information about energy and its management to meet stakeholder needs</p> <p>2.4 Identify and use opportunities to consult and collaborate with stakeholders about current and potential energy performance</p>
3. Establish energy performance objectives and indicators	<p>3.1 Establish and articulate energy objectives based on analysis and consultation</p> <p>3.2 Align energy management objectives with broader organisation objectives and priorities</p> <p>3.3 Develop energy management performance indicators that support objectives</p>
4. Develop energy management strategies and action plans	<p>4.1 Identify and develop strategies that support energy management objectives</p> <p>4.2 Align strategies with broader organisation goals and priorities</p> <p>4.3 Complete an initial feasibility review from existing operational and financial data</p> <p>4.4 Identify and document proposed operating and administrative framework that clearly defines actions, responsibilities, timelines and evaluation methods</p>
5. Implement strategies and action plans	<p>5.1 Identify priority areas for action and seek further business case information to support implementation</p> <p>5.2 Set up systems and procedures that support strategies and action plans in consultation with relevant stakeholders</p> <p>5.3 Establish communication channels and provide information to key</p>

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
	stakeholders to support implementation 5.4 Support implementation activities in accordance with agreed plans
6. Monitor and report on strategies and action plans	6.1 Monitor activities and identify progress and shortfalls against energy performance objectives and indicators 6.2 Determine and act on the need for adjustments based on progress made 6.3 Obtain performance monitoring data and report on energy management in accordance with agreed plans

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

- Reading skills to interpret varied types of operational information
- Writing skills to develop planning, administrative and operational documentation
- Oral communication skills to engage with others about potentially complex and interrelated business issues
- Numeracy skills to analyse energy costs and consumption; interpret business financial information
- Teamwork skills to develop and implement collaborative approaches to energy management
- Technology skills to create and format planning, administrative and operational documentation

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes but is not equivalent to MSS405086 - Develop sustainable energy practices.

Links

MSS Sustainability Companion Volume Implementation Guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

Assessment Requirements for MSS405088 Plan, implement and monitor energy management

Modification History

Release 1. Supersedes but is not equivalent to MSS405086 - Develop sustainable energy practices.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- planned, implemented and monitored energy management strategies for 1 organisation, area of operation or process that include consideration of:
 - alternative sources
 - efficiency and reduction of carbon emissions
 - waste management.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types and sources of internal and external information for energy management planning:
 - current and potential energy sources
 - production data
 - current usage levels
 - process needs
 - regulatory environment
 - business goals
- methods for identifying improvement opportunities
- key stakeholders and engagement strategies
- potential objectives for energy management
- how to develop energy management performance indicators
- how to align energy management objectives with broader organisation priorities
- links between energy and other aspects of sustainability
- methods of analysing energy efficiency for different types of energy
- ways of categorising energy use
- key principles and features of different energy management strategies
 - alternative sources
 - conservation
 - efficiency and reduction of carbon emissions
 - trading schemes

- waste management – necessary and unnecessary *muda*
- types of potential improvements, including those related to:
 - capital purchases
 - equipment adaptation
 - production/process
 - maintenance
 - transport
- key aspects of the energy management planning, implementation, monitoring and reporting framework, including requirements of ISO 50001 Energy Management Systems
- concept of permanent monitoring versus temporary monitoring.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
- information about organisation operations, including financial data
- current and relevant information technology.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

MSS Sustainability Companion Volume Implementation Guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

RIISAM202E Isolate and access plant

Modification History

Release	Comments
Release 1	This version first released with RII Resources and Infrastructure Industry Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to isolate and access plants in the resources and infrastructure industries.

It applies to those working in operational roles. They generally work under supervision to undertake a prescribed range of functions involving known routines and procedures and take responsibility for the quality of work outcomes.

Licensing, legislative and certification requirements may apply to this unit and can vary between states, territories and industry sectors. Users must check requirements with relevant body before applying the unit.

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 and prepare for isolating and accessing plant	1.1 Obtain, interpret and confirm work requirements 1.2 Access, interpret and apply documentation required to isolate and access plant 1.3 Identify, confirm and record the work to be carried out and the plant and equipment required 1.4 Identify and address potential risks, hazards and environmental issues, and implement control measures according to workplace procedures 1.5 Select and wear personal protective equipment appropriate for work activities 1.6 Determine coordination requirements with relevant personnel before commencing isolation activities 1.7 Obtain permit clearance before commencing work activity 1.8 Identify and apply written or verbal permit procedures

ELEMENT	PERFORMANCE CRITERIA
	1.9 Obtain and interpret emergency procedures, and be prepared for emergency situations
2. Isolate plant	<p>2.1 Determine coordination requirements with relevant personnel during isolation activities</p> <p>2.2 Establish and maintain a safe working area according to workplace procedures</p> <p>2.3 Isolate all required energy sources and immobilise all potential energy sources according to workplace procedures</p> <p>2.4 Place locks and tags on isolation devices according to the permit procedure and workplace procedures</p> <p>2.5 Identify and report breaches in permit procedure safety to relevant personnel</p>
3. Complete permit-to-work form	<p>3.1 Complete statement of isolations</p> <p>3.2 Complete sign-on and sign-off requirements</p> <p>3.3 Complete hand-over of the plant and equipment</p>
4. Return plant to service	<p>4.1 Determine coordination requirements with relevant personnel prior to commencing and during de-isolation activities</p> <p>4.2 Obtain confirmation from relevant personnel that the work has been completed and the plant and equipment is ready for service</p> <p>4.3 Remove locks and tags from isolation devices according to the permit procedure and workplace procedures</p> <p>4.4 Restore energy sources according to workplace procedures</p> <p>4.5 Identify and address or report hazardous situations to relevant personnel</p> <p>4.6 Confirm the cancellation of all permits before plant is brought back into operation</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	<ul style="list-style-type: none"> Identifies and interprets information from workplace procedures, documentation and regulations
Writing	<ul style="list-style-type: none"> Produces and completes written documents required for workplace procedures
Self-management	<ul style="list-style-type: none"> Monitors and minimises own exposure to worksite risks and hazards during activities

SKILL	DESCRIPTION
Oral communication	<ul style="list-style-type: none">• Uses a range of communication techniques and systems to communicate with others

Unit Mapping Information

Supersedes and is equivalent to RIISAM202D Isolate and access plant.

Links

Companion Volume implementation guides is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272>

Assessment Requirements for RIISAM202E Isolate and access plant

Modification History

Release	Comments
Release 1	This version first released with RII Resources and Infrastructure Industry Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- isolate and access plant on at least two occasions, including:
 - determining coordination requirements prior to commencing and during work activities
 - isolating of plant, including:
 - energy sources and immobilisation of potential energy sources
 - locks and tags on isolation devices
 - identifying and reporting breaches in permit procedure
 - completing permit to work form, including:
 - statement of isolations
 - sign-on and sign-off
 - hand-over of plant and equipment
 - returning plant to service, including:
 - obtaining confirmation and checking that work has been completed
 - removing locks and tags
 - restoring energy sources
 - identifying and correcting or reporting risks, hazards or issues
 - confirming all permits are cancelled before plant is brought back into operation.

During the above, the candidate must:

- locate and apply relevant documentation, policies and procedures and confirm that the work activity is compliant
- implement the requirements, procedures and techniques for isolating and accessing plant
- work effectively with others to isolate and access plant in a way that meets all required outcomes

- communicate clearly and concisely with others to receive and clarify work instructions and to determine coordination requirements prior to commencing and during work activities.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key policies, procedures and documentation required to isolate and access plant, including:
 - permit-to-work system and documentation
- principles and techniques for identifying and applying isolation devices, including:
 - types
 - purpose
 - characteristics
 - isolation points
- principles and techniques for identifying and applying plant and equipment isolation points
- principles and techniques for identifying relevant hazards and emergencies
- techniques for coordinating and communicating job activities with others.

Assessment Conditions

Mandatory conditions for assessment of this unit are stipulated below. The assessment must:

- include access to:
 - personal protective equipment
 - equipment related to isolating and accessing plant
 - relevant documentation
- be conducted in a safe environment; and,
- be assessed in the context of this sector's work environment; and,
- be assessed in compliance with relevant legislation/regulation and using policies, procedures and processes directly related to the industry sector for which it is being assessed; and,
- confirm consistent performance can be applied in a range of relevant workplace circumstances.

Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work 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.

Assessor requirements

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory regulatory standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/Australian Quality Training Framework mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes
- possessing the required level of RII training product knowledge
- having an understanding and knowledge of legislation and regulations relevant to the industry and to employment and workplaces
- demonstrating the performance evidence, and knowledge evidence outlined in this unit of competency, and
- the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must have current industry skills directly relevant to the training and assessment being provided. This means the industry subject matter expert must demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

Industry sector	AQF indicator level***	Required assessor or industry subject matter expert experience
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Infrastructure	1	1 year
	2	2 years
Drilling, Coal Mining, Extractive (Quarrying), Metalliferous Mining and Civil Infrastructure	3-6	3 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.	

*Guidance on simulated environments has been stipulated in the Companion Volume Implementation Guide located on VETNet.

**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 a minimum number of site assessments as determined by the relevant industry sector, across various locations.

*** While a unit of competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.

Links

Companion Volume implementation guides is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272>

RIISAM203E Use hand and power tools

Modification History

Release	Comments
Release 1	This version first released with RII Resources and Infrastructure Industry Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to use hand and power tools in the resources and infrastructure industries.

It applies to those working in operational roles. They generally work under supervision to undertake a prescribed range of functions involving known routines and procedures and take responsibility for the quality of own work outcomes.

Licensing, legislative and certification requirements may apply to this unit and can vary between states, territories and industry sectors. Users must check requirements with relevant body before applying the unit.

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 and prepare to use hand and power tools	1.1 Obtain, interpret, and confirm work requirements 1.2 Access, interpret and apply documentation and procedures 1.3 Identify and address potential risks, hazards and environmental issues, and implement control measures according to workplace procedures 1.4 Select and wear personal protective equipment required for work activity 1.5 Obtain and interpret emergency procedures, and be prepared for emergency situations
2. Select and use hand tools	2.1 Select hand tools appropriate for the work activity 2.2 Inspect tools for serviceability and report faults 2.3 Clamp or fix materials in position for hand tool application according to workplace procedures 2.4 Use hand tools safely and correctly

ELEMENT	PERFORMANCE CRITERIA
	2.5 Store hand tools safely when not in immediate use
3. Select and use power tools	3.1 Select power tools and equipment appropriate for the work activity 3.2 Inspect tools for serviceability and report faults 3.3 Inspect power leads and hoses for serviceability and report faults 3.4 Establish a clear route for the safe placement and connection of power leads and hoses 3.5 Clamp or fix material in position for power tool application according to workplace procedures 3.6 Use power tools safely and correctly 3.7 Store power tools safely when not in immediate use
4. Conduct housekeeping activities	4.1 Clear work area and dispose of materials 4.2 Clean, maintain and inspect the serviceability of the equipment, and address and report any issues to relevant personnel 4.3 Complete written records and reports according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Numeracy	<ul style="list-style-type: none"> Calculates resource requirements, including use of basic addition, subtraction, multiplication and division
Self-management	<ul style="list-style-type: none"> Monitors and minimises own exposure to worksite risks and hazards during activities

Unit Mapping Information

Supersedes and is equivalent to RIISAM203D Use hand and power tools.

Links

Companion Volume Implementation Guides is found on VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272>

Assessment Requirements for RIISAM203E Use hand and power tools

Modification History

Release	Comments
Release 1	This version first released with RII Resources and Infrastructure Industry Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use hand and power tools on at least two occasions, including:
 - selecting and checking hand tools and power tools for serviceability
 - clamping or fixing material
 - ensuring power leads and cords are safely placed
 - using hand and power tools appropriately for the job activity
 - storing the hand and power tools appropriately when not in use
 - clearing the work area
 - cleaning and maintaining equipment.

During the above, the candidate must:

- locate and apply relevant documentation, policies and procedures and confirm that the work activity is compliant
- implement the requirements, procedures and techniques required to use hand and power tools
- work with others to undertake the use of hand and power tools
- communicate with others to receive and clarify work instructions and to determine coordination requirements prior to commencing and during work activities.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key policies, procedures and documentation required to use hand and power tools, including those relating to:
 - work health and safety procedures

- environmental issues
- emergency procedures
- compliance with safety data sheets and required records
- equipment types, characteristics, technical capabilities and limitations, including:
 - hand tools, including:
 - cutting tools
 - tightening tools
 - impact tools
 - digging tools
 - measuring tools
 - clamping tools
 - portable power tools, including:
 - hammers
 - saws
 - drills
 - screwdrivers
 - grinders
 - wrenches
 - planers
 - sanders
 - scalers
 - associated materials with hand and power tool use
- energy and power sources
- use of industry and worksite terminology.

Assessment Conditions

Mandatory conditions for assessment of this unit are stipulated below. The assessment must:

- include access to:
 - personal and protective equipment
 - equipment required to use hand and power tools
 - relevant documentation
- be conducted in a safe environment; and,
- be assessed in the context of this sector's work environment; and,
- be assessed in compliance with relevant legislation/regulation and using policies, procedures and processes directly related to the industry sector for which it is being assessed; and,
- confirm consistent performance can be applied in a range of relevant workplace circumstances.

Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work 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.

Assessor requirements

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory regulatory standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/Australian Quality Training Framework mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes
- possessing the required level of RII training product knowledge
- having an understanding and knowledge of legislation and regulations relevant to the industry and to employment and workplaces
- demonstrating the performance evidence, and knowledge evidence outlined in this unit of competency, and
- the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must have current industry skills directly relevant to the training and assessment being provided. This means the industry subject matter expert must demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

Industry sector	AQF indicator level***	Required assessor or industry subject matter expert experience
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Infrastructure	1	1 year
	2	2 years
Drilling, Coal Mining, Extractive (Quarrying), Metalliferous Mining and Civil Infrastructure	3-6	3 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	

Industry sector	AQF indicator level***	Required assessor or industry subject matter expert experience
	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.	

*Guidance on simulated environments has been stipulated in the Companion Volume Implementation Guide located on VETNet.

**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 a minimum number of site assessments as determined by the relevant industry sector, across various locations.

*** While a unit of competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.

Links

Companion Volume Implementation Guides is found on VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272>

RIISAM204E Operate small plant and equipment

Modification History

Release	Comments
Release 1	This version first released with RII Resources and Infrastructure Industry Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to operate small plant and equipment in the resources and infrastructure industries.

It applies to those working in operational roles. They generally work under supervision to undertake a prescribed range of functions involving known routines and procedures and take responsibility for the quality of own work outcomes.

Licensing, legislative and certification requirements may apply to this unit and can vary between states, territories and industry sectors. Users must check requirements with relevant body before applying the unit.

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 operating small plant and equipment	1.1 Obtain, interpret, and confirm work requirements 1.2 Access, interpret and apply documentation and procedures 1.3 Identify and address potential risks, hazards and environmental issues, and implement control measures according to workplace procedures 1.4 Select and wear personal protective equipment required for work activities 1.5 Select and check for faults in plant, tools and equipment, and confirm they are appropriate for the work activity 1.6 Obtain and interpret emergency procedures and be prepared for emergency situations

ELEMENT	PERFORMANCE CRITERIA
2. Conduct pre-operational checks	2.1 Select and use fuel and lubricants according to workplace procedures 2.2 Check and adjust fuel, oil, hydraulic fluid and water levels 2.3 Inspect, secure and maintain bolts, nuts, guards and attachment couplings 2.4 Check and adjust the function of controls and gauges 2.5 Conduct start up and shut down procedures according to workplace procedures
3. Use small plant and equipment	3.1 Identify hazards during work and establish appropriate risk management controls 3.2 Identify and apply operating techniques to achieve optimum output while maintaining specified tolerances 3.3 Operate plant and equipment to produce results within specified workplace tolerances 3.4 Store plant and equipment safely when not in immediate use
4. Carry out operator maintenance	4.1 Prepare machine for maintenance 4.2 Conduct inspection and check plant and equipment for serviceability, identify, and rectify and report any faults 4.3 Carry out scheduled maintenance tasks
5. Conduct housekeeping activities	5.1 Clear work area and dispose of materials 5.2 Clean and maintain condition of equipment, ensure suitability for use, and address and report issues 5.3 Complete written records and reports

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Writing	<ul style="list-style-type: none"> • Produces and completes written documents required for workplace procedures
Numeracy	<ul style="list-style-type: none"> • Calculates resource requirements, including use of basic addition, subtraction, multiplication and division
Self-management	<ul style="list-style-type: none"> • Monitors and minimises own exposure to worksite risks and hazards during activities

Unit Mapping Information

Supersedes and is equivalent to RIISAM204D Operate small plant and equipment.

Links

Companion Volume implementation guides is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272>

Assessment Requirements for RIISAM204E Operate small plant and equipment

Modification History

Release	Comments
Release 1	This version first released with RII Resources and Infrastructure Industry Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- operate small plant and equipment on at least two different occasions, 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
 - completing operator maintenance
 - clearing the work area.

During the above, the candidate must:

- locate and apply required documentation, policies and procedures and confirm that the work activity is compliant
- implement the requirements, procedures and techniques required to operate small plant and equipment
- work with others to undertake the operation of small plant and equipment
- communicate with others to receive and clarify work instructions and to determine coordination requirements prior to commencing and during work activities.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key policies, procedures and documentation required to operate small plant and equipment, including those related to:
 - work health and safety procedures

- environmental issues
- emergency procedures
- complying with safety data sheets
- records and reports
- small plant and equipment types, characteristics, technical capabilities and limitations, including:
 - power sources
 - compaction equipment
 - concrete equipment
 - excavation equipment
 - maintenance equipment
 - water equipment
 - lighting equipment
 - lifting materials
 - key operating techniques
- material types, characteristics, technical capabilities and limitations, including:
 - water
 - bituminous mixes
 - timber
 - fuels and oils
 - power leads
- applications of small plant and equipment working with:
 - clay
 - silts
 - stone
 - gravel
 - mud
 - rock sand
 - topsoil
- key industry and site specific terminology.

Assessment Conditions

Mandatory conditions for assessment of this unit are stipulated below. The assessment must:

- include access to:
 - personal protective equipment
 - equipment required to operate small plant and equipment
 - relevant documentation
- be conducted in a safe environment; and,
- be assessed in the context of this sector's work environment; and,

- be assessed in compliance with relevant legislation/regulation and using policies, procedures and processes directly related to the industry sector for which it is being assessed; and,
- confirm consistent performance can be applied in a range of relevant workplace circumstances.

Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work 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.

Assessor requirements

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory regulatory standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/Australian Quality Training Framework mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes
- possessing the required level of RII training product knowledge
- having an understanding and knowledge of legislation and regulations relevant to the industry and to employment and workplaces
- demonstrating the performance evidence, and knowledge evidence outlined in this unit of competency, and
- the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must have current industry skills directly relevant to the training and assessment being provided. This means the industry subject matter expert must demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

Industry sector	AQF indicator level***	Required assessor or industry subject matter expert experience
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Infrastructure	1	1 year
	2	2 years

Industry sector	AQF indicator level***	Required assessor or industry subject matter expert experience
Drilling, Coal Mining, Extractive (Quarrying), Metalliferous Mining and Civil Infrastructure	3-6	3 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.	

*Guidance on simulated environments has been stipulated in the Companion Volume Implementation Guide located on VETNet.

**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 a minimum number of site assessments as determined by the relevant industry sector, across various locations.

*** While a unit of competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.

Links

Companion Volume implementation guides is found on 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>

SIRXCEG001 Engage the customer

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to interact and communicate with a diverse range of customers to assist with basic enquiries and contribute to a service culture.

It applies to individuals working in frontline customer service roles in a diverse range of industry sectors 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

Customer Engagement

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Engage customers.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1.Greet customers in a polite and friendly manner within designated response times and make them a priority over other workplace duties.

- 1.2. Clearly communicate with customers using appropriate verbal and non-verbal communication.
 - 1.3. Adapt communication style to appropriately communicate with customers from diverse backgrounds.
2. Assist customers.
 - 2.1. Identify and act on opportunities to assist customers and be available to assist customers when needed.
 - 2.2. Question and actively listen to customers to determine their needs.
 - 2.3. Resolve routine customer problems according to individual responsibility level and organisational policies and procedures.
 - 2.4. Address general customer enquiries and provide accurate information in a clear and courteous manner.
3. Contribute to a service culture.
 - 3.1. Act in line with organisational service standards to ensure quality customer service.
 - 3.2. Show interest in customer's needs and maintain a welcoming customer environment free of complacency.
 - 3.3. Seek assistance from relevant personnel when customer's needs are beyond scope of own responsibility.
 - 3.4. Identify and take opportunities to improve customer service standards.
 - 3.5. Refer customer service issues and feedback to relevant personnel for action.

Foundation Skills

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=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXCEG001 Engage the 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:

- contribute to a customer service culture by providing customer service, in line with organisational service standards, across four different customer interactions
- for the above four customer interactions, individually or cumulatively involve:
 - customers from diverse backgrounds
 - resolution of two routine customer problems
 - provision of accurate information to address two general customer enquiries
 - referral of unresolved customer enquiry
 - use of effective communication techniques and positive body language.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational service standards and procedures for:
 - designated customer service response times
 - interacting with customers
 - solving routine customer problems
 - providing information to customers
- basic principles for achieving positive customer service
- verbal and non-verbal communication
- techniques for effective communication:
 - open and closed questioning
 - paraphrasing
 - effective listening
 - voice tonality and volume
- body language and its role in customer service
- effective communication strategies for interacting with customers of diverse backgrounds
- commercial impact of:
 - positive customer service
 - poor customer service

- organisational information and sources of information to assist customer with customer enquiries.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
 - organisational service standards and procedures for:
 - designated customer service response times
 - interacting with customers
 - solving routine customer problems
 - providing information to customers
- customers from a diverse range of backgrounds; 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.

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>

SIRXCEG008 Manage disrespectful, aggressive or abusive customers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to appropriately and safely manage customers who are disrespectful, aggressive or abusive.

It applies to individuals working in customer service roles in a diverse range of industry sectors and business contexts. They may operate independently or under supervision and guidance from others, and within established organisational policies and procedures. It predominantly applies to retail industry work environments with high levels of customer contact.

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

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Identify potentially disruptive customers.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Monitor customer behaviour to identify signs of potential customer disruption.

1.2 Use questioning and active listening to identify possible causes of disruptive customer behaviour.

- 1.3 Indicate willingness to assist in resolution.
- 1.4 Refer to organisational policies and procedures and signage where applicable to explain processes to customer.
2. Implement actions to defuse and de-escalate potential conflict.
 - 2.1. Recognise emotional contagions and their impact.
 - 2.2. Maintain a calm, respectful and polite manner when interacting with customers.
 - 2.3. Provide explanation, assistance or alternatives to address cause of customer issue.
 - 2.4 Display and maintain empathy for customer to demonstrate understanding of situation and impact on the customer in order to defuse and de-escalate potential conflict.
3. Manage disrespectful, aggressive or abusive customers.
 - 3.1. Use appropriate strategies to respond to customers displaying disrespectful, aggressive or abusive behaviours.
 - 3.2. Identify customers who should be refused service or ejected and action in a professional manner.
 - 3.3. Promptly identify and act on situations that pose a threat to the safety of self, others or property.
 - 3.4. Terminate conversation or encounter if resolution is not possible.
 - 3.5 Refer situations beyond the scope of own job role and responsibility to supervisor or other relevant parties as required.
4. Document and report incident
 - 4.1. Comprehensively document incident according to organisational policies and procedures.
 - 4.2 Obtain statements and contact details from witnesses to the incident where appropriate.
 - 4.3 Provide report to supervisor according to organisational policies and procedures.
 - 4.4 Identify alternative approaches for affected staff and the organisation to avoid or mitigate similar incidents in future.
5. Manage the personal impacts of disrespectful, aggressive or abusive customer behaviour.
 - 5.1 Use a process of self-reflection to identify physical, mental and emotional impacts of the incident on self.
 - 5.2 Undertake de-briefing procedures with supervisor following the incident.
 - 5.3 Use appropriate techniques to respond to physical, mental or emotional impacts of the incident.
 - 5.4 Recognise signs of mental and emotional impacts on self that require professional counselling and seek appropriate support.
 - 5.5 Use a process of self-reflection to identify personal response strategies that could be used in future to protect own wellbeing.

Foundation Skills

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> interpret and understand organisational policies and procedures.
Writing skills to:	<ul style="list-style-type: none"> document incident reports comprehensively.
Oral communication skills to:	<ul style="list-style-type: none"> explain organisational policies and procedures to customers. build rapport with customers to assist in defusing disruptive behaviour.
Problem-solving skills to:	<ul style="list-style-type: none"> interpret customer issues and offer appropriate solutions or alternative options.
Teamwork skills to:	<ul style="list-style-type: none"> engage more appropriate members of the team to assist in resolving customer issues or dealing with customer behaviour.
Self-management skills to:	<ul style="list-style-type: none"> identify impacts of customer-related events on own confidence and wellbeing and take action to restore good health.

Unit Mapping Information

UNIT MAPPING INFORMATION	No equivalent unit.
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Links

Companion Volume Implementation Guides - -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXCEG008 Manage disrespectful, aggressive or abusive 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:

- demonstrate appropriate techniques to deal with customers displaying each of the following characteristics:
 - disrespect
 - verbal aggression
 - physical aggression or violence
- demonstrate appropriate actions to respond to the following situations:
 - customer refusing to comply with policies on premises
 - customer refusing to leave
 - where staff or other customers are in danger or intimidated by customer behaviour.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- relevant state and territory government legislation and regulation relating to customer service:
 - Australian Consumer Law
 - Public Health Acts
 - Privacy Act 1988 (Cth)
- organisational policies and procedures for:
 - dealing with disrespectful, aggressive or abusive customers
 - dealing with customers who have committed a crime
 - recording and reporting customer incidents
 - escalating customer incidents
 - de-briefing following an incident
 - work health and safety (WHS)
- possible causes of disrespectful, aggressive or abusive customer behaviour including:
 - personal attributes of customer
 - mental illness or intoxication

- misunderstanding directives from staff
- incorrect prices or quotes
- lack of availability of stock
- delays in receiving product or service
- problem with product or service
- communication barriers
- unmet expectations
- refused entry or ejection from premises
- situations where there is no readily identifiable cause
- types of behaviours exhibited by disrespectful, aggressive or abusive customers:
 - refusal to follow directives
 - customers who are unable to be pacified
 - abusive or inappropriate language
 - verbal threats and aggression
 - physically aggressive or threatening behaviour
 - racial abuse
 - threatening group behaviour (swarming)
- risks associated with exposure to disrespectful, aggressive or abusive customers:
 - low morale
 - physical injury
 - emotional damage
 - absenteeism
 - staff turnover
- strategies for dealing with disrespectful, aggressive or abusive customers:
 - verbal communication techniques
 - active listening
 - open and closed questioning
 - paraphrasing and summarising
 - voice tone, pitch and volume
 - assertive behaviour
 - negotiation
 - defusing and de-escalation techniques
 - perspective taking
 - use of verbal and non-verbal cues
 - escalation to supervisor
 - seeking external intervention from security staff or police
- actions for when customer actions or behaviour pose a threat to the safety of self, others or property:
 - remove self or others from immediate area
 - ejecting customer from premises

- use of personal alarms
- use of physical barriers
- seeking external intervention from security staff or police
- use of safe rooms or secure areas
- body language and its role in customer service:
 - maintaining a respectful distance
 - non-verbal cues
 - personal space
- communication practices:
 - speak clearly and concisely
 - allow the customer to speak
 - ask questions
 - check for understanding
 - avoid attempts at humour
 - maintain respect and courtesy
 - awareness of non-verbal communication
 - awareness of cultural differences when communicating
- environmental means to assist in dealing with disrespectful, aggressive or abusive customers:
 - signage
 - use of space
 - physical barriers or shields
 - use of personal alarms
 - use of safe-rooms
 - plain-English documentation and information
- personal approaches to dealing with disrespectful, aggressive or abusive customers:
 - understanding scope and responsibility of job role
 - responding without signs of defensiveness
 - avoiding power struggles, threats or ultimatums
 - ensuring all solutions are actionable and achievable
 - recognising own personal boundaries and physical limitations
 - de-personalising negative encounters
- techniques for:
 - identifying workplace stressors
 - responding to workplace stressors
 - building resilience
 - monitoring personal health and well-being
- techniques to respond to physical, mental or emotional impacts of an incident:
 - supervisor de-briefing
 - taking a break

- returning home from the workplace
- professional counselling.

Assessment Conditions

Skills must be demonstrated in a customer service environment. This can be:

- an industry workplace; or
- a simulated industry environment.

Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.

Assessment must ensure access to:

- organisational policies and procedures for:
 - customer service standards
 - dealing with aggressive or abusive customers
 - recording and reporting customer incidents
 - escalating customer incidents
 - staff self-care and wellbeing
 - de-briefing following an incident:
 - operational
 - staff welfare
 - work health and safety
- current plain English documents distributed by Government regulators outlining key aspects of:
 - consumer protection laws
 - consumer behaviour requirements
 - WHS guides
- customers with whom the individual can interact; 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
- assessment activities that reflect a range of realistic, industry relevant situations and scenarios.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides - -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

SIRXCEG009 Manage workplace responses to disrespectful aggressive or abusive customer behaviour.

Modification History

Release 1. SIRXCEG009 Manage workplace responses to disrespectful, aggressive or abusive customer behaviour. New unit. No equivalent unit.

Application

This unit describes the performance outcomes, skills and knowledge required to manage incidences of disrespectful, aggressive or abusive customer behaviour escalated by front-line workers, support the wellbeing of workers following an incident of disrespectful, aggressive or abusive customer behaviour and oversee the implementation of environmental strategies to reduce the risk of customer disrespect, aggression and abuse.

It applies to individuals working in supervisory roles in front-line customer service in a diverse range of industry sectors and business contexts. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures. It predominantly applies to retail industry work environments with high levels of customer contact.

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

Pre-requisite Unit

SIRXCEG008 Manage disrespectful, aggressive or abusive customers.

Competency Field

Customer Engagement

Unit Sector

Cross-sector

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. Implement	1.1. Confirm staff understanding of policies and procedures

<p>environmental strategies to reduce risk of disrespectful, aggressive or abusive customer behaviour.</p>	<p>relating to customer service and responses to disruptive customer behaviour.</p> <ol style="list-style-type: none"> 1.2. Observe the work environment to maintain situational awareness and identify sources of risk to staff, customers, property or premises. 1.3. Use clear, legible signage to provide information and instruction to staff and customers. 1.4. Monitor staffing levels and flow of customer traffic and anticipate and address occurrence of customer queuing or delays. 1.5. Confirm customer service and other equipment is in good working order and report faults according to organisational policies and procedures.
<p>2. Respond to incidence of disrespectful, aggressive or abusive customer behaviour when escalated.</p>	<ol style="list-style-type: none"> 2.1. Monitor staff interactions with customers to anticipate and identify potential situations of disruptive customer behaviour and respond proactively, according to organisational policies and procedures. 2.2. Identify situations where personal safety of staff or customers may be threatened and seek assistance. 2.3. Respond promptly when an incidence of disruptive customer behaviour is escalated by a staff member. 2.4. Use active listening to establish and agree on the nature and details of conflict with all parties and indicate willingness to assist in resolution. 2.5. Use communication styles that take into consideration social and cultural differences. 2.6. Address situation and provide resolution within the scope of own role and organisational policies and procedures. 2.7. Comprehensively document incident according to organisational policies and procedures.
<p>3. Support wellbeing of staff.</p>	<ol style="list-style-type: none"> 3.1. Undertake de-briefing procedures with staff member following incidence of disruptive customer behaviour. 3.2. Communicate with staff in a professional manner that displays empathy and provides validation. 3.3. Identify signs of mental and emotional impacts of incident on staff member and implement techniques to respond. 3.4. Provide staff member with information and referral options regarding services to support their wellbeing. 3.5. Follow up with staff member regarding ongoing wellbeing and respond to behavioural signs of reduced wellbeing. 3.6. Maintain privacy and confidentiality of information relating to staff wellbeing according to organisational policies and procedures.

<p>4. Promote staff morale and empowerment.</p>	<p>4.1. Lead by example, demonstrating high standards of personal performance and behaviours reflective of organisational values.</p> <p>4.2. Create a supportive team environment where all staff feel valued and respected.</p> <p>4.3. Promote an environment in which team members are empowered to achieve high standards of performance.</p> <p>4.4. Determine staff motivators and seek opportunities to improve motivation.</p> <p>4.5. Mentor staff members to develop and use skills in managing disruptive customer behaviour and own responses.</p> <p>4.6. Provide feedback to staff members in a constructive and supportive manner.</p> <p>4.7. Recognise staff performance and facilitate opportunities for continuing development.</p>
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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"> interpret and understand organisational policies and procedures.
Oral communication skills to:	<ul style="list-style-type: none"> explain organisational policies and procedures to staff and customers.
Problem-solving skills to:	<ul style="list-style-type: none"> interpret customer issues and offer appropriate solutions or alternative options.

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 SIRXCEG009 Manage workplace responses to disrespectful aggressive or abusive customer behaviour.

Modification History

Release 1. SIRXCEG009 Manage workplace responses to disrespectful, aggressive or abusive customer behaviour. New unit. No equivalent unit.

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 strategies on at least one occasion to reduce the risk of disrespectful, aggressive or abusive customer behaviour including:
 - confirming staff understanding of policies and procedures
 - ensuring the work environment is suitable by:
 - providing clear directions to staff and customers
 - facilitating easy access to products.
 - minimising queues
 - confirming all equipment is in working order
 - reporting or rectifying faulty equipment promptly
- respond according to organisational policies and procedures to at least three situations where incidences of disrespectful, aggressive or abusive customer behaviour have been escalated by staff, including:
 - incidence of physical aggression
 - incidence of verbal abuse
 - customer refusing to leave premises
 - where staff or other customers are in danger or intimidated by customer behaviour
- follow organisational policies and procedures to support staff wellbeing following at least one incidence of disrespectful, aggressive or abusive customer behaviour, including:
 - conducting at least one de-briefing session with staff member following incident, including:
 - providing referral options
 - following up post de-brief
 - using techniques to empower and motivate staff, including:
 - providing guidance to at least one staff member regarding defusing disruptive customer behaviour
 - implementing one opportunity to motivate staff
 - providing feedback to at least one staff member
 - recognising staff performance on at least one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- relevant Commonwealth, State and Territory government legislation and regulation relating to customer service:
 - Australian Consumer Law
 - Public Health Acts
 - Privacy Act 1988 (Cth)
- organisational policies and procedures for:
 - customer service standards
 - dealing with disrespectful, aggressive or abusive customers
 - dealing with customers who have committed a crime
 - recording and reporting customer incidents
 - escalating customer incidents
 - privacy and confidentiality of staff and customer information
 - de-briefing following an incident
 - providing referrals to staff wellbeing services
 - maintenance of equipment and reporting faults
 - work health and safety (WHS)
- possible causes of disrespectful, aggressive or abusive customer behaviour
- types of behaviours exhibited by disrespectful, aggressive or abusive customers
- risks associated with exposure to disrespectful, aggressive or abusive customers
- strategies for dealing with disrespectful, aggressive or abusive customers
- actions for when customer actions or behaviour pose a threat to the safety of self, others or property
- body language and its role in customer service
- communication practices for dealing with staff and customers
- awareness of social and cultural differences when communicating
- environmental means to assist in dealing with disrespectful, aggressive or abusive customers
- aspects of the work environment that may contribute to disruptive customer behaviour:
 - poor floor layout
 - inadequate signage
 - impeded access to products
 - restricted access to products or spaces
 - poor customer traffic flows
 - poor lighting and sound conditions
 - other structural risks
- techniques for monitoring the work environment and identifying risks

- environmental methods of reducing risk:
 - use of voice-overs to inform and instruct customers and staff
 - clear and legible signage
 - prominent display of refund policies and procedures
 - unobstructed display of promotion processes, terms and conditions
 - visibility of staff
 - staffing levels that minimise staff isolation
 - use of equipment that is in good working order
- personal approaches to dealing with disrespectful, aggressive or abusive customers
- methods of enforcing consequences for disruptive customer behaviour:
 - removal from premises
 - seeking assistance from security or police
 - banning or adding customer to "do not serve" register
- techniques to respond to physical, mental or emotional impacts of an incident
- techniques for de-briefing staff following incidence of disruptive customer behaviour:
 - scheduling time and place
 - process to confirm staff member is emotionally and physically ready to de-brief.
 - perspective taking
 - process of identifying cause of incident
 - process of identifying actions taken and their consequences
 - process of identifying alternative actions and options for future occurrences
- signs of mental and emotional impacts of disruptive customer behaviour on staff:
 - low self-esteem
 - depression
 - anxiety
 - stress
 - burnout
 - absenteeism and presenteeism
 - resignation and staff turnover
- techniques for determining staff motivators
- methods of recognising staff performance:
 - formal
 - informal
- role of the mentor in assisting staff to develop and use new skills
- techniques used to mentor staff:
 - building rapport
 - putting aside pre-conceived ideas
 - active listening
 - reflecting and clarifying
 - role-modelling

- transfer of knowledge
- providing constructive feedback.

Assessment Conditions

Skills must be demonstrated in a customer service environment. This can be:

- an industry workplace; or
- a simulated industry environment.

Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.

Assessment must ensure access to:

- organisational policies and procedures for:
 - customer service standards
 - dealing with disrespectful, aggressive or abusive customers.
 - dealing with customers who have committed a crime.
 - recording and reporting customer incidents.
 - escalating customer incidents
 - privacy and confidentiality of staff and customer information.
 - de-briefing following an incident
 - providing referrals to staff wellbeing services.
 - maintenance of equipment and reporting faults.
 - work health and safety (WHS).
- current plain English documents distributed by Government regulators outlining key aspects of:
 - consumer protection laws.
 - consumer behaviour requirements.
 - WHS guides
- customers with whom the individual can interact; 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.
- assessment activities that reflect a range of realistic, industry relevant situations and scenarios.

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>

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to source information on, and work according to, a range of ethical and professional standards when using social media and online platforms for business purposes.

This key skill underpins effective performance when utilising social media and online platforms for diverse purposes. It applies to individuals working at all levels from operational personnel through to managers.

This unit applies to self-employed individuals, and owners and employees of any type of micro, small, medium or large organisation that utilises social media and online tools for customer engagement including commercial, not-for-profit and government organisations.

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

Pre-requisite Unit

Nil

Competency Field

Online and Social Media

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Source information on the general impacts of social

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Access and interpret information about the positive and negative impacts of social media.

- media.
 - 1.2. Identify and evaluate the terms of service associated with social media platforms to identify requirements.
 - 1.3. Determine how online harassment can occur via organisational sites and who may be targeted.
 - 1.4. Determine how social media platforms share user information and identify impacts on users.
 - 1.5. Evaluate ways to avoid negative impacts on users of organisational social media sites.
- 2. Comply with industry and organisational ethical and professional codes of conduct for online activities.
 - 2.1. Identify industry codes of conduct, objectives and scope, and seek advice from relevant personnel on applicability to organisation.
 - 2.2. Identify organisational online code of conduct, objectives and scope, and determine applicability to own job role.
 - 2.3. Evaluate contents of codes of conduct and significance to own personal and work based online behaviours and communications.
 - 2.4. Clarify content and compliance requirements of codes with relevant personnel.
 - 2.5. Act according to professional values and principles outlined in codes, seeking advice when difficulties arise.
- 3. Maintain personal online presence consistent with organisational standards.
 - 3.1. Determine differences between organisational and personal online presence.
 - 3.2. Clearly differentiate between representing self and organisation during online activities.
 - 3.3. Review and ensure personal online posts and activities do not damage reputation of organisation and those associated with it.
- 4. Protect customer privacy and maintain confidentiality of organisational information.
 - 4.1. Access and interpret information on privacy regulations and scope of requirements.
 - 4.2. Identify and interpret organisational privacy policies and procedures and determine applicability to own job role.
 - 4.3. Collect, use, maintain and protect information provided by customers and others, according to privacy regulations and organisational policies and procedures.
 - 4.4. Obtain and comply with permissions to publish images and text representing others.
 - 4.5. Maintain confidentiality of sensitive organisational information and confirm information that can be released before publishing.
- 5. Source information on copyright.
 - 5.1. Access and interpret information on copyright to determine what is and what is not protected by copyright.
 - 5.2. Identify copyright owner's exclusive rights to materials.

- 5.3. Determine permissions required to use copyright materials and how to obtain these.
6. Engage professionally with customers online.
- 6.1. Communicate with customers in a timely, professional and positive manner to enhance organisational reputation.
- 6.2. Respond to negative and potentially defamatory comments, complaints and conflicts sensitively, courteously and respectfully.
- 6.3. Minimise risk to self and organisational reputation by escalating conflict to relevant personnel.

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">interpret unfamiliar and complex information to determine regulatory requirements and organisational standards.
Writing skills to:	<ul style="list-style-type: none">produce notes and summarise and record information in basic documents produce customer responses of varying complexity, using language suitable for purpose and audience.
Learning skills to:	<ul style="list-style-type: none">proactively use opportunities to obtain and update knowledge of social media impacts and ethical and professional standards.
Technology skills to:	<ul style="list-style-type: none">use computers or mobile devices and the Internet to search for and download informationuse software applications to create, update and store basic documents.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

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 interpret information on:
 - terms of service for three different brands of social media, including information how those brands share user information
 - general impacts of social media on organisations and users, both positive and negative, from three different sources
 - cyberbullying and its impacts from three different sources
 - a suitable code of conduct for online activities relevant to the individual's current or prospective industry
 - employment
 - an organisational code of conduct for online activities relevant to the individual's current or prospective job
 - role, and obtain any required permissions for release
 - the overarching requirements of commonwealth privacy regulations and any applicable local state or territory privacy regulations relevant to the individual's current or prospective industry employment
 - copyright in Australia; what it protects and does not protect, exclusive rights of owners and requirements for permissions
 - defamation via social media from three different sources
 - organisational criticism via social media; either customer or employee based
- from information collected, provide an overview evaluation of each of the above topics
- evaluate three situations involving personal online posts that present a risk to an organisation's reputation and identify guidelines that could be used to avoid risk
- respond professionally to customer communications covering:
 - a general product or service need, on two occasions
 - negative comment or complaint about organisational issues, products or services, on two occasions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- at a fundamental level of understanding:
 - terms of service for common brands of social media; how they share user information and how this may impact on users
 - the general impacts of social media, both positive and negative:
 - impacts on organisation reputation
 - social impacts on users
 - meaning of harassment and cyberbullying and how this occurs and can escalate through use of social media
 - how bullying of employees and contractors can occur because of organisational connections and via organisational social media sites
 - organisational duty of care to protect individuals from cyberbullying and processes that can be taken to avoid and respond to incidents
- the content of industry and organisational codes of conduct or policies for online activities, applicable to the individual's context and the importance in guiding ethical and professional behaviours
- boundaries of personal and professional online activities how personal posts and online presence can adversely affect organisational reputation and others associated with the organisation including: customers, suppliers, sponsors, donors etc.
- methods that can be used to ensure personal posts are not assumed to be representing the organisation
- a fundamental understanding of the key contents of:
 - commonwealth privacy law inclusive of the Australian Privacy Principles and how these regulate the collection, use, maintenance and secure storage of private customer information collected by private and government organisations
 - any state or territory privacy regulations relevant to the individual's industry and work context
- the content of organisational privacy policies and procedures, applicable to the individual's industry context, and the importance in guiding ethical and professional behaviours
- types of:
 - customer information generally considered to be sensitive and relevant to the individual's work context
 - consents used when publishing information about others and their images
 - organisational information generally considered to be sensitive and deemed not for public release
- at a fundamental level of understanding:
 - what copyright protects and does not protect
 - who can own copyright, and procedures used by owners to identify copyright

- exclusive rights that owners have over their material and how this affects use of materials by others
- permissions that are required to use materials and how to obtain
- meaning of defamation, slander and libel and how this occurs and can escalate through use of social media
- potential personal and organisational consequences of both receiving and making defamatory comments
- differences between personal and professional online communication styles and choice of language
- principles of positive and professional online communications that enhance customer engagement and organisational reputation
- types of positive language and approaches that can be used when dealing with negativity, complaints and conflicts.

Assessment Conditions

This unit has been written to allow for application to any type of industry. Assessment must be customised according to the industry context of learners while ensuring that all skill and knowledge content is assessed, and all performance evidence is collected.

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Assessment must ensure use of:

- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve customer communication
- computers or mobile devices and the Internet to source information
- terms of service published by social media brands
- Australian Privacy Principles (or their successor) fact sheets
- sample organisational privacy policies
- sample industry and organisational documents relating to online and social media activities; including codes of conduct, policy statements or guidelines.

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

SIRXOSM003 Use social media and online tools

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to implement the use of social media and online platforms for organisational purposes. It requires the ability to identify the objectives for online communications, create and post relevant content to promote engagement with the organisation, and to engage professionally with customers.

It applies to individuals who work at an operational level. They use discretion and judgement to take responsibility for work outcomes but actions are guided by plans, policies and procedures, supervisors and managers. Although an operational function, it can apply to small business owner operators who are responsible for a range of functions.

This unit applies to self-employed individuals, and owners and employees of any type of micro, small, medium or large organisation that utilises social media and online tools for customer engagement including commercial, not-for-profit and government organisations.

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

Pre-requisite Unit

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

Competency Field

Online and Social Media

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. Determine organisational

1.1. Access and interpret predetermined strategies and

- and communication requirements.
2. Prepare content.
3. Utilise platform functions.
4. Promote engagement with organisation.
5. Monitor sites and engage professionally with customers.
- plans to guide activities.
- 1.2. Identify target audience and organisational objectives for social media or online communication.
 - 1.3. Select social media and online platforms suited to communication objectives and target audience.
 - 1.4. Access or create schedule of types and frequency of social media and online communications.
- 2.1. Source and select organisational and external information to create content relevant to purpose.
 - 2.2. Use language, style and tone suited to organisational image and target audience.
 - 2.3. Check content for accuracy, currency and relevance for purpose.
 - 2.4. Develop and format content in line with organisational guidelines.
 - 2.5. Obtain required approvals before publication.
- 3.1. Utilise functions and templates provided by social media and online platforms to create posts.
 - 3.2. Upload file types suited to communication requirements.
 - 3.3. Create active links to organisational and external sites.
- 4.1. Curate and post content regularly or according to planned organisational schedule.
 - 4.2. Create opportunities to attract user generated content.
 - 4.3. Use posts during targeted campaigns.
- 5.1. Monitor customer activity according to organisational schedule.
 - 5.2. Communicate with customers in a timely, professional and positive manner to enhance organisational reputation.
 - 5.3. Respond to negative comments and complaints sensitively, courteously and respectfully according to organisational policies and procedures.
 - 5.4. Refer customer negative feedback to relevant personnel according to organisational policies and 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">• interpret detailed familiar organisational guidelines, policies and procedures• interpret and use relevant content from organisation documents of varying complexity.
Writing skills to:	<ul style="list-style-type: none">• create accurate and engaging content using language suitable for purpose and audience
Initiative and enterprise skills to:	<ul style="list-style-type: none">• identify opportunities to engage customers and promote exposure of the organisation through online activities.
Planning and organising skills to:	<ul style="list-style-type: none">• use plans and schedules to guide work activities and meet deadlines.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXOSM003 Use social media and online tools

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:

- utilise three different types of social media or online platforms for organisational communications
- create and post content for six different communications and collectively use at least three different types of media files
- create and post content for a further two communications for a targeted social media or online campaign and determine links that could be used to external sites
- monitor customer engagement with posts and respond professionally to customer communications covering:
 - two positive comments
 - two negative comments
 - two questions
 - two complaints
- respond to two issues of complaint or negativity that require escalation to relevant personnel.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisation's core activities and customer base
- different organisational purposes for use of social media and online platforms:
 - exposure through social media activity
 - building brand awareness, loyalty and an online community
 - marketing and advertising
 - information dissemination
 - promoting special offers and events
- popularity of different categories and reach of particular brands of social media platforms and their key audiences
- organisational guidelines, policies and procedures for:
 - content

- online customer service including complaints resolution
- privacy
- gaining consent to publish information about others and their images
- monitoring customer activity
- characteristics of well written, appealing content for different social media platforms
- functions of different social media and online platforms and how to use these to:
 - write and format text
 - upload different file types including text, PDF, photographs, videos, audio files
 - create active links
 - monitor customer activity
 - activate and respond to alerts
 - respond to customer commentary
- principles of positive and professional online communications that enhance customer engagement and organisational reputation
- types of positive language and approaches that can be used when dealing with negativity, complaints and conflicts
- types of standard customer responses and when these might be used.

Assessment Conditions

This unit has been written to allow for application to any type of industry. Assessment must be customised according to the industry context of learners while ensuring that all skill and knowledge content is assessed, and all performance evidence is collected.

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Assessment must ensure use of:

- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve customer and supervisor communication
- computers or mobile devices and general software programs used to produce and schedule content
- a range of social media and online platforms with access to functions used by organisations; these can be those used by a workplace or those established by a training organisation for the purpose of assessment
- sample organisational guidelines, policies and procedures for:
 - content
 - online customer service including complaints resolution
 - privacy
 - gaining consent to publish information about and images of others
 - monitoring customer activity.

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

SIRXOSM004 Analyse performance of social media and online business tools

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use analytics tools to collect and analyse data on the performance of an organisation's social media and online presence. It requires the ability to evaluate and present reports on the effectiveness of tools in engaging customers.

It applies to individuals who work independently or with limited guidance from others, including senior operational personnel, business unit managers and small business owner operators.

This unit applies to self-employed individuals, and owners and employees of any type of micro, small, medium or large organisation that utilises social media and online tools for customer engagement including commercial, not-for-profit and government organisations.

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

Pre-requisite Unit

Nil

Competency Field

Online and Social Media

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 analytics

1.1. Obtain information on inbuilt analytics tools provided by

tools and functions.	social media and online platforms.
	1.2. Search and identify external providers of analytics tools.
	1.3. Identify types of available data and functions to assist with analysis.
	1.4. Determine how specific data can be used to measure and improve customer engagement.
2. Collect and analyse data.	2.1. Determine data analysis needs, select analytics tools and collect and store relevant data according to organisational privacy procedures.
	2.2. Filter, assess quality of data and clean data to ensure relevance to analysis.
	2.3. Identify trends in quantitative performance through statistical analysis.
	2.4. Evaluate qualitative information to identify patterns.
	2.5. Monitor performance of social media and online presence regularly to ensure ongoing effectiveness.
3. Evaluate performance.	3.1. Assess quantitative and qualitative information against organisational objectives for use of social media and online platforms.
	3.2. Determine success of online presence in engaging customers for general and targeted purposes.
	3.3. Create and present reports on data analysis and evaluation, and include recommendations for future improvements.
	3.4. Generate reports that protect sensitive information provided by 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"> • interpret jargon specific to different types of social media and online analytics tools • interpret the intent and extract relevant content of customer opinions.
Writing skills to:	<ul style="list-style-type: none"> • produce cohesive data analysis and evaluation reports using language suitable for purpose and audience • present factual information without ambiguity • summarise and paraphrase a variety of customer opinions without

- altering meaning.
- Numeracy skills to:
- interpret numerical data of different complexity and complete routine calculations involving addition, subtraction, multiplication, division and percentages
 - extract, evaluate and interpret numerical data from tables, charts and graphs
 - interpret fundamental statistical information to draw conclusions.
- Problem-solving skills to:
- identify and clean inaccurate, duplicative and irrelevant data.
- Initiative and enterprise skills to:
- critically evaluate successes and failures of social media and online performance to suggest improvements.
- Self-management skills to:
- take responsibility for performance analysis from data collection through to evaluation and report presentation.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXOSM004 Analyse performance of social media and online business tools

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:

- utilise three different analytics tools for social media or other online platforms and collectively use inbuilt and external analytics tools
- analyse, evaluate and report on the general performance of an organisation's social media or online business tools over three successive reporting periods
- analyse, evaluate and report on the performance of an organisation's social media or online business tool when one specific communication or targeted campaign has been implemented
- across all above analysis, evaluation and reporting activities, collectively cover:
 - page visits and how page was accessed
 - page likes or followers
 - reach of specific communication
 - engagement including; how many people liked, shared or commented on specific communications
 - day/s and time of day of engagement
 - audience demographics
 - qualitative evaluation of positive and negative comments
 - recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of inbuilt analytics tools provided by a range of social media and online platforms
- a range of external analytics tools which provide data for individual and multiple social media and online platforms
- types of data available to measure customer engagement, to include:
 - page visits and how page was accessed (directly or via other sites)
 - page likes
 - followers
 - reach of specific communication

- engagement including; how many people liked, shared or commented on specific communications
- video views and duration of view
- day/s and time of day of engagement
- audience demographics
- functions provided by analytics tools to sort, analyse and report on customer engagement
- data to be filtered, removed or amended, and reasons for these actions
- meanings and purposes of quantitative and qualitative data and how these are analysed and reported
- customer data that can be sensitive and organisational privacy procedures used to securely store
- common reasons for analysing social media and online data and how data can be used to improve customer engagement:
 - creating content that elicits interest
 - creating content for a call to action
 - targeting specific audiences
 - scheduling communications
- methods used to analyse and assess data:
 - measuring results against overarching business objectives and key performance indicators
 - measuring results of a targeted campaign against objectives and expectations
 - comparing historical results
 - measuring and comparing audience demographics for general site interaction and responses to communications
 - measuring customer actions
 - identifying and measuring positive and negative customer responses
 - identifying themes, patterns and relationships for qualitative information
 - evaluating information against:
 - a predetermined theory; or
 - an external cause for customer reactions
- format and inclusions of data analysis and evaluation reports
- methods used in reports that protect sensitive customer information
- techniques used to draw and express conclusions and recommendations.

Assessment Conditions

This unit has been written to allow for application to any type of industry. Assessment must be customised according to the industry context of learners while ensuring that all skill and knowledge content is assessed, and all performance evidence is collected.

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Assessment must ensure use of:

- a range of social media and online platforms; these can be those used by a workplace or those established by a training organisation for the purpose of assessment
- a range of inbuilt analytics tools provided by social media and online platforms
- a range of external analytics tools which provide data for individual and multiple social media and online platforms
- computers or mobile devices for accessing data and producing reports.

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

SIRXOSM005 Develop a basic website for customer engagement

Modification History

- Release 2. Supersedes and is equivalent to Release 1. SIRXOSM005 Develop a basic website for customer engagement. Minor changes. Correction to PC numbering.
- Release 1. New unit. No equivalent unit.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and build a basic website suited to organisation purposes and customer requirements. It requires the ability to plan and develop both the structure and content for the site, and to test and evaluate the site before it goes live.

It covers those skills needed by an organisation that chooses to develop its own site, using website building platforms, rather than using the services of information technology specialists.

It applies to individuals who work independently or with limited guidance from others, including senior operational personnel, business unit managers and, particularly to small business owner operators.

This unit applies to self-employed individuals, and owners and employees of any type of organisation including commercial, not-for-profit and government organisations.

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

Pre-requisite Unit

Nil

Competency Field

Online and Social Media

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Plan website structure.

2. Develop website content.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Determine website purpose, structure and style to suit target customer audience requirements.

1.2. Identify required functions, capabilities and security requirements which meet website purpose.

1.3. Determine need for interactive forms and functions to capture customer information and maximise customer interaction.

1.4. Plan layout and navigation flow for appearance, readability, links and ease of use.

1.5. Document structure to facilitate efficient development.

1.6. Research and select website building software applications and hosting services based on website requirements.

1.7. Identify current and future website functionality, and compatibility of software applications to ensure add-ons can be achieved.

2.1. Select and evaluate information to create relevant website content consistent with organisational policy for information that can be publicly shared

2.2. Design interactive forms and user functionality to capture required information.

2.3. Create and utilise a list of key words to promote and ensure search engine optimisation.

2.4. Use language, style and tone suited to organisational brand, image and target audience.

2.5. Select non-text content features to complement website text.

2.6. Check content for accuracy, currency and relevance.

3. Create website pages.
 - 3.1. Utilise functions and templates provided by website building software to create pages and effective navigation.
 - 3.2. Select page titles and key words that reflect purpose and can be easily understood by audience.
 - 3.3. Utilise key words throughout site to maximise traffic to website and targeted content.
 - 3.4. Incorporate non-text content features to enhance page presentation.
 - 3.5. Create interactive forms and functions to capture customer information and maximise interaction.
 - 3.6. Develop linked webpages and ensure links are clearly named and unambiguous.
 - 3.7. Use consistent design features across all pages for ease of readability and navigation.
 - 3.8. Upload files to web hosting service according to technical requirements.
4. Test and critically evaluate website before site goes live.
 - 4.1. Test all website functions and navigation to confirm operational status and ease of use.
 - 4.2. Test useability of interactive forms and functions.
 - 4.3. Check accuracy of content and evaluate design for appeal and match to organisation image.
 - 4.4. Run test searches to ensure key words are driving traffic to the site and targeted content.
 - 4.5. Adjust content, design, key words and navigation flow to ensure website is fit for purpose and meets organisation image 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 unfamiliar jargon and directions of different

- complexity found website platform building software
- Writing skills to:
- interpret the intent of and extract relevant content from organisational documents.
 - produce cohesive website content using clear and detailed language suitable for purpose and audience
 - create content of online forms to elicit the required information using relevant headings and questions in a logical sequence.
- Planning and organising skills to:
- coordinate multiple elements involved in developing a website in a logical and time efficient sequence.
- Self-management skills to:
- critically evaluate own work to improve website content and functionality
 - take responsibility for development of website from information collection through to evaluation before site goes live.

Unit Mapping Information

Release 2. Supersedes and is equivalent to Release 1. SIRXOSM005 Develop a basic website for customer engagement. Minor changes. Correction to PC numbering.

Release 1. New unit. No equivalent unit.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXOSM005 Develop a basic website for customer engagement

Modification History

Release 2. Supersedes and is equivalent to Release 1. SIRXOSM005 Develop a basic website for customer engagement. Minor changes. Correction to PC numbering.

Release 1. New unit. No equivalent unit.

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 for and build one basic website, to the point of publication, suited to identified purpose and customer requirements
- integrate at least three of the following functions into the website structure:
 - search facility
 - interactive fillable forms
 - uploading and downloading information
 - active links to other sites
 - links to drive navigation to featured content
 - chat facilities for provision of information
 - facilities for customer feedback, testimonials and commentary on content
 - security of customer and organisational information
- utilise at least four of the following design features into the website to create appeal and ease of readability and access:
 - coloured frames and banners
 - different fonts and colours for headings and text
 - lists using numbers and bullet points
 - images
 - videos
 - animations
 - sound files
 - tables, graphs or charts
- test all functions and links built into the website on two different devices before the site goes live

- evaluate content, design and useability, for two different devices, and identify three areas of potential change to be considered before the site goes live.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of a website in the communications or marketing mix for particular types of organisations
- common functions provided by basic websites and how these can be effectively used for different organisational purposes:
 - search facility
 - interactive fillable forms
 - uploading and downloading information
 - active links to other sites including social media pages
 - chat facilities for provision of information
 - facilities for customer feedback, testimonials and commentary on content
 - security of:
 - customer private and financial information including through password protection
 - images and information owned by website operator
 - collection of data on traffic and user interaction with site
- a range of website building software providers including website functionality provided, advantages and disadvantages, and associated costs
- compatibility issues that can occur between different types of website building software applications
- types of available templates including how to access and build into a website
- how interactive fillable forms work and how information collected is provided to the website operator
- features of effective website layout and navigation flow
- functions that can be used to drive navigation to featured content and external web pages:
 - highlighted, coloured and underlined words
 - pop up messages
 - hyperlink text and tags in hypertext markup language (HTML)
- general principles for effective website design and how the following design features can be used to create appeal, ease of readability and access:
 - consistency across pages
 - coloured frames and banners
 - headings
 - different fonts and colours
 - lists using numbers and bullet points
 - images, videos, animations and sound files
 - tables, graphs and charts

- navigation tabs with simple directive language relevant to purpose
- how to make web content more accessible to people with disability and they key content of published accessibility guidelines
- techniques for manipulating digital images and graphics, and their insertion into a website
- principles of search engine optimisation (SEO) and how traffic is driven to websites through use of:
 - key words and density on the page
 - organic searches
- features of browsers, search engines and web crawlers, and how they impact on website design, decisions and meta-tags
- how web hosting services operate, a range of services offered by providers and associated costs
- how to obtain and register a domain name and what services are generally included as part of registration
- methods used to test newly developed websites, prior to site going live, and logical sequence of testing.

Assessment Conditions

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Learners can develop a website for actual organisational use or one for the purposes of assessment.

Assessment must ensure use of:

- computers and mobile devices for the development and testing of website
- website building software applications.

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

SIRXOSM006 Develop and manage social media and online strategies

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and implement the overall strategy for an organisation's online presence and for individual strategies for targeted campaigns.

It requires the ability to develop social media and online content guidelines, policies and procedures to implement and evaluate strategies.

It applies to individuals who work at a senior level who operate independently, can have responsibility for others and are responsible for making a range of operational and strategic decisions.

This unit applies to self-employed individuals, and owners and employees of any type of micro, small, medium or large organisation that utilises social media and online tools for customer engagement including commercial, not-for-profit and government organisations.

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

Pre-requisite Unit

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

Competency Field

Online and Social Media

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. Determine social media or online requirements.
 - 1.1. Confirm core activities, customer base, organisational values and current direction.
 - 1.2. Determine organisational objectives for use of social media and online platforms.
 - 1.3. Assess the need for particular platform functions to service target audience and organisational requirements.
 - 1.4. Select social media and online platforms suited to organisational objectives and target audience requirements.
2. Develop social media or online strategy.
 - 2.1. Determine types and frequency of social media and online communications to match specific objectives.
 - 2.2. Identify which social media and online platforms will be utilised for communications and audiences.
 - 2.3. Establish key performance indicators and evaluation criteria to measure effectiveness of social media or online activities.
 - 2.4. Identify methods to analyse performance and establish a schedule for regular analysis, evaluation and reporting.
 - 2.5. Determine implementation budget, roles and responsibilities and allocate to personnel.
3. Develop content guidelines.
 - 3.1. Determine guidelines for use of appropriate language and tone for outbound communications and customer interactions.
 - 3.2. Develop standard responses for customer interactions.
 - 3.3. Establish standards for use and formatting of text and images.
 - 3.4. Determine parameters for appropriate and inappropriate content and what organisational and customer information can and cannot be published.
 - 3.5. Establish content approvals process and designate levels of authority to personnel.
 - 3.6. Communicate content guidelines to personnel.
4. Develop and document policies and procedures.
 - 4.1. Develop policies for customers of organisational social media and online sites.
 - 4.2. Develop organisational policies and procedures to guide activities of personnel.
 - 4.3. Communicate policies, procedures and expectations to personnel and customers.
5. Implement strategy.
 - 5.1. Develop action plans for implementing overall strategy and individual campaigns.
 - 5.2. Prepare a schedule documenting planned social media

- and online activities.
- 5.3. Identify and communicate priorities, key responsibilities, targets and timelines.
 - 5.4. Monitor organisation's social media and online activity and drive implementation.
6. Evaluate strategy.
- 6.1. Assess reports on data analysis and evaluation.
 - 6.2. Evaluate social media and online activity against strategy, key performance indicators and reports.
 - 6.3. Determine and report on success of online presence in engaging customers for general and targeted purposes.
 - 6.4. Monitor, regularly, changes to social media and online platform functionality to determine impacts on strategy.
 - 6.5. Modify and continuously improve current and future strategies according to evaluation and changing platform functionality.

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"> • interpret complex and unfamiliar information.
Writing skills to:	<ul style="list-style-type: none"> • produce comprehensive plans, policies and procedures using clear and detailed language that can be easily understood by personnel operating at different levels of seniority • produce standard customer responses of varying complexity, using language suitable for purpose and audience.
Numeracy skills to:	<ul style="list-style-type: none"> • interpret fundamental statistical information from performance reports to draw conclusions.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • identify opportunities to engage customers and promote exposure of the organisation through online activities.
Planning and organising skills to:	<ul style="list-style-type: none"> • coordinate multiple elements involved in developing and implementing online strategies in a logical and time efficient sequence • produce and use cohesive action plans to guide implementation of online strategies for self and team members.
Self-management skills to:	<ul style="list-style-type: none"> • take responsibility for strategy development from initial planning through to implementation and evaluation • critically evaluate successes and failures of strategies to initiate

improvements.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXOSM006 Develop and manage social media and online 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 and implement two strategies tailored to a particular organisation:
 - one overall strategy for an organisation's online presence
 - one strategy for one targeted social media or online campaign
- evaluate and report on the performance of an organisation's social media or online strategy over three successive reporting periods
- evaluate and report on the performance of an organisation's social media or online strategy for one targeted campaign
- develop and communicate written content guidelines covering the following issues:
 - use of appropriate language for outbound communications and customer interactions
 - four standard responses tailored to different types of customer interactions
 - at least three types for each of the following:
 - organisational information that can be published
 - organisational information that cannot be published
 - customer information that can be published
 - customer information that cannot be published
 - four formatting standards
 - approvals process and authority
- develop and communicate the following written policies and procedures:
 - acceptable use policy for customers of organisational social media and online sites
 - online customer service policy including complaints resolution procedures
 - privacy policy
 - procedure to gain consent to publish information about and images of others
 - security policy for online activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisation's core activities, customer base, values and current direction

- different organisational purposes for use of social media and online platforms:
 - exposure through social media activity
 - building brand awareness, loyalty and an online community
 - marketing and advertising
 - information dissemination
- popularity of different categories and reach of particular brands of social media platforms and their key audiences
- different functions provided by social media and online platforms and how the choice of platforms relates to organisational objectives
- roles of different personnel in the implementation of social media and online activities
- key performance indicators:
 - principles and purpose
 - importance of alignment to objectives
 - how to effectively express and document
 - how to use in conjunction with data analysis and evaluation reports to evaluate success of online strategy
- common formats and styles for:
 - content guidelines and style guides
 - policies and procedures
 - action plans and schedules
- purpose and typical inclusions of a range of customer and staff focussed guidelines, policies and procedures:
 - content guidelines
 - acceptable use for users of organisational social media and online sites
 - online customer service including complaints resolution
 - privacy
 - gaining consent to publish information about and images of others
 - security for online activities
- for the particular industry, examples of best practice online policies and procedures including any templates issued by industry associations and other bodies
- for standard customer responses:
 - purpose
 - commonly used responses
 - when different types would be used.

Assessment Conditions

This unit has been written to allow for application to any type of industry. Assessment must be customised according to the industry context of learners while ensuring that all skill and knowledge content is assessed, and all performance evidence is collected.

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Assessment must ensure use of:

- comprehensive information about the operation of a real or simulated organisation to determine its characteristics and needs for the development of tailored social media or online strategies, guidelines, policies and procedures
- real workplace performance data, or data for a simulated organisation to allow evaluation of an organisation's social media or online strategies
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve team communication
- computers and general software programs used to produce system documents
- a range of social media and online platforms with access to functions used by organisations; these can be those used by a workplace or those established by a training organisation for the purpose of assessment.

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

SIRXOSM007 Manage risk to organisational reputation in an online setting

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and implement processes for managing risks to an organisation's reputation associated with social media and online engagement, including the impacts of online negative commentary, complaints and criticism.

It requires the ability to develop a social media crisis management plan and other processes to monitor and respond to issues and incidents.

It applies to individuals who work at a senior level who operate independently, can have responsibility for others and are responsible for making a range of operational and strategic decisions.

This unit applies to self-employed individuals, and owners and employees of any type of micro, small, medium or large organisation that utilises social media and online tools for customer engagement including commercial, not-for-profit and government organisations.

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

Pre-requisite Unit

Nil

Competency Field

Online and Social Media

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.*

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Identify risks to organisational reputation and plan control measures. 2. Establish processes for monitoring customer commentary, feedback and criticism. 3. Develop policies and procedures for response. 4. Manage organisational reputation. | <ol style="list-style-type: none"> 1.1. Identify risks to organisational reputation associated with social media and online presence, including any security risks. 1.2. Develop social media and online crisis management plan to deal with damaging issues and incidents. 2.1. Determine a schedule for monitoring organisation's social media and online sites and external review pages. 2.2. Allocate responsibility to personnel or external providers for consistently and regularly monitoring sites. 2.3. Register organisation for alerts provided by social media and review platforms. 2.4. Establish a schedule for analysing online performance using analytics tools. 3.1. Establish standards for use of appropriate language and tone for responding to both positive and negative comments. 3.2. Develop standard responses that can be used for common circumstances. 3.3. Designate response times in policies and procedures. 4.1. Take responsibility for resolution of complex and difficult customer interactions. 4.2. Utilise functions provided by social media and review platforms to manage persistent and damaging interactions. 4.3. Assess performance reports regularly to identify systematic communication issues and implement improvements. 4.4. Assess escalating issues and implement crisis management processes to minimise 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:

- interpret the intent and extract relevant content of customer opinions expressed with differing levels of clarity.

- Writing skills to:
- produce comprehensive plans, policies and procedures using clear and detailed language that can be easily understood by personnel operating at different levels of seniority
 - produce customer responses of varying complexity, using language suitable for purpose and audience.
- Numeracy skills to:
- interpret fundamental statistical information from performance reports to draw conclusions.
- Self-management skills to:
- critically analyse issues and incidents to determine appropriate individual and systematic responses.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXOSM007 Manage risk to organisational reputation in an online setting

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:

- for a particular organisation, identify significant risks to reputation and develop one social media and online crisis management plan to deal with potential damaging issues and incidents
- develop and communicate written policies and procedures covering all of the following issues:
 - schedule for monitoring social media and online, and external review pages
 - schedule for analysing and assessing online performance data
 - designated response times for customer compliments, complaints, negative commentary and bad reviews
 - standard responses that can be used for common circumstances, including holding responses
 - guidelines on the use of appropriate language for responding to positive and negative comments
 - issues that should be escalated and referred to managers
 - guidelines for removing comments, and reporting, blocking and banning users
- respond to customer communications covering:
 - two escalated complaints, giving consideration to previous organisational communications, and take measures to resolve
 - two bad reviews
- implement crisis management processes in response to one crisis, including allocation of responsibilities to personnel.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common risks to an organisation's reputation in an online setting:
 - customer complaints in a public setting
 - bad reviews
 - untrue or highly exaggerated comments about a customer and organisation interaction

- criticism of organisation's brand, values, products or services
- commentary by others not involved but supporting complainants or showing bias
- comments that accuse organisation of illegal acts
- online personal communications of others associated with the organisation that are incompatible with organisation's brand values and image including: staff, contractors, suppliers, sponsors, donors etc.
- overt or implied criticism of the organisation by current or past personnel
- online attacks by activists deliberately targeting the organisation
- common security risks:
 - hacking of accounts
 - spam messages and content with dangerous links
 - threats to property, personnel and others associated with the organisation
- specific to the particular industry, types of reputational and security risks
- common formats and inclusions of policies and procedures
- for crisis management:
 - difference between a problem and a crisis and common crisis scenarios
 - format and common inclusions of social media crisis management plans
 - typical actions taken by organisations during a crisis response
 - roles typically allocated to personnel at different levels of seniority and to external providers
- analytics functions provided by social media and review platforms that can assist in identifying and managing risk to organisational reputation
- monitoring and alert functions provided by social media and review platforms and how these operate
- reasons to consistently monitor social media and review sites and common schedules
- types of monitoring services offered by external providers and benefits of engaging
- the importance of timely responses for:
 - managing complaints and negative reviews
 - answering enquiries to avoid complaints
 - compliments to ensure customer feels valued, not ignored and how responses can add value to reputation
- types of standard responses that can be provided and the role of a holding response
- organisational chain of command for responding to and managing:
 - compliments
 - complaints and criticism
 - crises
- reasons for and advantages of resolving complaints off line
- functions provided by social media and review platforms to manage persistent and damaging interactions, how these operate and factors to consider before implementing:
 - removal of comments
 - reporting

- blocking and banning users
- signs, stages and levels of conflict, and techniques used to resolve at various stages of escalation
- principles of positive and professional online communications that minimise risk to organisational reputation
- types of positive language and approaches that can be used when dealing with negativity, complaints and conflicts.

Assessment Conditions

This unit has been written to allow for application to any type of industry. Assessment must be customised according to the industry context of learners while ensuring that all skill and knowledge content is assessed, and all performance evidence is collected.

This unit and Assessment Requirements references customers as a generic term throughout. However, because different industries and organisations use different terms to describe their stakeholders, learners should use terms appropriate for their industry during assessment.

Assessment must ensure use of:

- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that involve customer and team communication
- computers and general software programs used to produce system documents and schedules
- a range of social media and online platforms with access to functions used by organisations including monitoring and alert functions; these can be those used by a workplace or established by a training organisation for the purposes of assessment
- analytics tools and reports provided by social media and online platforms.

Assessors must satisfy the assessor requirements nominated in the Standards for Registered Training Organisations, or their successor, and must have workplace experience where they have applied the skills and knowledge covered in this unit of competency.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

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>

SIRXSL S001 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>

SIRXSTR001 Develop an ecommerce strategy

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop an ecommerce strategy for the online sale of products or services. It requires the ability to determine organisational ecommerce needs, develop a strategy and evaluate its effectiveness.

This unit applies to individuals working in a diverse range of businesses that operate online to sell products and services. They operate independently, under limited supervision from others, and are responsible for making a range of 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

Strategy

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Determine ecommerce requirements.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Determine organisational objectives and priorities for ecommerce operations.

1.2. Consult with key personnel on current and future direction

of the organisation and seek input into ecommerce strategy development.

1.3. Identify ecommerce resourcing and budget availability.

1.4. Review past ecommerce performance data to inform strategy development.

1.5. Analyse internal and external operating environment, including competitive landscape, to inform strategy development.

1.6. Research trends in ecommerce and use findings to influence strategy development.

1.7. Research and analyse ecommerce technologies and solutions that meet organisational objectives and resourcing availability.

1.8. Seek input from, relevant personnel to inform ecommerce strategy.

2. Develop ecommerce strategy.

2.1. Select ecommerce operating platform that best meets organisational and budgetary requirements and confirm technical feasibility.

2.2. Identify opportunities for the integration of existing systems and procedures and incorporate into strategy development.

2.3. Plan content strategy to inform the development of digital content across digital platforms and create consistency with non-digital content use.

2.4. Identify inventory logistics requirements and incorporate into strategy planning.

2.5. Research, identify and select suitable payment solutions for integration into ecommerce operations.

2.6. Complete security risk analysis to determine security requirements for protection of organisational and customer information and data.

2.7. Identify potential risks and issues in ecommerce operations and document contingency plans accordingly.

2.8. Establish key performance indicators and develop evaluation criteria.

2.9. Establish data collection and analysis needs and required analytical tools.

2.10. Determine flexibility of strategy and ensure strategy can react to environmental and technological changes.

2.11. Develop and document an action plan detailing key activities, responsibilities and timeframes.

- 2.12. Obtain input from relevant personnel and make adjustments to strategy based on feedback received.
- 2.13. Finalise ecommerce strategy and gain approval as required.
3. Review ecommerce strategy.
- 3.1. Evaluate ecommerce performance against targets to determine any changes required.
- 3.2. Continuously evaluate effectiveness of ecommerce design and useability, and implement changes based on data-supported analysis and decisions.

Foundation 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.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> interpret technical and complex ecommerce terminology.
Numeracy skills to:	<ul style="list-style-type: none"> use numerical information to evaluate the impacts of ecommerce strategy on performance.
Technology skills to:	<ul style="list-style-type: none"> use digital technologies and systems to access, document and communicate information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXSTR001 Develop an ecommerce strategy

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 organisational ecommerce objectives and document an ecommerce strategy that details:
 - strategy for:
 - integration
 - content
 - inventory and logistics
 - security
 - payment
 - data collection and analytics
 - action plan:
 - key activities
 - responsibilities
 - timeframes
 - risk management and contingency planning
 - performance indicators and evaluation criteria
 - ecommerce technologies and solutions that meet organisational objectives:
 - features
 - functionality
 - cost
- use evaluation criteria to review the performance of an ecommerce strategy and make recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal and ethical requirements and considerations as related to ecommerce strategy development:
 - Australian Consumer Law

- copyright
- privacy
- codes of practice
- security
- purpose and key inclusions of an ecommerce strategy:
 - strategies for:
 - integration
 - content
 - inventory and logistics
 - security
 - payment
 - data collection and analytics
 - action plan
- techniques for the following, as related to ecommerce strategy development:
 - risk management and contingency planning
 - developing performance indicators and evaluation criteria
 - optimising user experience
- current trends in ecommerce related to:
 - payment
 - security
 - platforms
 - performance and user experience
 - integration
 - content
 - inventory and logistics
 - data collection and analysis
- types of ecommerce platforms and solutions:
 - features
 - benefits
 - limitations
 - functionality
 - cost
- key stakeholders involved in ecommerce strategy development and their role
- common outsourcing as related to ecommerce
- ecommerce architecture and how to achieve integration to create a total ecommerce solution.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- ecommerce monitoring tools
- ecommerce performance data
- organisational ecommerce objectives.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides -

<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>

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and complete recreational SCUBA dives to a maximum depth of 18 metres and to respond to problematic and emergency situations involving self and dive buddy. It also requires the ability to assemble and disassemble equipment and to complete basic maintenance at the water's edge.

It applies to dive leaders, usually known as divemasters, or instructors and to assistant instructors who use these skills when leading participants in SCUBA diving activities. Leadership skills are provided in complementary units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

In order to procure air, equipment, and other services to engage in recreational open water diving without supervision, divers must hold certification (C-Card) issued by an industry authorised organisation. That industry certification may or may not be issued concurrently with an Australian Qualification Framework (AQF) qualification or Statement of Attainment identifying achievement of competency in this unit. C-Card certification would be required to gain employment as a divemaster or instructor.

Those delivering training and assessment to support this unit should consult the relevant industry bodies to determine any partnership arrangements for courses, trainers and assessors that can lead to joint AQF and industry regulated C-Card certification.

Pre-requisite Unit

Nil

Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Plan dives.

2. Prepare for the dive.

3. Complete dives.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Determine site, depth and duration of dives.

1.2. Identify hazards and medical problems and assess risks associated with use of equipment, site, depth and duration of dives.

1.3. Prepare dive plans for single and repetitive dives according to industry technical and safety criteria.

1.4. Calculate no decompression limits and maximum operating depth.

1.5. Use dive computer or dive tables, as required, to plan requirements.

2.1. Select and assemble dive equipment suited to conditions and dive requirements, and check for safe working condition.

2.2. Utilise dive computers or dive tables, as required, to finalise details of dive, according to industry technical and safety criteria.

2.3. Confirm activity safety and emergency response procedures to ensure compliance during activities.

2.4. Confirm protocols for communications between divers buddy and activity leaders.

2.5. Fit and adjust equipment and exposure suit to self, in conjunction with buddy, to ensure comfort and safety.

2.6. Complete buddy cross checks for all equipment.

2.7. Participate in pre-dive roll call.

3.1. Utilise techniques to enter and exit the water according to conditions and own ability.

3.2. Execute controlled descents and ascents with buddy and equalise at appropriate times.

3.3. Adjust and maintain positive, neutral and negative buoyancy at appropriate times during dive.

3.4. Control underwater swimming and navigate a basic course.

3.5. Monitor depth and time throughout dive, according to

- planned dive tables or use of dive computer data.
- 3.6. Monitor air supply, check pressure gauges regularly and communicate supplies with buddy.
 - 3.7. Use techniques that minimise damage to the diving environment throughout all activities.
 - 3.8. Participate in post-dive roll call and ensure dive log is completed.
 - 3.9. Disassemble SCUBA gear on completion of dive.
4. Maintain safety and complete rescues.
 - 4.1. Safely approach, and negotiate obstacles and hazards to minimise risk of injury.
 - 4.2. Maintain buddy contact, cooperation and communication throughout dive.
 - 4.3. Identify problematic or emergency situations promptly, and assist buddy with rescues.
 - 4.4. Self-rescue from problematic or emergency situations.
 - 4.5. Use an alternate air source and make controlled air sharing ascents.

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"> • interpret detailed and familiar organisational safety and emergency response procedures.
Oral communication skills to:	<ul style="list-style-type: none"> • use clear and unambiguous verbal and non-verbal communications to make intent known with diving buddy and support crew.
Numeracy skills to:	<ul style="list-style-type: none"> • interpret and calculate numerical data involving pressures, percentages and depths.
Teamwork skills to:	<ul style="list-style-type: none"> • work in harmony with a buddy diver to plan and complete safe dives.
Planning and organising skills to:	<ul style="list-style-type: none"> • manage own timing to complete activities within planned timeframes.
Self-management skills to:	<ul style="list-style-type: none"> • critically analyse all circumstances and implications to provide a prompt and considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

Assessment Requirements for SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

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 complete four open water dives each for different parameters
- prior to each dive, and at the water's edge:
 - assemble own diving equipment
 - inspect all equipment for safety and serviceability
 - fit and adjust equipment to self, including appropriate weights, in conjunction with buddy
 - complete a BWRAF (buoyancy, weights, releases, air, final) check in conjunction with buddy
- during each dive, use effective techniques to control:
 - entry and exit
 - descent and ascent
 - underwater swimming
 - buoyancy both underwater and at the surface
 - mouthpiece clearing for both snorkel and regulator
 - exchanges between regulator and snorkel, in-water at the surface
 - swimming at the surface using snorkel; fully geared
 - buddy contact, cooperation and communication, using correct signals for communication
 - navigation of a basic course with an underwater compass
- across all dives, collectively participate in simulations to respond to problematic and emergency situations and:
 - clear partially and fully flooded masks
 - remove and replace mask underwater
 - remove and replace SCUBA system in-water at the surface
 - remove and replace weight system and SCUBA kit in water too deep in which to stand
 - use an alternate air source to provide air to and receive air from a diver, and make controlled air sharing ascents
 - provide buddy assistance for two situations
- after each dive, disassemble SCUBA gear.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for diving activities
- factors to consider when planning a dive:
 - dive location
 - objectives
 - abilities of self and buddy
 - depth and duration of dive
 - contingencies
- features of diving environments, particularly those relevant to local conditions, sufficient to understand the impacts on diving activities and locations:
 - water conditions:
 - temperature and thermocline
 - visibility
 - movements, currents, waves, tides
 - density of fresh and salt water
 - topography; bottom and shoreline
 - aquatic life; animals and plants
 - weather conditions
 - hazards and techniques used to safely negotiate these:
 - surface hazards
 - overhead obstructions
 - entanglement and entrapment in natural and constructed features
 - special environmental features, including any cultural and heritage features, minimal impact techniques specific to diving environments, and why these are important to conservation
 - any local regulations specific to diving
- how to use dive computers to
 - determine no-decompression limits for single and repetitive dives
 - properly plan and execute a dive
- features, function and operation of dive computers, and advantages of dive computers over dive tables when planning and completing dives
- the physics of diving; the physical principles of matter and their application to diving activities and hazards:
 - sound
 - light
 - buoyancy
 - pressure and gas laws
 - temperature

- for the following medical problems related to diving, the causes, prevention, symptoms, first aid and treatment:
 - direct effects of pressure during descent, types of squeezes and barotrauma:
 - mask
 - suit
 - ears
 - sinuses
 - lungs
 - teeth
 - direct effects of pressure during ascent:
 - gas expansion – ears, sinuses, lungs, stomach, intestines and teeth
 - lung over pressurization and overexpansion injuries
 - vertigo
 - indirect physiological effects of pressure:
 - decompression illness
 - nitrogen narcosis
 - carbon dioxide excess and relationship to overexertion
 - oxygen toxicity
 - shallow water blackout and relationship to hyperventilation
 - issues related to contaminated air
 - other physiological and psychological problems:
 - drowning and secondary drowning
 - carotid sinus reflex
 - inadequate ventilation (hypoventilation)
 - atmospheric issues – hypothermia, hyperthermia, sunburn
 - bite and sting injuries from aquatic animals and plants
 - issues related to use of medication, drugs and alcohol
 - fatigue and exhaustion
 - stress and panic
 - over confidence
- for the following diving equipment, identifying features, functions, operation and, where relevant, how to fit and adjust for comfort and safety:
 - fins
 - face masks
 - snorkels
 - buoyancy control devices
 - exposure suits, booties and gloves of different grades suited to different conditions
 - weight ballast systems
 - cylinders and valves, cylinder support systems
 - regulators

- submersible pressure gauges
- alternative air sources of different types
- timing devices
- depth gauges
- underwater compasses
- floats and flags
- lights
- emergency equipment carried by dive operators:
 - signalling devices, acoustical and visual
 - first aid kits
 - oxygen kits
- for all of the above equipment, how to inspect for safety and serviceability
- the purpose and importance of pre and post-dive roll calls
- inclusions of personal diving log books and the importance of completing after each dive
- communication protocols used between divers, buddies and activity leaders:
 - hand signals
 - noise signals such as rapping on cylinder
 - use of slates
 - use of signalling devices, acoustical and visual
- dive buddy systems and procedures used to:
 - cross check gear
 - maintain contact and cooperation
 - maintain common safety
- techniques used to:
 - enter and exit the water
 - descend and ascend using safety stops
 - swim underwater and at the surface in diving gear
 - maintain buoyancy both underwater and at the surface
 - use an alternate air source to provide air to and receive air from a diver, and make controlled air sharing ascents
 - rescue self and buddy from problematic and emergency situations.

Assessment Conditions

Skills must be demonstrated in an open water site during daylight hours. Dives can be completed from either a boat or from the shore.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction

- the first two of the four required open water dives must include at least 20 minutes at a depth between 5 and 12 metres
- the last two of the four required open water dives must include at least 20 minutes at a depth between 5 to 18 metres
- no more than three dives can be completed in any one day
- the following resources must be available to replicate industry conditions of operation and also for the purpose of assessing the candidate's ability to identify features and operational use:
 - first aid equipment
 - oxygen equipment
 - communication equipment for emergency response
 - diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- a diving buddy with whom the candidate can dive
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- underwater compasses
- signalling devices, acoustical and visual
- dive computers
- organisational safety and emergency response procedures for diving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess open water diving skills and to authorise the issuance of C-Card certification.

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

SISOSCB006 Perform diver rescues

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to both lead, and complete diver rescues using a range of dive specific techniques. It requires the ability to fully assess the situation, determine a response and complete rescues using methods and equipment appropriate for the situation. It also covers the administration of in-water rescue breathing, and oxygen.

This unit does not require the provision of first aid, which is covered in other units, but does require the recognition and assessment of common diving related illnesses and injuries.

It applies to dive leaders, usually known as divemasters or instructors who work independently in the field using discretion and judgement to manage problems and emergencies when they arise.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

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

Pre-requisite Unit

SISOSCB001 SCUBA dive in open water to a maximum depth of 18 metres

Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Determine rescue requirements and prepare for rescue.
2. Rescue divers.
3. Use supplemental oxygen.
4. Debrief and complete

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify divers in need of rescue and determine their condition.
- 1.2. Assess situation, identify hazards promptly, assess risks and manage to avoid injury to self and others.
- 1.3. Determine appropriate rescue methods and techniques for situation, according to degree of urgency and condition of divers in need of rescue.
- 1.4. Select rescue equipment according to requirements.
- 1.5. Assess abilities, establish a chain of command and allocate roles and responsibilities to others.
- 1.6. Provide clear and concise instructions and confirm rescue crew understanding of roles, communication protocols and rescue actions.
- 1.7. Implement rescue operations according to organisational policies and procedures for emergency response.
- 2.1. Use equipment and rescue techniques appropriate to situation.
- 2.2. Provide reassurance and clear and concise instructions to divers being rescued.
- 2.3. Rescue divers on surface, using techniques appropriate to situation.
- 2.4. Assist responsive divers to surface and to reach boat or shore.
- 2.5. Bring unresponsive divers to the surface, provide in-water rescue breathing, and tow to boat or shore.
- 2.6. Maintain safety of self, others and rescuees throughout rescue operations.
- 2.7. Evaluate and monitor condition of rescued divers and determine need for first aid, medical treatment or evacuation.
- 2.8. Utilise underwater search patterns to locate missing divers.
- 3.1. Assess diver casualty to identify need for supplemental oxygen.
- 3.2. Administer oxygen, as authorised by organisation and allowed under local law.
- 4.1. Participate in incident management debrief and identify

reports.

future response improvements.

4.2. Complete required incident reports 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"> interpret detailed familiar organisational policies and procedures for emergency response.
Writing skills to:	<ul style="list-style-type: none"> record detailed and accurate factual information about rescue responses.
Oral communication skills to:	<ul style="list-style-type: none"> use clear and unambiguous verbal and non-verbal communications to make intent known.
Teamwork skills to:	<ul style="list-style-type: none"> pro-actively and cooperatively direct and work within teams to coordinate rescue logistics, solve arising problems and effect efficient rescues.
Self-management skills to:	<ul style="list-style-type: none"> critically analyse all circumstances and implications to coordinate a considered response to rescue requirements.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

Assessment Requirements for SISOSCB006 Perform diver rescues

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 complete a range of simulated rescue operations:

- collectively cover responses to all of the following diver issues:
 - panicked diver at the surface and underwater
 - over exerted diver at the surface and underwater
 - vertigo
 - cramping
- complete two surface non-swimming assisted rescues and collectively use reach and extension techniques
- complete two surface swimming assisted rescues while consistently entering the water without losing sight of the diver in need and:
 - establish diver's buoyancy
 - execute rescues with and without floatation devices
 - execute towing with and without equipment removal
 - use two towing techniques
- complete two underwater rescues while consistently maintaining buoyancy of self and rescued diver both underwater and at the surface:
 - use an alternate air source to provide air to a diver, and make a controlled air sharing ascent
 - bring an unresponsive diver to the surface
- provide one surface in-water rescue, using two of the following breathing techniques while consistently controlling an open airway:
 - mouth-to-pocket mask
 - mouth-to-mouth
 - mouth-to-nose
- assist divers to exit the water as follows:
 - one responsive diver without assistance
 - one responsive diver with assistance from team members
 - one unresponsive diver without assistance
 - one unresponsive diver with assistance from team members
- for at least one simulated rescue bring together multiple elements of rescue operations to include:
 - bringing an unresponsive diver to the surface

- establishing buoyancy both underwater and at the surface
- providing on surface in-water rescue breathing
- towing diver
- assisting diver to exit the water
- set up oxygen equipment on one occasion
- administer oxygen using a pocket mask on one occasion (where not prohibited by local legal requirements)
- complete one underwater search for missing divers using a search pattern to be chosen from the following list:
 - linear
 - circular
 - U pattern
 - jack stay
 - expanding square
- for each rescue operation:
 - consistently negotiate hazards safely and effectively
 - establish a chain of command, allocate and communicate roles and responsibilities to team members and participants to effectively complete rescues
 - participate in a debrief and complete an incident report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for emergency response
- principles of a chain of command as relevant to dive rescue operations
- roles and responsibilities that can be allocated to team members and participants to effectively complete a diver rescue
- communication protocols for dive rescue operations:
 - hand signals
 - calls
 - whistles
- diver issues that can occur during SCUBA diving activities:
 - panicked diver
 - over exerted diver
 - drowning
 - vertigo
 - cramping
 - temperature related problems including hypothermia and hyperthermia
 - pressure related injuries including decompression sickness, arterial gas embolism and other lung overexpansion injuries

- stings or bites from marine animals
- diver low or out of air
- equipment related problems including over weighting
- missing diver
- for the above issues:
 - signs that indicate need for rescue and or first aid
 - how they affect choice of rescue techniques
 - appropriate actions and communications with the rescued diver
 - risks related to the rescue diver
 - first aid treatments for those that relate to illness or injury
- for surface non-swimming assisted rescues, features, functions and techniques used with rescue equipment:
 - reach equipment
 - throw bags, lifebuoys and slings
 - throw ropes
- for surface swimming assisted rescues, techniques for:
 - entering water without losing sight of diver in need
 - using floatation equipment
 - removing equipment from rescued diver and considerations for doing this
 - towing with and without equipment removed
- for underwater rescues, techniques used for:
 - establishing and maintaining buoyancy of rescued diver, both underwater and at the surface
 - using an alternate air source to provide air to a diver, and making controlled air sharing ascents
 - assisting responsive divers to the surface
 - bringing unresponsive divers to the surface while controlling buoyancy
- techniques for providing in-water rescue breathing:
 - removing equipment
 - opening the airway
 - mouth-to-pocket mask
 - mouth-to-mouth
 - mouth-to-nose
- techniques for:
 - assisting responsive divers to exit the water, with and without assistance from team members
 - exiting unresponsive divers from the water, with and without assistance from team members
- for oxygen administration:
 - situations that require the use of oxygen and benefits to divers
 - features, functions and operation of oxygen delivery systems, pocket masks

- appropriate flow rates
- hazards associated with the administration of oxygen and methods used to manage these
- team members that are authorised to administer oxygen and any legal requirements applicable in the local state or territory
- options that are available post rescue, when these might be used and how to contact authorities to assist:
 - assisted treatment via remote communications
 - emergency evacuation and medical treatment
 - hyperbaric chamber
- underwater search patterns used to locate lost divers, advantages and disadvantages of each:
 - linear
 - circular
 - U pattern
 - jack stay
 - expanding square
- format, inclusions and use of incident reports.

Assessment Conditions

Skills must be demonstrated in an open water site during daylight hours. Dives can be completed from either a boat or from the shore.

Assessments, for rescues, can only be completed through simulated activities. Simulations must incorporate time critical requirements.

During assessment:

- direct vertical access to the surface must be possible; aquatic plants are not considered an overhead obstruction
- surfacing an unresponsive diver can only be completed at a maximum depth of 9 metres
- the following resources must be available to replicate industry conditions of operation:
 - first aid equipment
 - communication equipment for emergency response
 - diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- people who act as team members, participants and rescuees with whom the individual interacts during simulated rescues
- fins

- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges
- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- underwater compasses
- rescue equipment:
 - reach equipment
 - throw bags, lifebuoys or slings
 - throw ropes
- oxygen equipment:
 - oxygen delivery systems
 - pocket masks or other barrier devices
- template incident reports
- organisational policies and procedures for emergency response.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess diver rescues.

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

SISOSCB010 Lead SCUBA diving activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and supervise or instruct dependent participants during SCUBA diving activities according to predetermined activity plans which might be self-developed or developed by others. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct SCUBA techniques. To do this, leaders must be proficient in SCUBA diving skills which are covered by other units.

This unit applies to any type of organisation that delivers SCUBA diving activities and dive instruction including commercial, not-for-profit and government organisations.

It applies to dive leaders, usually known as divemasters, or instructors, who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

Divemasters and instructors must hold C-Card certification. They must also be certified and sanctioned by an industry authorised organisation to lead and supervise diving activities or to instruct others in diving skills and issue C-Card Certification. Industry certification for divemasters and instructors may or may not be issued concurrently with an Australian Qualification Framework (AQF) qualification or Statement of Attainment identifying achievement of competency in this unit.

Those delivering training and assessment to support this unit should consult the relevant industry bodies to determine any delivery requirements and partnership arrangements for courses, trainers and assessors that can lead to joint AQF and industry regulated divemaster and dive instructor certification.

Pre-requisite Unit

Nil

Competency Field

SCUBA Diving

Unit Sector

Outdoor Recreation

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 equipment and participants. | 1.1. Assess characteristics, condition and capability of participants, as they present, and obtain informed consent.
1.2. Select and set up equipment and exposure suits to match participants and prevailing conditions; complete safety checks.
1.3. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition.
1.4. Direct and assist participants to fit and adjust equipment and exposure suits; check comfort and safety of fit.
1.5. Complete pre-dive roll call. |
| 2. Brief participants and demonstrate SCUBA diving techniques | 2.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants.
2.2. Encourage participants to ask questions and seek advice before and during session.
2.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
2.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity.
2.5. Demonstrate and explain correct techniques appropriate for the activity.
2.6. Check and confirm participant ability to use and control equipment before activity commencement.
2.7. Check matching of equipment and activities to participants and amend as required. |
| 3. Lead and supervise | 3.1. Supervise activity according to designated role, adjusting |

- SCUBA diving activities.
- position and role as required.
- 3.2. Implement recreational instruction techniques to impart skills and knowledge for the activity.
- 3.3. Provide clear and accurate instructions and or demonstrations throughout the session.
- 3.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques.
- 3.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety.
- 3.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines.
4. Manage safety during SCUBA diving activities.
- 4.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare.
- 4.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required.
- 4.3. Respond immediately to adverse participant reactions and hazardous situations.
- 4.4. Complete ongoing risk assessments to minimise risk of injury to participants and others.
- 4.5. Amend activities if risk is unacceptable; cease activities when required.
- 4.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures.
5. Complete post activity responsibilities.
- 5.1. Complete post-dive roll call.
- 5.2. Debrief participants and encourage discussion on their technique and satisfaction with session.
- 5.3. Notify relevant personnel of activity completion.
- 5.4. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area.
- 5.5. Document any equipment faults and incidents including injuries and near misses.
- 5.6. Evaluate the activity through a team debrief and identify improvements for future 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">• interpret detailed familiar organisational policies and procedures.
Writing skills to:	<ul style="list-style-type: none">• use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
Oral communications skills to:	<ul style="list-style-type: none">• provide clear and unambiguous instructions to participants using language and terms easily understood• ask open and closed probe questions and actively listen to determine participants' understanding of instructions.
Teamwork skills to:	<ul style="list-style-type: none">• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	<ul style="list-style-type: none">• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

Assessment Requirements for SISOSCB010 Lead SCUBA diving 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:

- lead three SCUBA diving sessions for a group of participants according to predetermined activity plans
- across the three sessions, collectively use two different demonstration and instruction techniques
- during each session consistently manage participant adherence to safety procedures
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
 - determine a total of three required activity modifications to suit prevailing conditions and participant capabilities and responses
 - respond to a total of three different immediate safety risks that have arisen during activities
 - respond to a total of two emergency situations and complete two incident reports
 - complete two reports on equipment faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety, emergency response and first aid procedures for SCUBA diving activities
- a range of demonstration and instruction techniques applicable to recreational activities
- appropriateness of different demonstration and instruction techniques for a range of ages and capabilities
- the importance of verbalising instructions during demonstrations and providing reasons for doing things in a certain way
- techniques used to:
 - build group cohesion
 - motivate and encourage participants to keep them engaged and challenged
 - provide constructive feedback to participants
- key principles of group dynamics and techniques used to manage positive group dynamics

- signs, stages and levels of conflict within groups and techniques used to resolve at various stages of escalation
- specific to SCUBA diving activities:
 - roles and responsibilities of different activity leaders and support staff
 - communication protocols used between participants and leaders during activities
 - the purpose and importance of pre and post-dive roll calls
 - how characteristics of participants affect the selection of equipment and exposure suits:
 - age, size and weight
 - current experience in the recreational activity and skill level
 - fitness level and physical capabilities
 - injuries and medical conditions
 - emotional, behavioural and intellectual ability or disability
 - potential hazards and associated risks and safety procedures used to manage these.

Assessment Conditions

Skills must be demonstrated in an open water site where diving activities are completed from either a boat or from the shore.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment, including oxygen equipment
- communication equipment for emergency response
- rescue equipment
- diver flags of a type and size that meet local maritime regulator requirements.

Assessment must ensure use of:

- a group of participants whom the individual leads
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
 - activity modifications for prevailing conditions and participant needs
 - arising safety risks
 - emergency situations
 - equipment faults
- fins
- masks
- snorkels
- cylinders and valves
- buoyancy control devices with low pressure inflators
- regulators with submersible pressure gauges

- alternative air source
- weight ballast systems
- exposure suits suitable for conditions
- timing devices
- depth gauges
- dive computers
- activity plans
- template:
 - safety checklists
 - participant informed consents
 - equipment fault reports
 - incident reports
- organisational safety, emergency response and first aid procedures for SCUBA diving activities.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an individual who is currently certified and sanctioned by an industry authorised organisation to teach and assess diving skills and to authorise the issuance of C-Card certification.

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

TAEASS301 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to contribute to the assessment process.

It applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role, and for whom collecting the evidence for assessment is an adjunct to principal work responsibilities. The unit applies to those involved in collecting evidence for assessment against units of competency or accredited courses.

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

Unit Sector

Assessment

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>

ELEMENT	PERFORMANCE CRITERIA
1. Clarify role and responsibilities in the assessment process	<p>1.1 Discuss and confirm the purpose of the assessment with relevant people</p> <p>1.2 Discuss and confirm benchmarks for assessment with the qualified assessor</p> <p>1.3 Access, read and clarify assessment plan with the qualified assessor</p> <p>1.4 Discuss and agree with the qualified assessor specific responsibilities in gathering evidence, and the types of evidence to be gathered</p>
2. Confirm organisational arrangements for evidence gathering	<p>2.1 Access and confirm relevant assessment system policies and procedures, organisational, legal and ethical requirements, and other relevant advice on assessment</p> <p>2.2 Clarify the nominated assessment tools and methods for collecting evidence with the qualified assessor, to ensure that the procedures to be followed, and the instruments to be used are clear</p> <p>2.3 Discuss and confirm with the relevant people the assessment context, including the candidate's characteristics and any need for reasonable adjustments</p> <p>2.4 Confirm and arrange resource requirements in consultation with relevant people</p>
3. Collect evidence in accordance with the assessment plan	<p>3.1 Explain the assessment process to the candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to the qualified assessor, prior to undertaking assessment activities</p> <p>3.2 Use assessment instruments to gather quality evidence within the available time and resources, according to organisational, legal and ethical requirements</p>
4. Record and report findings	<p>4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to the assessment system's 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 the evidence collected meets the rules of evidence</p> <p>4.3 Document areas for improvement in collecting evidence for future assessment activities</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	4.2	<ul style="list-style-type: none"> Seeks feedback to build knowledge to improve process and professional practice
Reading	1.3, 2.1, 2.2, 2.4, 3.2	<ul style="list-style-type: none"> Sources and interprets procedural, and compliance information
Writing	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.2, 4.1, 4.3	<ul style="list-style-type: none"> Completes workplace documentation accurately using the appropriate language
Oral Communication	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1	<ul style="list-style-type: none"> Communicates information and process requirements clearly, based on techniques appropriate to the audience and environment Uses appropriate speaking and listening techniques to obtain specific information, and to support the assessment process
Navigate the world of work	2.1, 2.2, 3.2, 4.1	<ul style="list-style-type: none"> Accesses, confirms and takes responsibility for adherence to policies, procedures, and legal and ethical requirements
Interact with others	4.2	<ul style="list-style-type: none"> Asks questions to clarify understanding, and seeks feedback and further information
Get the work done	3.1, 4.1	<ul style="list-style-type: none"> Organises work according to defined requirements, taking some responsibility for decisions regarding the format of information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS301 Contribute to assessment	TAEASS301B Contribute to assessment	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=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEASS301 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- clarifying the role to be taken during the assessment
- clarifying the assessment plan with the qualified assessor, including agreement about:
 - what evidence will be collected
 - how the evidence will be collected
- carrying out a minimum of three evidence-gathering activities and, on each occasion:
 - document evidence in a clear and concise manner
 - document feedback from others involved in the assessment

reporting findings to the qualified assessor, including an explanation of how the assessment meets the rules of evidence on each of the three occasions.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- competency-based assessment
- the principles of assessment
- the rules of evidence
- the different purposes of assessment
- the diversity of assessment contexts
- different types of evidence
- evidence-gathering methods
- the purpose and features of assessment tools, and assessment plans

- potential barriers and processes relating to evidence-gathering procedures, and assessment processes
- the organisational policies and procedures relevant to this unit of competency.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to qualified assessors for consultation.

Assessors 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=35337905-785d-4f93-8777-e9991ad4c6c3>

TAEDEL404 Mentor in the workplace

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to establish and develop a professional mentoring relationship with an individual in a workplace.

It applies to workplace supervisors or other work colleagues who work under limited supervision and who have responsibility for mentoring one or more individuals in the workplace. This may include, but is not limited to, those who mentor an apprentice or trainee employed by, or undertaking a work placement within, an organisation.

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

Unit Sector

Delivery and facilitation

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 a mentoring plan	1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures 1.2 Document mentoring plan in accordance with organisational requirements 1.3 Establish ground rules and negotiate realistic expectations 1.4 Establish and maintain confidentiality of the relationship in

ELEMENT	PERFORMANCE CRITERIA
	accordance with legislation, policy and procedures
2. Facilitate mentoring relationship	<p>2.1 Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship</p> <p>2.2 Share personal experiences and knowledge with the person being mentored according to agreed objectives</p> <p>2.3 Support the person being mentored to develop and use skills in problem solving and decision making</p> <p>2.4 Use personal and professional networks to assist the person being mentored</p> <p>2.5 Provide information, and guidance to enhance engagement in the workplace</p> <p>2.6 Use techniques for resolving differences without damaging the relationship, and obtain assistance according to organisational policy and procedures</p>
3. Monitor mentoring relationship	<p>3.1 Provide planning assistance and guidance as requested by the person being mentored in a form 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 mentoring relationship with appropriate stakeholders</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 benefits 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 benefits to the organisation according to organisational policy and procedures to improve the mentoring system or program</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	<ul style="list-style-type: none"> Sources and interprets texts relevant to mentoring context, including organisational policies and learner information
Writing	1.1, 1.3, 2.5, 3.1, 3.2, 4.3	<ul style="list-style-type: none"> Develops content and documents information relevant to mentoring plan
Oral Communication	2.4, 3.3, 4.1, 4.2, 4.3	<ul style="list-style-type: none"> Uses appropriate communication techniques to build rapport, trust, engagement and provide guidance and feedback
Navigate the world of work	1.1, 1.4, 2.6, 4.3	<ul style="list-style-type: none"> Follows legislative requirements, organisational protocols, policies and procedures in workplace mentoring
Interact with others	1.2, 2.1-2.3, 2.5, 2.6, 3.1, 3.2, 3.4	<ul style="list-style-type: none"> Builds rapport using collaboration with others to achieve joint outcomes and effective interaction Provides mentoring and role modelling to achieve agreed outcomes Cooperates and consults with others to clarify understanding and seek feedback
Get the work done	1.1-1.4, 2.1-2.6, 3.1-3.4, 4.1-4.3	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Identifies and responds to problems, considering options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL404 Mentor in the workplace	TAEDEL404 A Mentor 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=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDEL404 Mentor in the workplace

Modification History

Release	Comments
Release1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:

- preparing a mentoring plan between the mentor and mentee that sets out clear objectives for a mentoring relationship that will last at least one year
- facilitating at least three mentoring sessions
- documenting information on sessions, including comments and notes from both mentor and mentee.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring, including training contracts and responsibilities of employer, registered training organisation (RTO) and funding body where they exist
- mentoring methodologies and strategies
- learning theories in relation to mentoring
- strategies for working with a mentee including encouraging self reflection, confidence and the building of rapport
- acceptable behaviour in the mentoring relationship
- equal employment opportunity, equity and diversity principles
- how a mentor can support the mentee's employer to meet its WHS obligations for the mentee.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to:

- documentation of any existing training plan or contract if applicable to the mentoring relationship.

Assessors 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=35337905-785d-4f93-8777-e9991ad4c6c3>

TLIC0023 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.

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-start and post-operational checks safely in accordance with the relevant state/territory legislated roads and traffic licence requirements.

Full or provisional driver 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

PERFORMANCE CRITERIA

Elements describe the

Performance criteria describe the performance needed to demonstrate

essential outcomes.

achievement of the element.

1 Operate four wheel drive vehicles

- 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 safety 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 safety 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 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 range are selected to negotiate rugged terrain and engine revolutions are maintained to ensure

- constant traction
- 5.3 Vehicle equipment and 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 post-operations check**
- 6.1 Vehicle is parked and shut down in accordance with workplace procedures and manufacturer requirements
 - 6.2 Faults or malfunctions are recorded and/or reported in accordance with workplace procedures
 - 6.3 Vehicle and equipment are cleaned and stored after use in accordance with manufacturer and workplace procedures
 - 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 TLI Transport and Logistics Training Package Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIC2025 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 TLIC0023 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 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 reporting operational faults
- identifying job hazards and taking required action
- implementing contingency plans
- interpreting and following operational instructions
- modifying activities depending on operational contingencies, risk situations and environments
- reading and interpreting relevant instructions, procedures, information and signs
- recording and reporting any identified problems, faults or malfunctions promptly in accordance with workplace procedures
- using and adjusting vehicle equipment/controls, as required:
 - brakes
 - electronic traction control
 - freewheeling hubs
 - gears/range
 - heating and cooling systems
 - jacks
 - tyres
- working 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 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 four wheel drive system
- effect of loads while negotiating a gradient
- efficient driving techniques and safe driving strategies
- environmental impact of four wheel 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

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within 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 which is driven in the workplace.

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 must include access to:

- a range of relevant exercises and case studies
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including legislation, regulations, codes of practice, workplace procedures and operation manuals.

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>

TLIC1051 Operate commercial vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in Assessment Conditions.

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 Performance criteria describe the performance needed to

outcomes.

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 instructions
- 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
- 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.

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 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in Assessment Conditions.

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 actions 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 actions
- monitoring performance of vehicle and taking appropriate actions
- operating a commercial vehicle and 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 actions 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 actions
- 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 and traffic authority road rules, regulations, permits and licence requirements
- vehicle controls, instruments and indicators and their use
- vehicle handling procedures
- workplace driving and operational instructions.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within 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 must include:

- a range of relevant exercises, case studies and/or simulations
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals.

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 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor grammatical change in PC 4.3
- Minor statement changes in Assessment Conditions.

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, exit from bus stop and whilst driving 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.

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 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor grammatical change in PC 4.3
- Minor statement changes in Assessment Conditions.

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 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 actions 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 actions
- 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 and 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

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within 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 must include:

- a range of relevant exercises, case studies and/or simulations
- relevant materials, tools, equipment and personal protective equipment (PPE) 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>

TLIE0009 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 workplace calculations.

It includes preparing estimates of mass, size and volume of loads, conducting calculations and reviewing the estimates against the calculations.

Calculations are carried out as an integral part of routine work in the context of the workplace. Work is performed under some supervision, generally within a team environment.

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 Prepare mass, size or volume estimates of loads

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Quantities of materials and resources required to complete a work task are estimated

1.2 Estimates for work completion are made

1.3 Workplace calculation documentation is completed, as

required

2 Carry out mass, size or volume calculations of loads

- 2.1** Items are counted singly and in batches, and sorted numerically, as required
- 2.2** Calculations needed to complete work tasks are performed using the four basic processes of addition, subtraction, multiplication and division
- 2.3** Calculations involving fractions, percentages and mixed numbers, along with using the four basic processes, are performed, as required
- 2.4** Digital devices are used to perform workplace calculations
- 2.5** Numerical information is checked and corrected for accuracy, as required
- 2.6** Information represented in symbols, diagrams and pictorial representations is interpreted and acted upon

3 Review estimates and calculations

- 3.1** Estimates and actual calculated results are compared
- 3.2** Discrepancies in calculations are identified and assistance is sought, as required
- 3.3** Discrepancies are rectified, as required

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 TLI Transport and Logistics Training Package Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIE1005 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 TLIE0009 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 the requirements of the elements and performance criteria on at least one occasion and include:

- carrying out mass, size and volume 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 digital devices
- reading and interpreting instructions, procedures and information relevant to basic workplace calculations
- reviewing estimations and calculations and rectifying, where required
- working systematically with required attention to detail.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and include knowledge of:

- mathematical operations and techniques for calculating mass, size and volume
- procedures for identifying and using relevant workplace digital devices when carrying out workplace calculations
- typical mathematical problems, and appropriate actions and solutions
- ways of representing basic mathematical information.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within 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 must include access to:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including legislation, regulations, codes of practice, workplace procedures 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>

TLILIC2014 Licence to drive a light rigid vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package.

Modification of assessment conditions to remove an implementation barrier.

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 obtain a licence to drive a light rigid vehicle. It includes systematically and efficiently controlling all vehicle functions, monitoring traffic and road conditions, managing vehicle condition and performance, and effectively managing hazardous situations.

Types of light rigid vehicles include:

- a rigid truck above 4.5 tonnes GVM but less than or equal to 8 tonnes GVM or
- a rigid bus with less than or equal to 8 tonnes GVM or seats more than 12 adults, including the driver.

Assessment of this unit will be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory driver licensing authority.

This unit applies to driving that is carried out in accordance with relevant state/territory driver licensing authority licence requirements and regulations for light rigid vehicles.

Driving is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain safety and to operate a light rigid vehicle across a variety of driving contexts.

The primary legislative requirements applicable to this unit of competency are state/territory legislation in relation to road use and driver licensing.

This unit addresses the knowledge and skills necessary for the granting of a Light Rigid Driver Licence.

Being awarded this unit of competency is a necessary requirement to obtain a Light Rigid Driver Licence but is only one of several criteria. Prospective licence applicants should check with the state/territory driver licensing authority for other criteria (such as licence tenure and medical fitness) to confirm other eligibility requirements before undertaking training and/or assessment.

Pre-requisite Unit

Not applicable.

Competency Field

LIC – Licensing

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1 Drive a light rigid vehicle

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Light rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations, manufacturer instructions and relevant vehicle handling procedures
- 1.2 Engine power is managed to ensure efficiency and performance, and to minimise engine and transmission damage
- 1.3 Braking system of light rigid vehicle is managed and operated efficiently to ensure effective control of vehicle under all conditions
- 1.4 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
- 1.5 Light rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
- 1.6 Light rigid vehicle is parked, shutdown and safely secured in accordance with traffic regulations
- 1.7 Load is safely and effectively restrained

2 Monitor traffic and road conditions

- 2.1 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
- 2.2 Interaction with other road users is conducted courteously in accordance with road rules to ensure safe and efficient traffic flow

3 Monitor and

- 3.1 Vehicle performance is maintained through pre-operational

maintain vehicle performance

inspections and vehicle checks

- 3.2 Appropriate signage, lights and equipment are checked for operational effectiveness and for conformity to prescribed traffic regulations

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 TLILIC2014B Licence to drive a light rigid 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 TLILIC2014 Licence to drive a light rigid vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package.

Modification of assessment conditions to remove an implementation barrier.

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:

- anticipating and monitoring traffic hazards and taking appropriate action
- applying precautions and required action to eliminate, minimise or control identified hazards
- applying relevant procedures that reflect legislative requirements
- carrying out pre-operational vehicle checks including:
 - checking and topping up fluid levels
 - checking:
 - brakes
 - operation of vehicle lights and indicators
 - tyre pressures
 - visually checking vehicle
- communicating effectively with others
- handling vehicle including:
 - accelerating and braking
 - managing engine performance
 - operating vehicle controls, instruments and indicators
 - positioning and stopping a vehicle
 - reversing a vehicle
 - starting a vehicle
 - steering and manoeuvring a vehicle
 - using defensive driving techniques
- negotiating a range of complex traffic infrastructure (such as roundabouts, traffic lights, stalemate intersections, railway level crossings)
- 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:

- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- light rigid vehicle controls, instruments and indicators, and their use
- light rigid vehicle handling procedures
- pre-operational checks carried out on vehicle and related action
- relevant state/territory driver licensing authority road rules, regulations, permit and licence 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.

Practical driving aspects must be assessed in a vehicle typical of the class as approved by the state/territory driver licensing authority. The use of simulators for driver testing is not permitted.

The assessor must use the mandatory assessment tool provided by the state/territory driver licensing authority to conduct the assessment for this unit, in accordance with licensing authority requirements

The state/territory driver licensing authority may prescribe approved routes, which must be used for the final assessment.

Assessment must occur in the following traffic and road conditions:

- on open and/or private roads with moderate inclines and declines
- typical weather conditions.

and may also include traffic and road conditions at a depot, base or warehouse.

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
- appropriate range of relevant on-road operational or workplace situations
- 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>

TLILIC2015 Licence to drive a medium rigid vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package.

Modification of assessment conditions to remove an implementation barrier.

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 obtain a licence to drive a medium rigid vehicle. It includes systematically and efficiently controlling all vehicle functions, monitoring traffic and road conditions, managing vehicle condition and performance, and effectively managing hazardous situations.

Types of medium rigid vehicles include:

- two axle rigid trucks, not being a prime mover, above 8 tonnes GVM or
- a two axle bus above 8 tonnes GVM.

Assessment of this unit will be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory driver licensing authority.

This unit applies to driving that is carried out in accordance with relevant state/territory driver licensing authority licence requirements and regulations for medium rigid vehicles.

Driving is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain safety and to operate a medium rigid vehicle across a variety of driving contexts.

The primary legislative requirements applicable to this unit of competency are state/territory legislation in relation to road use and driver licensing.

This unit addresses the knowledge and skills necessary for the granting of a Medium Rigid Driver Licence.

Being awarded this unit of competency is a necessary requirement to obtain a Medium Rigid Driver Licence but is only one of several criteria. Prospective licence applicants should check with the state/territory driver licensing authority for other criteria (such as licence tenure and medical fitness) to confirm other eligibility requirements before undertaking training and/or assessment.

Pre-requisite Unit

Not applicable.

Competency Field

LIC – Licensing

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1 Drive a medium rigid vehicle

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Medium rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations, manufacturer instructions and relevant vehicle handling procedures
 - 1.2 Engine power is managed to ensure efficiency and performance, and to minimise engine and transmission damage
 - 1.3 Braking system of medium rigid vehicle is managed and operated efficiently to ensure effective control of vehicle under all conditions
 - 1.4 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
 - 1.5 Medium rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
 - 1.6 Medium rigid vehicle is parked, shutdown and safely secured according to traffic regulations
 - 1.7 Load is safely and effectively restrained
- 2 Monitor traffic and road conditions
 - 2.1 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
 - 2.2 Interaction with other road users is conducted courteously in accordance with road rules to ensure safe and efficient traffic flow
 - 3 Monitor and
 - 3.1 Vehicle performance is maintained through pre-operational

maintain vehicle performance

inspections and vehicle checks

- 3.2 Appropriate signage, lights and equipment are checked for operational effectiveness and for conformity to prescribed traffic regulations

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 is equivalent to TLILIC2015B Licence to drive a medium rigid 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 TLILIC2015 Licence to drive a medium rigid vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package.

Modification of assessment conditions to remove an implementation barrier.

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:

- anticipating and monitoring traffic hazards and taking appropriate action
- applying precautions and required action to eliminate, minimise or control identified hazards
- applying relevant procedures that reflect legislative requirements
- carrying out pre-operational vehicle checks including:
 - checking and topping up fluid levels
 - checking:
 - brakes
 - operation of vehicle lights and indicators
 - tyre pressures
 - visually checking vehicle
- communicating effectively with others
- handling vehicle including:
 - accelerating and braking
 - managing engine performance
 - operating vehicle controls, instruments and indicators
 - positioning and stopping a vehicle
 - reversing a vehicle
 - starting a vehicle
 - steering and manoeuvring a vehicle
 - using defensive driving techniques
- negotiating a range of complex traffic infrastructure (such as roundabouts, traffic lights, stalemate intersections, railway level crossings)
- 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:

- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- medium rigid vehicle controls, instruments and indicators, and their use
- medium rigid vehicle handling procedures
- pre-operational checks carried out on vehicle and related action
- relevant state/territory driver licensing authority road rules, regulations, permit and licence 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.

Practical driving aspects must be assessed in a vehicle typical of the class as approved by the state/territory driver licensing authority. The use of simulators for driver testing is not permitted.

The assessor must use the mandatory assessment tool provided by the state/territory driver licensing authority to conduct the assessment for this unit, in accordance with licensing authority requirements.

The state/territory driver licensing authority may prescribe approved routes, which must be used for the final assessment.

Assessment must occur in the following traffic and road conditions:

- on open and/or private roads with moderate inclines and declines
- typical weather conditions.

and may also include traffic and road conditions at a depot, base or warehouse.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- appropriate range of relevant on-road operational or workplace situations
- 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>

TLILIC2016 Licence to drive a heavy rigid vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package.

Modification of assessment conditions to remove an implementation barrier.

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 obtain a licence to drive a heavy rigid vehicle. It includes systematically and efficiently controlling all vehicle functions, monitoring traffic and road conditions, managing vehicle condition and performance, and effectively managing hazardous situations.

Heavy rigid vehicle includes:

- a rigid vehicle, not being an unladen prime mover, with a minimum of three axles and a minimum 15 tonnes GVM or
- a modified three axle prime mover with a certified detachable tray (with capacity to carry 75% of its specified GVM) with a GVM of 15 tonnes and holds dual registration (HC & HR) or
- a three axle articulated bus or
- a three axle bus above 15 tonnes GVM.

Assessment of this unit will be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory driver licensing authority.

This unit applies to driving that is carried out in accordance with relevant state/territory driver licensing authority licence requirements and regulations for heavy rigid vehicles.

Driving is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain safety and to operate a heavy rigid vehicle across a variety of driving contexts.

The primary legislative requirements applicable to this unit of competency are state/territory legislation in relation to road use and driver licensing.

This unit addresses the knowledge and skills necessary for the granting of a Heavy Rigid Driver Licence.

Being awarded this unit of competency is a necessary requirement to obtain a Heavy Rigid Driver Licence but is only one of several criteria. Prospective licence applicants should check with the state/territory driver licensing authority for other criteria (such as licence tenure and medical fitness) to confirm other eligibility requirements before undertaking training and/or

assessment.

Pre-requisite Unit

Not applicable.

Competency Field

LIC – Licensing

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1 Drive a heavy rigid vehicle

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Heavy rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations, manufacturer instructions and relevant vehicle handling procedures
 - 1.2 Engine power is managed to ensure efficiency and performance, and to minimise engine and gear damage
 - 1.3 Braking system of heavy rigid vehicle is managed and operated efficiently to ensure effective control of vehicle under all conditions
 - 1.4 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
 - 1.5 Heavy rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
 - 1.6 Heavy rigid vehicle is parked, shutdown and safely secured according to traffic regulations
 - 1.7 Load is safely and effectively restrained
- 2 Monitor traffic and**
- 2.1 Traffic and road conditions are constantly monitored and acted on to enable safe operation and to ensure no injury to

road conditions		people or damage to property, equipment, loads and facilities
	2.2	Interaction with other road users is conducted courteously in accordance with road rules to ensure safe and efficient traffic flow
3 Monitor and maintain vehicle performance	3.1	Vehicle performance is maintained through pre-operational inspections and vehicle checks
	3.2	Appropriate signage, lights and equipment are checked for operational effectiveness and for conformity to prescribed traffic regulations

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 TLILIC2016B Licence to drive a heavy rigid 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 TLILIC2016 Licence to drive a heavy rigid vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package.

Modification of assessment conditions to remove an implementation barrier.

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:

- anticipating and monitoring traffic hazards and taking appropriate action
- applying precautions and required action to eliminate, minimise or control identified hazards
- applying relevant procedures that reflect legislative requirements
- carrying out pre-operational vehicle checks including:
 - checking and topping up fluid levels
 - checking:
 - brakes
 - operation of vehicle lights and indicators
 - tyre pressures
 - visually checking vehicle
- communicating effectively with others
- handling vehicle including:
 - accelerating and braking
 - managing engine performance
 - operating vehicle controls, instruments and indicators
 - positioning and stopping a vehicle
 - reversing a vehicle
 - starting a vehicle
 - steering and manoeuvring a vehicle
 - using defensive driving techniques
- negotiating a range of complex traffic infrastructure (such as roundabouts, traffic lights, stalemate intersections, railway level crossings)
- 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:

- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- heavy rigid vehicle controls, instruments and indicators, and their use
- heavy rigid vehicle handling procedures
- pre-operational checks carried out on vehicle and related action
- relevant state/territory driver licensing authority road rules, regulations, permit and licence 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.

Practical driving aspects must be assessed in a vehicle typical of the class as approved by the state/territory driver licensing authority. The use of simulators for driver testing is not permitted.

The assessor must use the mandatory assessment tool provided by the state/territory driver licensing authority to conduct the assessment for this unit according to licensing authority requirements.

The state/territory driver licensing authority may prescribe approved routes, which must be used for the final assessment.

Assessment must occur in the following traffic and road conditions:

- on open and/or private roads with moderate inclines and declines
- typical weather conditions.

and may also include traffic and road conditions at a depot, base or warehouse.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- appropriate range of relevant on-road operational or workplace situations
- 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>

SIT Tourism, Travel and Hospitality Training Package

Modification History

Release	Release Date	Comments
Release 2.1	September 2022	<p>Release 2.1 SIT Tourism, Travel and Hospital Training Package includes the following minor modifications:</p> <ul style="list-style-type: none"> • Qualifications <ul style="list-style-type: none"> • SIT30222 Certificate III in Travel - correction to metadata. • SIT30622 Certificate III in Hospitality - correction to metadata and unit code. • SIT40721 Certificate IV in Patisserie - correction to unit codes. • SIT50122 Diploma of Travel and Tourism Management - correction to unit title. • SIT50322 Diploma of Event Management - correction to metadata and electives. • SIT50422 Diploma of Hospitality Management - correction to metadata and unit title. • Skill Sets <ul style="list-style-type: none"> • SITSS00068 Food Handling - correction to modification history. • Units of Competency <ul style="list-style-type: none"> • SITHGAM023 Attend gaming machines - correction to assessment conditions. • SITEEVT030 Develop event concepts - correction to performance criteria.

<p>Release 2.0</p>	<p>10 June 2022</p>	<p>Release 2.0 SIT Tourism, Travel and Hospitality Training Package includes the following modifications:</p> <p>Endorsement of 28 qualifications:</p> <ul style="list-style-type: none"> • SIT10122 Certificate I in Tourism (Australian Indigenous Culture) • SIT10222 Certificate I in Hospitality • SIT20122 Certificate II in Tourism • SIT20322 Certificate II in Hospitality • SIT20421 Certificate II in Cookery • SIT30122 Certificate III in Tourism • SIT30222 Certificate III in Travel • SIT30322 Certificate III in Guiding • SIT30522 Certificate III in Events • SIT30622 Certificate III in Hospitality • SIT30722 Certificate III in Hospitality (Restaurant Front of House) • SIT30821 Certificate III in Commercial Cookery • SIT30921 Certificate III in Catering • SIT31021 Certificate III in Patisserie • SIT31121 Certificate III in Asian Cookery • SIT40122 Certificate IV in Travel and Tourism • SIT40222 Certificate IV in Guiding • SIT40422 Certificate IV in Hospitality • SIT40521 Certificate IV in Kitchen Management • SIT40621 Certificate IV in Catering Management • SIT40721 Certificate IV in Patisserie • SIT40821 Certificate IV in Asian Cookery • SIT50122 Diploma of Travel and Tourism Management • SIT50322 Diploma of Event Management • SIT50422 Diploma of Hospitality Management • SIT60122 Advanced Diploma of Travel and Tourism Management • SIT60222 Advanced Diploma of Event Management • SIT60322 Advanced Diploma of Hospitality Management <p>33 Skills Sets:</p> <ul style="list-style-type: none"> • SITSS00066 Kitchen Management • SITSS00067 Supervision of Cookery Apprentices • SITSS00068 Food Handling • SITSS00069 Food Safety Supervision • SITSS00070 Hospitality Compliance • SITSS00071 Responsible Service of Alcohol
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		<ul style="list-style-type: none"> • SITSS00072 Airfare Construction • SITSS00073 Australian and International Travel Destinations • SITSS00074 Australian and International Travel Products • SITSS00075 Beverage Advice • SITSS00076 Business Management • SITSS00077 Customer Service Management • SITSS00078 Customer Service • SITSS00079 Environmentally Sustainable Hospitality and Restaurant Operations • SITSS00080 Espresso Machine Operation • SITSS00081 Essential Business Skills for a Franchisee • SITSS00082 Essential Business Skills for a Restaurant Manager • SITSS00083 Food Advice • SITSS00084 Governance for Board Members • SITSS00085 Groundskeeping and Maintenance • SITSS00086 Housekeeping Service • SITSS00087 Mentoring and Supervision • SITSS00088 Online Engagement for Small Business • SITSS00089 Product Development for International Visitor Markets • SITSS00090 Product Sales for International Visitor Markets • SITSS00091 Service for International Visitors • SITSS00092 Event Coordination • SITSS00093 Event Development • SITSS00094 Sommelier • SITSS00095 Travel Sales and Customer Service • SITSS00096 Understanding Financial Concepts for Budgeting • SITSS00097 Visitor Information Services • SITSS00098 Driver Guide Services <p>224 units of competency.</p>
Release 1.3	6 April 2022	<p>This release includes updated superseded First Aid units in the following qualifications:</p> <ul style="list-style-type: none"> • SIT20116 Certificate II in Tourism • SIT20216 Certificate II in Holiday Parks and Resorts • SIT20316 Certificate II in Hospitality • SIT20416 Certificate II in Kitchen Operations • SIT20516 Certificate II in Asian Cookery • SIT30116 Certificate III in Tourism • SIT30316 Certificate III in Guiding • SIT30416 Certificate III in Holiday Parks and Resorts

		<ul style="list-style-type: none"> • SIT30616 Certificate III in Hospitality • SIT30816 Certificate III in Commercial Cookery • SIT30916 Certificate III in Catering Operations • SIT31016 Certificate III in Patisserie • SIT31116 Certificate III in Asian Cookery • SIT40116 Certificate IV in Travel and Tourism • SIT40216 Certificate IV in Guiding • SIT40316 Certificate IV in Holiday Parks and Resorts • SIT40416- Certificate IV in Hospitality • SIT40516- Certificate IV in Commercial Cookery • SIT40616- Certificate IV in Catering Operations • SIT40716- Certificate IV in Patisserie • SIT40816- Certificate IV in Asian Cookery • SIT50116- Diploma of Travel and Tourism Management • SIT50216- Diploma of Holiday Park and Resort Management • SIT50416- Diploma of Hospitality Management • SIT60116- Advanced Diploma of Travel and Tourism Management • SIT60316- Advanced Diploma of Hospitality Management
Release 1.2	19 September 2018	<p>This release includes three new Skill Sets:</p> <ul style="list-style-type: none"> • Australian and International Travel Products • Australian and International Travel Destinations • Travel Sales and Customer Service
Release 1.1	1 April 2016	Minor Upgrade
Release 1.0	3 March 2016	<p>Primary Release.</p> <p>Replaces SIT12 Tourism, Travel and Hospitality Training Package V2.0</p>

Credit Arrangements

Qualification Code	Qualification Title	Credit Arrangement Details
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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>

SITSS00066 Kitchen Management Skill Set

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 a range of qualifications 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 specific units of competency relating to food safety.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support food safety units of competency 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
SITHKOP013	Plan cooking operations
SITXFIN009	Manage finances within a budget
SITXFSA005	Use hygienic practices for food safety
SITXHRM008	Roster staff
SITXHRM009	Lead and manage people
SITXMGT004	Monitor work operations
SITXWHS007	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.

SITSS00067 Supervision of Cookery Apprentices Skill Set

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 a range of qualifications in the SIT Tourism, Travel and Hospitality Training Package and qualifications in the TAE 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 specific units of competency relating to food safety.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support specific units of competency 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
SITHKOP013	Plan cooking operations
SITXFSA005	Use hygienic practices for food safety
SITXHRM007	Coach others in job skills
TAEASS301	Contribute to assessment
TAEDEL404	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 and the TAE Training and Education Training Package provide a set of skills for supervising and mentoring apprentices in a commercial kitchen.

SITSS00068 Food Handling Skill Set

Modification History

Release	Comments
Release 2	Release 2 Supersedes and is equivalent to Release 1, minor correction to modification history.

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 a range of qualifications in the SIT Tourism, Travel and Hospitality Training Package.

Licensing/Regulatory Information

Certification requirements may apply at a state and territory level to individuals involved in food handling. Certification in some states relies on the achievement of specific units of competency relating to food safety.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support specific units of competency 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
SITXFSA005	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.

SITSS00069 Food Safety Supervision Skill Set

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 a range of qualifications 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 specific units of competency relating to food safety.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support specific units of competency 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
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	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.

SITSS00070 Hospitality Compliance Skill Set

Modification History

Not applicable.

Description

A set of skills to equip individuals to work in compliance with legislation and regulation of particular relevance to the hospitality industry.

Pathways Information

Achievement of these units provides credit towards a range of qualifications 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 supply of alcohol in licenced premises. Certification in some states relies on the achievement of specific units of competency relating to the responsible service of alcohol (RSA)

Responsible service of alcohol (RSA) legislative and knowledge requirements differ across borders. Those developing training to support RSA units 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 specific units of competency relating to food safety.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support food safety units of competency 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
SITHFAB021	Provide responsible service of alcohol
SITHGAM022	Provide responsible gambling services
SITXFSA005	Use hygienic practices for food safety

SITXFSA006 Participate in safe food handling practices

Target Group

This skill set is for frontline hospitality service personnel whose jobs involve food handling, the sale, service or supply of alcohol, and the provision of gaming services; and who must comply with legislation and regulation 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 legislation and regulation of particular relevance to the hospitality industry.