

## **Competency Standards for Caribbean Vocational Qualifications (CVQ)**

**CCTHT20103**

**Level II in Community Tourism**

<b>Unit Number</b>	<b>Unit Title</b>	<b>Mandatory /Elective</b>	<b>Hours</b>
THHCOR0011A	Work with colleagues and customers	Mandatory	20
THHCOR0021B	Follow health, safety and security procedures	Mandatory	20
THHCOR0031A	Develop and update hospitality industry knowledge	Mandatory	10
THHCOR0041A	Follow workplace hygiene procedure	Mandatory	15
THTCOR0051A	Deal with persons from other cultures	Mandatory	10
THTTEJ0031A	Contribute to the promotion of the country's tourism product	Mandatory	10
THTTEJ0101A	Source and communicate information	Mandatory	10
THTCOR0411A	Maintain personal hygiene	Mandatory	10
THTCOT0061A	Collect and share information on the local community	Mandatory	20
THTCOR0011A	Maintain quality customer care	Mandatory	10
THTCOR0131A	Contribute to self development	Mandatory	10
THTTEJ0091A	Demonstrate knowledge of tourism awareness	Mandatory	10
THTTEJ0071A	Contribute to environmental care and protection	Mandatory	20
THTCOR0021A	Share information on the country's geography, history and culture	Mandatory	20
THTCOT0071A	Develop and update local knowledge	Mandatory	10
THTCUS0041A	Meet client needs and expectations	Mandatory	20
THHGHS0172A	Provide first aid	Mandatory	24
THHHOK0901A	Respond to guest related complaints and requests	Mandatory	20
THHCOR0071A	Deal with emergency situations	Mandatory	20
THTTEJ0062A	Promote and sell tourism products and services	Mandatory	10
THHGFA0042A	Process cash and non-cash transactions	Mandatory	15
THTCOT0242A	Prepare content on local culture and heritage	Mandatory	20
THTCOT0252A	Implement minimal environmental impact practices	Mandatory	20
THTGUD0032A	Provide arrival and departure assistance	Mandatory	30
THTCUS0012A	Process client complaint	Mandatory	20
THTCUS0022A	Address client needs	Mandatory	20
THHGCS0222A	Promote products and services to customers	Mandatory	45
THTGUD0192A	Source and present destination information and advice	Mandatory	20
THTCOT0042A	Contribute to the promotion of nature-based tourism	Mandatory	30
THTCOT0052A	Contribute to the protection of heritage and cultural sites	Mandatory	30
THHCFP0251A	Clean and maintain premises	Elective	10
THTTEJ0111A	Display proper telephone usage	Elective	20
THTTEJ0081A	Contribute to safety on the road	Elective	20
BSBBAD0151A	Process and maintain workplace information	Elective	20
THHGAD0141A	Receive and store stock	Elective	15
ITICOR0011A	Carry out data entry and retrieval procedures	Elective	40
THHFAB0162A	Develop and update food and beverage knowledge	Elective	10
THTCOT0402A	Plan traditional menus	Elective	30
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50

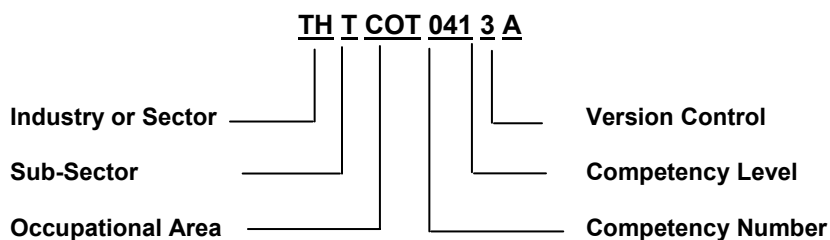
Unit Number	Unit Title	Mandatory /Elective	Hours
BSBBAD0332A	Prepare and process financial/business documents	Elective	25
THHFRO0162A	Prepare for and check-out guests	Elective	20
THHFRO0012A	Receive and process reservations	Elective	30
THHFAB0132A	Provide room service	Elective	15
THTCOT0453A	Plan and develop interpretive activities	Elective	20
THTGUD0153A	Prepare specialized content on cultural and heritage environment	Elective	40
THTGUD0143A	Prepare specialized content on flora, fauna and landscape	Elective	40
THTCOT0133A	Source and package tourism products and services	Elective	40
THHWPO0223A	Monitor work operations	Elective	30
THTTEJ0123A	Conduct business transactions	Elective	30

To be awarded this Caribbean Vocational Qualification (CVQ) all core competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

### Legend to Code

Example: THTCOT0413A



**KEY:** Man – Mandatory; FAB – Food & Beverage Service; GAD – General Administration;  
 SBM - Small Business Management; BSB - Business Sector (Industry);  
 ITI - Information Technology (Industry); GHS – General Health Service; TRA – Training;  
 GCS – General Customer Service; GFA - General Financial Administration;  
 COT – Community Tourism; GUD – Tour Guiding; HOK – Housekeeping; TEJ – Team Jamaica;  
 CFP – Commercial Food Preparation; BAD – Business Administration; Front Office;  
 FLM – Front Line Management; THH – Tourism & Hospitality (Hospitality);  
 THT – Tourism & Hospitality (Tourism); CUS – Customer Services; WPO- Work Place Operations

## THHCOR0011A: Work with colleagues and customers

Competency Descriptor:

This unit deals with the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Communicate in the workplace	1.1	Communications with customers and colleagues are conducted in an open, professional and friendly manner.	
	1.2	Appropriate language and tone is used.	
	1.3	Effect of personal body language is considered.	
	1.4	Sensitivity to cultural and social differences is shown.	
	1.5	Active listening and questioning are used to ensure effective two-way communication.	
	1.6	Potential and existing conflicts are identified and solutions sought with assistance from colleagues where required.	
2. Provide assistance to internal and external customers	2.1	Trust, support and respect is shown to team members in day to day work activities.	
	2.2	Cultural differences within the team are accommodated.	
	2.3	Work team goals are jointly identified.	
	2.4	Individual tasks are identified, prioritised and completed within designated time frames.	
	2.5	Assistance is sought from other team members when required.	
	2.6	Assistance is offered to colleagues to ensure designated work goals are met.	
	2.7	Feedback and information from other team members is acknowledged.	
	2.8	Changes to individual responsibilities are re-negotiated to meet reviewed work goals	

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Depending upon the organisation and the specific situation customers may include but are not limited to:

- members of other tourism and hospitality industry sectors
- internal individuals or groups
- local residents
- visitors
- media
- workmates/colleagues

Customers with specific needs may include:

- those with disability
- special cultural needs
- unaccompanied children
- parents with young children
- single women

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively applying interpersonal, communication and customer service skills in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to communicate effectively with customers and colleagues (including these with special needs) within the range of situations required for the relevant job role
- evidence of competency should relate to different communication and customer service contexts and may need to be collected over a period of time
- the focus of this unit will vary depending upon the cultural context of the workplace. Assessment should take account of the variances and special requirements that apply in particular situations

### (2) Pre-requisite Relationship of Units

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

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- needs and expectations of different customers as appropriate to industry sector

#### Skills

The ability to apply:

- listening skill
- questioning techniques
- non verbal communication skills
- understanding of teamwork principles

**(4) Resource Implications**

The following resources should be made available:

- fully equipped hospitality and tourism environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCOR0021B: Follow health, safety and security procedures

### Competency Descriptor:

This unit deals with the skills and knowledge required to follow health, safety and security procedures. This unit applies to all individuals working in the tourism and hospitality industries. It also covers basic first aid

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Follow workplace procedures on health, safety and security	1.1	Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant regulations and insurance requirements.
		1.2	Breaches of health, safety and security procedures are identified and promptly reported.
		1.3	Any suspicious behaviour, packages or occurrences are promptly reported to the designated person.
2.	Deal with emergency situations	2.1	Emergency and potential emergency situations are promptly recognised and required action is determined and taken with scope of individual responsibility.
		2.2	Emergency procedures are correctly followed in accordance with enterprise procedures.
		2.3	Basic first aid is performed following recommended procedures.
		2.4	Assistance is promptly sought from colleagues and/or other authorities where appropriate.
		2.5	Details of emergency situations are accurately reported in accordance with enterprise policy.
3.	Maintain safe personal presentation standards	3.1	Personal presentation takes account of the workplace environment and health and safety issues.
4.	Provide feedback on health, safety and security	4.1	Issues requiring attention are promptly identified.
		4.2	Issues are raised with the designated person in accordance with enterprise and legislative requirements.

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Health, safety and security procedures may include but are not limited to procedures for:

- emergency, fire and accident
- hazard identification and control
- use of personal protective clothing and equipment
- safe sitting, lifting and handling
- security of documents, cash, equipment, people
- key control systems

Basic first aid is applied to:

- cuts
- simple burns (water, steam, fire)
- bruises
- choking
- sprains

Workplace environment and health and safety issues include but are not limited to:

- appropriate personal grooming and hygiene
- appropriate clothing and footwear

Emergency situations may include but are not limited to:

- bomb threats
- deranged customers
- accidents
- robbery
- fire
- armed hold up
- floods
- earthquakes

First aid applications include:

- bandages
- cold pack
- Heimlich maneuver
- removing/lifting injured persons

## EVIDENCE GUIDE

Competency is to be demonstrated by applying health, safety and security procedures in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Evidence should include a demonstrated understanding of the importance of working in accordance with health, safety and security procedures, and of the potential implications of disregarding those procedures

### (2) Pre-requisite Relationship of Units

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

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- industry/sector insurance and liability requirements in relation to individual
- staff responsibilities
- relevant occupational health and safety regulations in relation to obligations of employers and employees
- common health, safety and activity procedures in tourism and hospitality workplaces
- major causes of workplace accidents relevant to the work environment
- Basic first aid applied to cuts, simple burns (fire, water, steam); bruises, choking, sprains

Skills

The ability to:

- follow health, safety and security procedures in tourism and hospitality workplaces
- identify major causes of workplace accidents relevant to the work environment
- identify and appropriately deal with security risks in the work environment

**(4) Resource Implications**

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCOR0031A: Develop and update hospitality industry knowledge

### Competency Descriptor:

This unit deals with the skills, knowledge and attitudes required to access, increase/update and share knowledge of the hospitality industry, including different industry sectors and relevant information on heritage and cultural practices. This knowledge underpins effective performance in all sectors.

### Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Update hospitality industry knowledge	1.1	Informal and/or formal research is used to update general knowledge of the hospitality industry.
		1.2	Specific information on sector of work is accessed and updated.
2.	Seek and share information on the hospitality industry	2.1	Sources of information on the hospitality industry are correctly identified and accessed.
		2.2	Information to assist effective work performance within the industry is obtained.
		2.3	Information is shared with customers and colleagues as appropriate, and incorporated into day to day working activities.
		2.4	Industry information is correctly applied to day to day work activities.

### RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Information sources may include but are not limited to:

- media
- reference books
- libraries
- unions
- maps
- resource person
- industry associations
- industry journals
- internet
- personal observation and experience

**EVIDENCE GUIDE**

Competency is to be demonstrated by accessing, increasing, updating and sharing knowledge of the Hospitality Industry in accordance with the performance criteria and the range listed within the Range of Variables Statement.

**(1) Critical Aspects of Evidence**

- the specific focus of this unit will depend upon the industry sector
- evidence should include a demonstrated broad knowledge of the hospitality industry plus a more detailed knowledge of the issues that relate to
  - a specific sector or workplace
  - local heritage and cultural practices
  - expectations of tourists as conditioned by their cultural habits

**(2) Pre-requisite Relationship of Units**

- THHGAD0101A Source and Present Information

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

Different sectors of the hospitality industry and their interrelationships including a general knowledge of the role and function of but not limited to the following:

- food and beverage
- front office
- food production
- housekeeping
- clubs
- entertainment
- overview of quality assurance in the hospitality industry and the role of individual staff members
- industry information sources
- local heritage
- local cultural practices
- general expectations of various categories of tourist as influenced by their own cultural backgrounds and peculiarities
- the role of trade unions and employer groups in the industry

Skills

The ability to:

- apply questioning techniques to obtain information
- sort and summarise information
- share information with colleagues
- relate information on local heritage
- apply and explain various cultural practices as relevant to area of work
- relate to tourists from various cultures
- locate places on a world map
- give directions using a local map

**(4) Resource Implications**

The following resources should be made available:

- a hospitality environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCOR0041A: Follow workplace hygiene procedure

### Competency Descriptor:

This unit deals with the skills and knowledge required to follow the key hygiene procedures, which apply in many sectors of the hospitality industry. It is particularly relevant to the Kitchen, Housekeeping, Food & Beverage and some Tour Operations.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Follow hygiene procedures	1.1 Workplace hygiene procedures are strictly followed in accordance with enterprise standards.
	1.2 Handling and storage of all items is completed in accordance with enterprise standards and proper hygiene practices.
2. Identify and prevent hygiene risks	2.1 Potential hygiene risks are promptly identified and dealt with appropriately.
	2.2 Action is taken to minimise or remove risks identified within the scope of individual responsibility.
	2.3 Hygiene risks beyond the control of individual staff members are promptly reported to the appropriate person for follow up.

### RANGE STATEMENTS

This unit applies to various hospitality sectors.

Hygiene procedures may be related to:

- food
- beverage
- linen
- handling of garbage
- cleaning procedures
- personal activities on-the-job

### EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively follow workplace hygiene procedures in accordance with the performance criteria and the range listed within the range of variables statement.

**(1) Critical Aspects and Evidence**

Look for:

- understanding of the importance of following hygiene procedures and of the potential implications of
- disregarding those procedures
- knowledge of practical workplace examples
- ability to follow established procedures

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- factors which contribute to hygiene problems
- general hazards in the handling of food, including major causes of food poisoning
- overview of relevant regulations in relation to food hygiene
- typical hygiene control procedures in the hospitality industry

Skill

The ability to:

- follow hygiene procedures
- identify and prevent hygiene risks

**(4) Resource Implications**

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**THTCOR0051A: Deal with persons from other cultures**

## Competency Descriptor:

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

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Communicate with customers and colleagues from diverse backgrounds	1.1 Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity. 1.2 Verbal and non-verbal communication takes into account cultural differences. 1.3 Where language barriers exist, efforts are made to communicate through use of inoffensive gestures or simple words in the other person's language. 1.4 Assistance from colleagues, reference books or outside organisations is obtained when required.
2. Deal with cross cultural misunderstandings	2.1 Issues, which may cause conflict or misunderstanding in the workplace, are identified and appropriately dealt with. 2.2 Difficulties are addressed in a correct manner and assistance is sought from appropriate person where required. 2.3 When difficulties or misunderstandings occur, possible cultural differences are considered. 2.4 Efforts are made to resolve the misunderstanding, taking account of cultural considerations. 2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow up.

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Possible cultural differences may include but are not limited to:

- language spoken
- forms of address
- levels of formality/informality
- non-verbal behaviour
- work ethics
- personal grooming
- family obligations
- recognised holidays
- customs
- special needs
- product preferences
- local jargons

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

- race
- language
- special needs
- disabilities
- family structure
- gender
- age
- sexual preference

Attempts to overcome language barriers may be made to:

- meet and greet/farewell customers
- give simple directions
- give simple instructions
- answer simple enquiries
- prepare for, serve and assist customers
- describe goods and services

Outside organisations may include but are not limited to:

- interpretative services
- diplomatic services
- local cultural organisations
- appropriate government agencies

## EVIDENCE GUIDE

Competency is to be demonstrated by communicating effectively with customers and colleagues in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated knowledge of what it means to be 'culturally aware' and a demonstrated ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role
- evidence of competency should relate to different communication and customer service contexts and may need to be collected over a period of time
- the focus of this unit will vary depending upon the cultural context of the workplace and the cultural background of the individual. Assessment should take account of the cultural variances and requirements that apply in particular situations

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- principles that underpin cultural awareness
- recognition of the different cultural groups in the Jamaican society
- basic knowledge of the culture of persons from the main places where Jamaica's tourists come from including but not limited to USA, Canada, Japan, Germany, England
- various international tourist groups (as appropriate to the sector and individual workplace)
- differences in the culture of various groups

Skills

The ability to:

- treat customers and colleagues with respect and sensitivity
- communicate effectively
- identify and deal with cultural issues
- deal with conflict/misunderstanding due to cultural differences

**(4) Resource Implications**

- tourism and hospitality environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

This unit of competency contains both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical

**(6) Context of Assessment**

Evidence is best gathered using the processes and procedures of the individual workplace context as the means by which the candidate demonstrates competence. In order to ensure consistency of performance, evidence should be collected over a period of time that is sufficient to include dealings with an appropriate range and variety of situations as identified in the range.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **THTTEJ0031A: Contribute to the promotion of the country's tourism product**

Competency Descriptor:

This unit deals with the skills and knowledge required to contribute to the promotion of Jamaica's tourism product.

Competency Field: Hospitality

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Participate in promotional activities	1.1	Involvement demonstrates understanding of the objectives of the promotional activities.
		1.2	Involvement in promotional activities complement that of others.
		1.3	Areas for improvement are identified and communicated to the relevant persons.
		1.4	A friendly appearance is maintained at all times.
		1.5	A mastery of product knowledge is demonstrated.
2.	Contribute to in-house promotions	2.1	Opportunities to participate in in-house promotions are promptly acted upon.
		2.2	Any information shared is accurate and disclosable.
		2.3	Dialogue is conducted in a manner and a pace appropriate to intended audience.
		2.4	Suggestions made for the improvement of in-house promotions are workable.
		2.5	Guests' responses are noted, recorded where applicable and communicated to the relevant persons.
3.	Undertake a general public relations role	3.1	Relationships with other industry workers are established and conducted in a manner that enhances a positive image.
		3.2	Networks are used to assist in the implementation of promotional activities.

- |    |                          |     |   |
|----|--------------------------|-----|---|
| 4. | Develop special products | 4.1 | Special products developed meet customers needs.                                    |
|    |                          | 4.2 | Opportunities to develop products to meet particular customer needs are identified. |
|    |                          | 4.3 | Specific needs are established through consultation with the customer.              |
|    |                          | 4.4 | Development of products is agreed within scope of individual responsibility.        |
|    |                          | 4.5 | Products are developed in conjunction with appropriate colleagues.                  |

## RANGE STATEMENTS

Promotional activities may include but not limited to the following:

- special events at a hotel
- special events at an attraction site
- goods and services marketed by individual entrepreneurs
- community based activities

Issues relating to participation in promotional plans may include:

- objectives of the promotion
- venue and location
- duration
- date selection
- style and format of event
- technical equipment required
- number of invitees
- promotional materials required
- public relations implications

Networks may include:

- collaboration with other workers
- collaboration with tour operators and organizations
- working as a team; drawing on unique strengths of each member of the team

Guests may include:

- Jamaicans
- foreigners
- persons with special needs (disabled)
- children
- elderly persons

Participation may be in the form of:

- active member of an assigned promotional team
- indirect involvement as a result of place of work
- promoting the place of work as a normal part of ones everyday work

In-house promotion may be:

- specially planned activities/occasion
- routine activities

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to contribute to the promotion of tourism awareness in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Evidence should include:

- ability to participate in a number of promotional activities within a specific tourism context
- knowledge of aspects of Jamaica's heritage, cultural practices, historical and geographical data as set out in the underpinning knowledge of this unit
- to demonstrate the ability to carry out each element in practical workplace contexts

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- governments role in marketing Jamaica
- Jamaica's tourism products
- the issues that affect promotional activities in Jamaica's tourism industry
- features that make the Jamaican tourism product unique and diverse
- promoting Jamaica to Jamaicans
- customer trends and preferences
- the JTB's new marketing thrust (3 Es, education, entertainment, excitement)
- ways in which visitors form expectations of a destination
- visitors expectation of Jamaica

#### Skills

The ability to:

- plan marketing and promotional activities
- co-ordinate participation in trade and consumer shows
- co-ordinate in house promotions
- schedule and organise in-house promotions
- create and implement promotional plans
- develop familiarisation programs
- establish relationships with industry and media colleagues
- develop public relations resources
- develop special products

### (4) Resource Implications

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to the particular tourism sector and consistent with the range of variables. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of tourism experiences.

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures of an individual workplace context as the means by which the candidate demonstrates competence.

Evidence may be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of instances as cited in the range.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**THTTEJ0101A: Source and communicate information**

## Competency Descriptor:

This unit deals with the skills and knowledge required to source and communicate information in response to an identified need. The presentation could be verbal or written.

Competency Field: Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Find information	1.1	Information sources identified are current and appropriate.
		1.2	Information sources are correctly accessed.
		1.3	Information is obtained within designated timelines.
2.	Prepare and present information	2.1	Information is reviewed and selected to suit the specific need.
		2.2	Where appropriate, text is drafted to include all appropriate information.
		2.3	Information provided is structured and expressed in a clear and concise manner.
		2.4	Information is presented in a professional manner.
		2.5	Information is made available to the appropriate person within designated timelines.

**RANGE STATEMENTS**

Information include:

- information from product suppliers
- information from other teams in the enterprise
- customer service research
- information on new workplace systems

Information sources include:

- colleagues
- organization
- entertainment centers
- hotels

Means of accessing information include:

- telephone
- internet
- verbal (face-to-face)

Information may be communicated to:

- colleagues
- guests/visitors
- manager/supervisor

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to source and present information in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Look for:

- ability to find, review and present information on topics within the broad general experience and expertise of the individual

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- basic research skills including:
  - identification of information required
- questioning techniques to elicit information
  - note taking
  - sorting and processing information

#### Skill

The ability to:

- access information sources
- assess information for relevance and applicability
- present information orally
- prepare and present written information

### (4) Resource Implications

The following resources should be made available:

- simulated or actual work environment

### (5) Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures of an individual workplace context as the means by which the candidate source and share information.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THTCOR0411A: Maintain personal hygiene**

## Competency Descriptor:

This unit deals with the skills and knowledge required to follow personal hygiene procedures, and is applicable to many sectors of the Hospitality and Tourism industry.

Competency Field: Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Observe dress code		1.1	Workplace dress code is strictly followed.
		1.2	Clothing is laundered and where required properly ironed.
		1.3	Garment is free of unpleasant odour.
		1.4	Appearance and condition of garment is consistent with nature of work.
2. Maintain proper oral hygiene		2.1	Teeth are free of food residue.
		2.2	Breath is free of unpleasant odour.
		2.3	Teeth are free of discolouration caused by smoking.
		2.4	Intervals of dental consultations/visits are appropriate to the maintenance of good dental health.
3. Maintain physical care of the body		3.1	Correct hand washing procedures are followed.
		3.2	Cleanliness of hair, skin and nails is maintained at all times.
		3.3	Use of colognes and perfumes is unobtrusive.

## RANGE STATEMENTS

Dress code relates to:

- company policy
- association/organization
- job specific requirements
- team

Oral hygiene include:

- brushing
- use of floss/mouthwash
- dental visits

Body cleanliness relates to:

- care of the skin, nails and hair
- hand washing

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to maintain personal hygiene in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Look for:

- indications of proper oral hygiene
- ability to dress appropriately
- hair, skin and nail care

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- factors which contribute to personal hygiene problems
- implications of poor oral hygiene of workers in the tourism industry
- proper grooming (males and females)
- issues relating to hair care in relation to religious practices
- nail care techniques for diabetic persons
- typical hygiene concerns in the hospitality industry
- hygienic practices that food service employers should require of their employees
- standard of dress and personal hygiene required of a staff to maintain the highest standard in a food service organisation
- factors to be considered when selecting footwear for work

Skill

The ability to:

- observe dress code
- maintain proper oral hygiene
- maintain physical care of the body

**(4) Resource Implications**

The following resources should be made available:

- relevant instructional guides, charts, posters, video cassettes on maintaining personal hygiene

**(5) Method of Assessment**

The nature of this unit lends itself to simulated exercises. Assessment activities may include any one or a combination of the following:

- written or verbal short answer testing
- multiple choice testing
- role play

Assessment must be in accordance with the performance criteria.

Competence may be determined by observing candidates appearance overtime

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTCOT0061A: Collect and share information on the local community

### Competency Descriptor:

This unit deals with the skills and knowledge required to collect and relate information on the local community and applies to individuals operating in community tourism.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Collect information on culture	<p>1.1 Cultural knowledge is accessed through reference to appropriate persons or sources according to community guidelines and cultural protocols.</p> <p>1.2 Key principles, values and practices of cultural knowledge are recognised and recorded according to community protocols.</p> <p>1.3 Culturally sensitive issues are recognised and the relevant information is collected in an appropriate manner.</p> <p>1.4 Established ownership of and parameters for transferring cultural knowledge is recognised and followed according to community protocols.</p>
2. Identify the locations and patterns of plants and animals	<p>2.1 Relationships between land, rivers, wetlands, sea, plant and animal life are accurately identified and documented.</p> <p>2.2 The seasonal cycles of plants and animal life are identified and recorded.</p> <p>2.3 Common and indigenous names are used to describe plants and animal according to community guidelines and cultural protocols.</p> <p>2.4 Accurate descriptions of plants and animal are collected and recorded for future reference.</p> <p>2.5 Appropriate members of the community are used to validate the information.</p>
3. Identify plants, animals and resources used for medicine, religious practices and food	<p>3.1 Plants, animals and other resources used for food, religious practices and medicines are identified and recorded.</p> <p>3.2 Common and indigenous names and terminologies are used to describe the use of plants and animal in medicine, religious practices and food according to community guidelines and cultural protocols.</p>



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|----|--|-----|---|
|    |  | 3.3 | Relationships between spirituality and the people of the community are noted.   |
|    |  | 3.4 | Issues in relation to indigenous access and use of natural resources are defined and documented.  |
| 4. | Provide information on the life of the people      | 4.1 | Information on the history and the lifestyle of the various ethnic groups are documented and presented.   |
|    |  | 4.2 | Information on the social, religious and economic activities of the community are presented to visitors.  |
| 5. | Relate information on cultural knowledge to others | 5.1 | Information on cultural knowledge is obtained from authentic sources of that knowledge following the appropriate guidelines and protocols.  |
|    |  | 5.2 | Information on cultural knowledge is related in an appropriate format and medium according to community guidelines and cultural protocols.  |
|    |  | 5.3 | Requests for disclosure of information on cultural heritage that infringes intellectual property rights of a group or community are referred to appropriate persons according to community guidelines and cultural protocols. |
|    |  | 5.4 | Requests for disclosure of information on aspects of cultural knowledge by unauthorised individuals are appropriately declined.   |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to collecting and sharing information on the local community.

Cultural knowledge may include:

- dances
- songs
- festivals
- folklores
- fashion
- religious practices
- music
- theatre
- fashion
- natural resources and how they are used

Appropriate source of information may include:

- elders
- government agencies
- governing committees
- traditional owners
- community rangers
- culture and heritage officers
- national park rangers and marine park rangers
- cultural and heritage records

Local community may include:

- village or town
- geographical area
- marine or national park
- nature reserve
- private lands

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to collecting and sharing information on the local community in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- ability to source accurate and current information on the local area
- appropriately maintain information on cultural knowledge
- ensure information has been related to an authorised person
- demonstrate understanding of the protocols on disclosure of cultural knowledge
- demonstrate compliance with organisation policies and procedures on customer care
- follow documentation and reporting procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- cultural knowledge about plant and animals relating to a particular community, group or region
- common and indigenous names for plants and animals
- cultural protocols relevant to region, community and scope and type of cultural knowledge
- role and rights of indigenous peoples in maintaining and controlling cultural knowledge
- individuals who are authorised to possess cultural knowledge
- intellectual and cultural property rights

**Underpinning Knowledge and Skills (Cont'd)****Skills**

The ability to:

- listen and communicate effectively
- investigate cultural knowledge
- identify locations and patterns of plants and animals in a specific area
- identify plants, animals and resources used for medicine, religious practices and food

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- involvement of appropriate people accepted by the local community in the assessment process
- interaction with members of the local community to obtain information

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THTCOR0011A: Maintain quality customer care**

Competency Descriptor:

This unit encompasses the competencies required to deliver quality service to customers.

Competency Field: Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Deliver Service to Customers		1.1	Communication with customers conducted in a professional and courteous manner.
		1.2	Customers' needs and reasonable requests met or referred to the appropriate person.
		1.3	Customers' details and information recorded where necessary.
		1.4	Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction.
		1.5	Opportunities to deliver additional levels of service beyond the customer's immediate request recognised and acted upon.
		1.6	Contact with customer maintained until transaction is completed.
		1.7	Appropriate salutations are made to customers in a courteous manner.
		1.8	Verbal and non-verbal communication used to develop rapport with customers during service delivery.
		1.9	Repeat customer visit is encouraged by promotion of appropriate services or products.
2. Respond to Customer Complaints		2.1	Positive helpful attitude conveyed to customers when handling complaints.
		2.2	Complaints handled sensitively, courteously and with discretion.
		2.3	Nature of complaint established by active listening and questioning and confirmed with the customer.

- |    |  |  |
|----|--|--|
|    | 2.4                                      | Action taken to resolve complaint to customers' satisfaction wherever possible.  |
|    | 2.5                                      | Unresolved customer dissatisfaction or complaints promptly referred to supervisor.   |
|    | 2.6                                      | Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with establish policy. |
|    | 2.7                                      | Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.   |
|    | 2.8                                      | Follow up action taken as necessary to ensure customer satisfaction.   |
| 3. | Respond to customers' requests           | 3.1 Customers' details and information recorded accurately.  |
|    |  | 3.2 Customers promptly referred to appropriate sources as required.  |
|    |  | 3.3 Customers provided with information in clear, concise manner.  |
|    |  | 3.4 Requests processed, recorded and acted upon according to established policy.   |
| 4. | Identify Customers' Special Requirements | 4.1 Customers with special needs or requirements identified promptly by observation and questioning.   |
|    |  | 4.2 A willingness to assist is conveyed verbally and non-verbally.   |
|    |  | 4.3 Customers' needs are promptly serviced, referred or redirected as required.  |

## RANGE STATEMENT

The following variables may be present:

- customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- request/complaints may be in verbal, written or electronic form

Encounter with customer may be:

- in the confines of a hotel
- in a restaurant
- in a craft shop/market place
- on the street
- host home

Customer needs may include:

- information regarding facilities and services
- direction
- desire to find product or service

Customer may include:

- internal and external customers
- staff

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to correctly interact with customers in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying customer service in keeping with stated criteria
- providing a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service procedure
- accurately identifying the nature of customer complaints, resolving complaints and providing service to customers according to the performance criteria and the range of variables
- using effective questioning/active listening and observation skills to identify customers' special requirements
- collaboratively working within a team to meet customers' needs

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- principles of customer service
- procedures for dealing with difficult customers
- importance of recording complaints
- reasons for delighting customers
- customer care
- what not to do in the presence of a customer
- the workers' role and importance to the customers (value own job)
- dealing with complaints from external and internal customers
- protocols when addressing/dealing with various category of customers including VIPs

**Underpinning Knowledge and Skills (Cont'd)****Skills**

The ability to

- questioning/listening
- resolving conflict
- following set routines and procedures
- handling difficult or abusive customers
- greeting/farewelling techniques
- preparing written record of complaints

**(4) Resource Implications**

The following resources should be made available:

Resources may include:

- a real or simulated work environment conducive for the conduct of the elements in this unit

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

This unit of competency contains both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

Evidence is best gathered using the processes and procedures of the individual workplace context as the means by which the candidate demonstrates competence.

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations as identified in the range.



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTCOR0131A      Contribute to self development

Competency Descriptor:

This unit describes the competencies involve in fostering an awareness of the need for continuous skills development and a positive attitude to self and work.

Competency Field:            Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Set personal goals	1.1	Current competence and potential areas for development are identified.
		1.2	Strengths and weaknesses are correctly identified.
		1.3	Goals set are achievable, realistic and challenging.
		1.4	Planned goals are checked with appropriate persons and feedback, where given, used to make meaningful adjustments.
		1.4	Realistic amounts of time and resources necessary to achieve set objectives are identified.
		1.5	Progress and performance in achieving set goals are regularly reviewed.
2.	Display positive self-image	2.1	Attitude toward personal deportment reflects a positive self-image.
		2.2	Faith and confidence in own abilities are reflected in a positive approach to ones work.
		2.3	Expression of negative thoughts on every situation is avoided.
		2.4	Punctuality is displayed at all times.
3.	Assess own achievement	3.1	Assessment is based on established goals and objectives.
		3.2	An assessment of self does not result in feeling of depression in case of under achievement.
		3.3	Assessment is objectively carried out.

- 3.4 Assessment criteria and results are clearly written and defined.
- 3.5 Where short fall occurs possible reasons and corrective measures are identified.
- 3.6 Help is sought from appropriate persons where required.

## RANGE STATEMENTS

Current competence and potential areas for development are identified through reference to Work standards or other models used by the organization.

Self-development include:

- improvement in self-esteem
- team work
- commitment to providing quality service
- positive thinking
- dealing with mistakes

Goals may include:

- organizational objectives
- intended acquisition
- educational
- family related
- monetary
- travel/vacation
- 

Development takes place during:

- normal work time
- off duty time
- planned training exercises

Strengths and weaknesses may relate to:

- knowledge and skill in job performance
- personal habits
- addiction

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to contribute to the development of self in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- ability to display self-esteem
- set realistic goals for oneself
- take own initiative to improve self

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- the meaning of self-esteem
- how to enhance/improve one's self-esteem
- the importance of team work in self development
- the relationship between self esteem and delivery of quality customer service

#### Skill

The ability to:

- set personal goals
- display positive self-image
- assess own achievement

### (4) Resource Implications

- access to relevant written materials on self development, motivational tapes/video on self esteem and self assessment

### (5) Method of Assessment

Assessment of this unit of competence will include observation of performance in real or simulated work processes and may involve questioning on underpinning knowledge. Assessment may be best determined by observing the candidate's performance over time.

**(6) Context of Assessment**

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>
Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THTTEJ0091A: Demonstrate knowledge of tourism awareness**

Competency Descriptor:

This unit deals with the abilities to apply tourism awareness information in day-to-day interface with visitors.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Investigate Jamaica's tourism product	1.1 Informal and /or formal research is used to update own knowledge of Jamaica's tourism product. 1.2 Knowledge of the history of tourism in Jamaica is demonstrated. 1.3 The term "tourism" is correctly defined. 1.4 The importance of tourism to Jamaica is correctly explained. 1.5 Motives and current trends in regional and international travel are correctly identified. 1.6 An awareness of the negative impact of tourism on Jamaica is demonstrated.
2. Apply knowledge of Jamaica's tourism product	2.1 An understanding of Government's role in tourism marketing is demonstrated. 2.2 Explanation of own role in the promotion of the tourism product indicates a clear understanding. 2.3 The ability to relate to guests/visitors is demonstrated.

**RANGE STATEMENTS**

Informal and/or formal research include:

- enquiry from work colleagues
- enquiry from older members of the community
- newspaper
- magazines and other special publications
- library
- internet

Knowledge of tourism history in Jamaica include some significant dates and events:

Importance of tourism in relation to:

- economic impact
- environmental impact
- social and cultural impact

Travel motives and trends include:

- recreation/pleasure
- education
- business
- health
- sports
- trade

Understanding of the term “tourism” include knowledge of:

- eco-tourism
- community tourism
- cultural heritage tourism
- main components of tourism

Negative impact include:

- economic impact
- environmental impact
- social and cultural impact

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to demonstrate an understanding of Jamaica’s tourism product in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Evidence should include:

- basic knowledge of the history of tourism in Jamaica
- ability to define “tourism”
- explain some positive benefits as well as negative impact of tourism on Jamaica’s economy
- identify trends and travel motives
- ability to share information with others

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the tourism product
- Government agencies and associations involve in tourism including J.T.B, TPDCO, JHTA, AJAL, JUTA, JCAL, MAXI
- travel motives and current trends
- visitor expectations and impacting factors
- Some useful dates and events in the development of Jamaica's tourism industry
- own role in contributing to the tourism product
- importance of tourism to Jamaica's economy
- environmental issues relating to tourism
- social and cultural impact of tourism on Jamaica
- types of sports and sporting events
- tourism's contribution to Jamaica's GDP
- the principles of community tourism
- benefits of community tourism

Skills

The ability to:

- update own knowledge of Jamaica's tourism product.
- define the term "tourism"
- explain the importance of tourism to Jamaica
- identify motives and current trends in regional and international travel
- demonstrate awareness of the negative impact of tourism on Jamaica
- demonstrate understanding of Government's role in tourism marketing
- explain own role in the promotion of the tourism product

**(4) Resource Implications**

The nature of this unit requires for the most part simulated experiences. Simulation and all resources should relate to and be consistent with the range of variables. Resources should be generic and be applicable to a wide variety of experiences consistent with the range of variables.

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures, as much as is practicable, of real life contexts as the means by which the candidate demonstrates competence.



**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in actual work experiences or through simulations. A range of methods to assess underpinning knowledge should support this

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

## THTTEJ0071A: Contribute to environmental care and protection

Competency Descriptor:

This unit deals with the skills and knowledge required to contribute to maintaining a clean and healthy environment.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Contribute to the prevention of land pollution	1.1 Spillage is avoid during transport of garbage. 1.2 Soiled liners are replaced where required. 1.3 Recyclable materials are identified and separated as appropriate. 1.4 A willingness to keep work area clean and free of garbage is demonstrated. 1.5 All garbage encountered, regardless of source, is cleaned and appropriately disposed of.
2. Contribute to the prevention of water pollution	2.1 Potential water pollutants are correctly identified. 2.2 Precautions are taken to ensure chemicals used do not pollute water sources/environment. 2.3 Empty chemical containers are disposed of safely or according to manufacturers instructions where given. 2.4 The handling of chemicals indicates an understanding of the reason for preventing pollutants entering water sources. 2.5 Practices that contribute to pollution of water sources are identified.
3. Contribute to the prevention of air pollution	3.1 Unnecessary running of engine/equipment operation is avoided to minimise air pollution. 3.2 Vehicles are driven efficiently to minimize excessive exhaust emissions in the air environment.

	3.3	Routine checks are conducted to ensure emission control equipment on vehicle is operating correctly.
	3.4	Knowledge of everyday activities that contribute to air pollution is demonstrated.
4. Maintain awareness of environmental issues	4.1	An understanding of reasons for implementing waste minimization strategies is demonstrated.
	4.2	Opportunities for contributing to the minimization of wastes are identified and the appropriate actions are taken.
	4.3	Importance of waste management is understood.
	4.4	Impact of waste on the environment is understood.
	4.5	Effort is made to share information with others on environmental care and pollution prevention.
5. Help in the preservation of Jamaica's flora and fauna	5.1	Ability to identify species of animals and plants found in Jamaica is demonstrated.
	5.2	Some benefits of Jamaica's flora and fauna to the tourism product are correctly explained.
	5.3	Knowledge of possible ways to preserve the environment is demonstrated.

## RANGE STATEMENTS

Wastes include but are not limited to

- sewage, body emissions, wastes from production of items (woodcuttings, metal scraps, food containers, packaging and wrapping materials)
- blood and other human waste; syringes and needles; waste, soiled and disposable linen
- foodstuffs, drinks

Pollution includes:

- Oils
- gas
- wastes
- noise
- wastewater

Types of waste include:

- Those that are biodegradable such as plant materials
- Those that are non-biodegradable such as plastics and other resin based materials

Water sources include:

- rivers
- streams
- wells
- sea

Source of waste/garbage may include but are not limited to:

- washing of vehicles in or close to rivers/streams
- holding of major functions (parties, dance, stage shows, family outings/picnics)
- hotels, guest houses and other places of accommodation or entertainment

Disposal receptacles include:

- compactors; large waste bins; open trucks; dust bins, garbage bags

Some fauna in the following groups common or endemic to Jamaica:

- mammals
- reptiles
- crustaceans
- fishes
- insects
- birds
- amphibians

Precautions taken during vehicle cleaning include:

- use of environmentally friendly cleaning products
- washing in designated areas
- removing and appropriately disposing of waste from the vehicle

Benefits/value of flora and fauna include:

- food
- medicinal
- aesthetic
- economic

Rubbish bin types include:

- recycle bins
- general purpose bins
- wet rubbish bins
- restroom paper bins
- needle hazard disposal units

Equipment and supplies can include:

- pick-up trolley; mobile garbage bins, cleaning agents, bin liners

Some flora in the following groups common or endemic to Jamaica:

- shrubs
- grasses
- trees
- algae
- ferns

Chemical containers include:

- herbicide containers
- insecticide containers
- motor vehicle engine oil containers
- aerosol containers

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to environmental care and protection in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Evidence should include:

- Awareness of types of pollution and how pollution can be minimized.
- Ability to operate vehicle to minimize pollution.
- Selection and use of liners and waste storage receptacles
- Identify and separate recyclable materials
- Identify some flora and fauna endemic/common to Jamaica

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- the environment and its components (physical and biological)
- basic familiarity with terms such as:
  - Ecosystem
  - Habitat
  - Natural resources
  - Renewable resources
  - Non-renewable resources
  - Development
  - Carrying capacity
  - Sustainable development
  - Conservation
  - Environmental pollution
- common causes and effects of
  - land pollution
  - water pollution
  - air pollution
- sources of information on environment and environmental protection
- names of animal and plant species

#### Skills

The ability to:

- transport waste to disposal point
- identify and separate recyclable materials
- keep work area clean and free of garbage
- identify water pollutants
- dispose empty chemical containers
- identify practices that contribute to pollution of water sources
- ensure emission control equipment on vehicle is operating correctly

## **Underpinning Knowledge and Skills (Cont'd)**

### Knowledge

Knowledge of:

- coral reefs and their importance
- Importance of effective waste management
- impact of waste on the environment
- common pollutants and strategies for avoidance/minimisation
- appropriate waste disposal
- waste identification and sorting
- some terrestrial animals of Jamaica
- some endemic birds of Jamaica
- value of some flora and fauna (food, medicinal, aesthetic, economic)
- some possible impact of environmental pollution on animal and plant life

## **(4) Resource Implications**

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to the particular tourism sector and consistent with the range of variables. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of experiences.

## **(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures of an individual workplace context as the means by which the candidate demonstrates competence.

Evidence may be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of environmental contexts.

## **(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **THTCOR0021A: Share information on the country's geography, history and culture**

Competency Descriptor:

This unit deals with the skills and knowledge required to share information on Jamaica's geography, history and culture.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Upgrade own knowledge of Jamaica's heritage and cultural practices	1.1 Informal and/or formal research is used to obtain desired information. 1.2 Specific information in relation to a query or area of work is accessed. 1.3 Sources of information are correctly identified and accessed. 1.4 Information sourced is relevant to intended purpose. 1.5 Appropriate contact is established and maintained with key resource persons. 1.6 Appropriate interpersonal and networking skills are used in liaison with information source.
2. Impart information on Jamaica's heritage and cultural practices	2.1 Information shared is accurate and communicated at a pace and in a manner that facilitate understanding. 2.2 A willingness to share information is demonstrated. 2.3 Information shared is appropriate and incorporated into day-to-day work activities. 2.4 Knowledge of Jamaica's history and culture is demonstrated. 2.5 Information is imparted in a polite and helpful manner at all times. 2.6 Situations where requested information is unknown are appropriately handled.
3. Share information on Jamaica's geography	3.1 The ability to locate places on a map is demonstrated. 3.2 The ability to share basic information on Jamaica's geography is demonstrated.



**RANGE STATEMENTS**

History and culture may include:

- religious practices
- folklore
- music
- dance forms
- traditional foods
- sports
- fashion
- theatre
- film

Information on Jamaica may relate but not limited to:

- cultural practices
- historical data including significant dates and happenings
- National symbols and their meanings
- National heroes
- The people who came and their influence on place names
- Size (length, width, population, highest point)
- Climate
- Rivers and mountains
- Parishes and their capitals

Method for sourcing information may include:

- telephone contact
- internet access
- person to person interview
- desk research (print material)

Information sources may include but are not limited to:

- media
- reference books
- maps
- resource persons
- industry associations
- industry journals
- internet
- personal observations and experiences

Places located on a map of Jamaica include:

- parishes
- parish capitals
- mountains
- at least four attraction locations

Query may originate from:

- own desire to find out information
- guest enquiry
- co-workers enquiry

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to access and share information on the Jamaica's heritage and cultural practices in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Evidence should include a demonstrated ability to:

- interpret and communicate information accurately to guests/customers and peers
- access, comprehend and process information accurately
- participate actively and positively within a workplace team
- consistently apply proper procedures, in regard to personal dress, presentation, hygiene and code of conduct
- locate places and interpret information from maps accurately

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- common industry information sources
- local history
  - national symbols and their meanings
  - national heroes
  - places in Jamaica whose names are influenced by the people who came to here
  - important dates in Jamaica's history
- local cultural practices
  - story telling
  - riddles
  - proverbs
  - evolution of contemporary reggae
  - music in the 50's, 60's, 70's, 80's, 90's
  - traditional dance forms – European, African, Euro-African
  - traditional foods
- history of reggae music
- common cultural differences of guests from USA, Canada, Europeans, England, Scotland, Wales, Germany, Japan

### **Underpinning Knowledge and Skills (Cont'd)**

#### Knowledge

Knowledge of:

- basic information on the geography of Jamaica
  - climate
  - terrain
  - position/location
  - size
  - parishes and their capital
  - principal elevations above sea level
  - principal rivers
- how to locate places on a map

#### Skills

The ability to:

- apply questioning techniques to obtain information
- sort and summarise information
- share information with guests/colleagues
- communicate
- relate information on local history
- apply and explain various cultural practices
- relate to tourists from various cultures
- locate places on a map of Jamaica

### **(4) Resource Implications**

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to the particular tourism sector and consistent with the range of variables. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of tourism experiences. Resources may include: internet facility, maps, written materials.

### **(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures of an individual workplace context as the means by which the candidate source and share information.

Evidence may be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of information sourcing and sharing situations.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTCOT0071A:            Develop and update local knowledge

### Competency Descriptor:

This unit deals with the skills and knowledge required to build and maintain the local knowledge that is required to effectively respond to general customer information requests in a range of tourism and hospitality enterprises.

Competency Field:    Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1.    Develop local knowledge	<p>1.1    Appropriate sources of information on the local area are identified and accessed.</p> <p>1.2    Information is recorded and filed for further use in accordance with enterprise procedures.</p> <p>1.3    The types of information commonly requested by customers are correctly identified and retrieved.</p>
2.    Update local knowledge	<p>2.1    Opportunities to update local knowledge are identified and utilised.</p> <p>2.2    Updated knowledge is appropriately shared with customers and colleagues and is incorporated into day-to-day working activities.</p>

### RANGE STATEMENT

This unit applies to activities associated with essential operations linked to developing and updating local knowledge

Information may include:

- specific shopping details, markets
- restaurants, cafes and other dining venues
- other facilities and services such as hairdressers, dentists, travel agencies
- theatres and entertainment venues
- sporting facilities
- tours, local outings and trips
- travelling routes
- weather conditions

Information may include:

- established enterprise specific information
- local transport options
- local attractions
- local events
- general visitor facilities including shopping locations, currency exchanges, post offices, banks, emergency services

Sources of information on the local area may include:

- brochures
- timetables
- local visitor guides
- library and local council
- local people
- enterprise information
- room directories
- maps
- Internet

Opportunities to update local knowledge may include:

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

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to develop and update local knowledge in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the ability to source accurate and current information on the local area
- provide general knowledge of the local area sufficient to answer commonly asked customer questions as relevant to the job role
- demonstrate compliance with organisation policies and procedures on customer care
- follow documentation and reporting procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- climate and weather
- local transport options
- local attractions
- local events
- general visitor facilities
- sources of information
- local culture
- questions frequently asked by visitor

#### Skills

The ability to:

- source information
- present correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to respond to a range of commonly asked customer questions

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

### CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



## THTCUS0041A: Meet client needs and expectations

Competency Descriptor:

This unit deals with the skills and knowledge of understanding, clarifying and meeting client needs and expectations in a single encounter or multiple encounters, on a one-to-one basis with a client.

Competency Field: Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify client needs and expectation	1.1	Client preferences, needs and expectations are clarified.
		1.2	Special requirements of clients are promptly identified and advice on relevant products/services are provided.
		1.3	Communication appropriate to the relationship and the purpose of the interaction is used.
		1.4	External assistance is promptly accessed if required.
2.	Provide the identified client needs and expectations	2.1	Knowledge of specified products/services is applied to provide assistance to clients.
		2.2	Alternative products/services are suggested if necessary.
		2.3	Alternate sources for product/service are suggested if unable to meet clients needs or expectations.
		2.4	Features and benefits of relevant products/services to clients are explained.
		2.5	Special promotions for products/services are suggested to clients according to organisation policies.

### RANGE STATEMEN

This unit applies to activities associated with the essential operations linked to meeting clients' needs and expectations.

Knowledge of specified service may include:

- range of products/services
- features and benefits of products/services
- promotional pamphlets
- supplier information
- written communication on products/services
- other relevant descriptions

Interaction may include;

- face-to-face interactions
- telephone interactions
- interactions with team members

Communication may include:

- active listening
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention
- maintaining eye-contact, for face-to-face interactions
- non-verbal communication e.g. body language, personal presentation, for face-to-face interactions
- clear, legible writing

Clients may include:

- internal or external client
- clients with routine or special requests
- regular and new clients
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected and emotionally distressed

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to meet client needs and expectations in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- identify client's needs and expectations
- identify a range of products/services that may meet the needs and expectations of the client
- discuss with the client the range of products/services that are available and determine that/those which are most suitable
- deliver the product/service in an appropriate time frame
- demonstrate knowledge of communication techniques and organisation's services/product
- compliance with organisation's promotional policies and procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- product knowledge
- privacy legislation
- codes of conduct
- consumer and environmental legislation
- alternate sources of information, product and/or service

Skills

The ability to:

- solve problems
- communicate clearly and precisely
- read and write
- demonstrate numeracy skills
- provide good customer service

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- work related products and services

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHGHS0172A: Provide first aid**

## Competency Descriptor:

This unit deals with the skills and knowledge required to provide first aid. It complies with standards, practices and procedures of St John Ambulance Association and equivalent first aid bodies.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Assess and respond to emergency first aid situations	1.1	Emergency situations are quickly and correctly recognised.
		1.2	The situation is assessed and a decision promptly made regarding action required.
		1.3	Assistance from emergency services/colleagues/customers is organised where appropriate.
2.	Provide appropriate treatment	2.1	Patient's physical condition is assessed from visible vital signs.
		2.2	First Aid is provided to stabilise the patient's physical and mental condition in accordance with organisation policy on provision of first aid and recognised first aid procedures.
3.	Monitor the situation	3.1	Back up services appropriate to the situation are identified and notified.
		3.2	Information on the victim's condition is accurately and clearly conveyed to emergency services personnel.
4.	Prepare an incident report	4.1	Emergency situations are documented according to company procedures.
		4.2	Reports provided are clear, accurate and timely.

**RANGE STATEMENTS**

This unit applies to all tourism and hospitality sectors.

First aid treatment is that defined in Common

Law as emergency assistance provided to a second party in the absence of medical or paramedical care.

Factors which affect the provision of first aid are:

legal issues that affect the provision of first aid in different industry sectors:

- the type of site where the injury occurs
- the nature of the injury and its cause
- availability of first aid equipment, medications and kits or other suitable alternative aids
- proximity and availability of trained paramedical and medical assistance
- the patient's cardio-vascular condition as indicated by body temperature, pulse rate and breathing rates
- chemical contamination

Injuries may include:

- cardio-vascular failure
- wounds and infections
- bone and joint injuries
- eye injuries
- burns
- external bleeding
- unconsciousness
- effects of heat or cold temperatures
- pre-existing illness
- bites

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide first aid in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Look for:

- ability to correctly apply a range of first aid techniques for all situations described in the Range of Variables

### (2) Pre-requisite Relationship of Units

This unit should be assessed alone

### (3) Underpinning Knowledge and Skills

To demonstrate competence, attendance at and successful completion of an accredited First Aid course is required.

### (4) Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

### (5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit will generally be assessed off-the-job.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHHOK0901A: Respond to guest related complaints and requests

Competency Descriptor:

This unit deals with the skills and knowledge required to provide a range of general housekeeping services to guests.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Handle housekeeping requests	1.1	Requests are handled in a polite and friendly manner in accordance with enterprise customer service standards and security procedures.	
	1.2	Guest is acknowledged by use of name wherever possible.	
	1.3	Details of the request are confirmed and noted.	
	1.4	Where request has arisen from breakdown in room servicing, an apology is made.	
	1.5	Timelines for meeting the request are agreed with the guest	
	1.6	Requested items are promptly located and delivered within agreed timeframe.	
	1.7	Items for pick up are collected within the agreed timeframe.	
	1.8	Equipment is set up for guest when appropriate.	
2. Advise guests on room and housekeeping equipment	2.1	Guests are courteously advised on correct usage of equipment.	
	2.2	Malfunctions are promptly reported in accordance with enterprise procedures and where possible alternative arrangements are made to meet guest needs.	
	2.3	Where appropriate a collection time is agreed.	
3. Deal with guest complaints	3.1	Dissatisfied guests are acknowledged immediately and are attended to without delay.	
	3.2	Guests are dealt with in a polite and helpful manner at all times.	
	3.3	Nature of complaint is correctly identified.	



- 3.4 Guests are assured that complaint will receive immediate attention.
- 3.5 Complaints, which can be resolved within the individual's authority, are dealt with promptly.
- 3.6 Complaints, which cannot be resolved within the individual's authority, are promptly referred to the appropriate person.
- 3.7 Complaint is reported and handled in accordance with property procedures.
- 3.8 Nature and seriousness of complaint is correctly assessed and appropriate response determined.
- 3.9 Relevant information is accurately recorded in a suitable format and made available to the appropriate personnel.
- 4. Deal with guest related incidents
  - 4.1 Nature of incident is quickly identified and action taken is in accordance with given guidelines.
  - 4.2 Guests are dealt with in a polite and helpful manner at all times.
  - 4.3 Guests are assured that incidents will receive immediate attention.
  - 4.4 Incidents are dealt with in accordance with given instructions.
  - 4.5 Incidents are reported to the appropriate personnel and in a manner consistent with.
- 5. Handle room change
  - 5.1 Instructions for room change are accurately carried out.
  - 5.2 Room change is appropriately carried out with minimum inconvenience and to guests' satisfaction.
  - 5.3 Unexpected situations are reported and handled in accordance with property procedures.
  - 5.4 Guests are dealt with in a polite and helpful manner at all times.
  - 5.5 Guests' effects are transferred without damage.

## RANGE STATEMENTS

Guests to include:

- in house guests
- new arrivals
- adults and children
- departing guests
- day guests

Incidents to include:

- breakage
- lost property
- injury
- insect bites

Dealing with complaints to include:

- Contacting maintenance department
- Reporting to supervisor
- Correcting faults relating to amenities in public areas and bedrooms, where possible

Room change activities to include:

- transfer of guests' property
- preparing for room change

Guests' care to include:

- safety of guests' rooms and public areas
- attending to special request
- ensuring that room and public area amenities are in place

Guidelines relate to:

- instructions from supervisor
- property procedure

Guest complaints to include those relating to:

- condition of rooms and public areas
- lack of supplies
- other departments

Room change takes place:

- in guests' presence
- in guests' absence

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively offering courteous and friendly service to guests in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- Evidence should include a demonstrated knowledge of a range of housekeeping services/equipment and the demonstrated ability to offer courteous and friendly service to guests.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- knowledge of typical housekeeping services and procedures
- security and safety procedures as they apply to housekeeping services
- procedures in dealing with new arrivals
- procedures for dealing with departing guests
- safety of guests' rooms
- general guidelines for handling breakage by guests, lost of guest's property, injury to guests
- room change procedures and activities
- procedures for effectively dealing with guest complaints
- some common problems faced by guests
- factors to be considered when recording complaints
- active listening
- how to demonstrate empathy

Skill

The ability to:

- handle housekeeping requests
- advise guests on room and housekeeping equipment
- deal with guest complaints
- record relevant information accurately
- deal with guest related incidents
- handle room change

**(4) Resource Implications**

The following resources should be made available:

- housekeeping facility

**(5) Method of Assessment**

Assessment should include practical demonstration either in the workplace or through a simulation.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. A range of methods to assess underpinning knowledge should support this.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHCOR0071A: Deal with emergency situations**

Competency Descriptor:

This unit deals with the skills and knowledge required to deal with emergency situations that may occur or affect guests and workers in a hospitality environment.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Carry out emergency procedures in the event of a fire	1.1	Fire fighting equipment is used in accordance with property procedures.
		1.2	Appropriate emergency procedures are effectively applied.
		1.3	Instructions for evacuation are correctly followed in a calm, orderly manner.
		1.4	Unexpected situations are dealt with in accordance with given guidelines.
		1.5	Information passed on to other personnel is accurate and in an appropriate format.
2.	Deal with the discovery of suspicious items\packages	2.1	Suspicious items and packages are identified and promptly reported to the appropriate personnel.
		2.2	Correct safety and security procedures are followed in a calm and orderly manner.
3.	Carry out emergency procedures in the event of accidents	3.1	Emergency procedures applied are in accordance with given instructions.
		3.2	Appropriate action is taken to ensure safety of injured and uninjured persons in accordance with given guidelines.
		3.3	Comfort and reassurance is given to injured persons.
		3.4	Personal emergency and accidents are reported in an appropriate manner and to the appropriate personnel.
		3.5	Accidents are identified and action taken immediately.

- |    |  |     |   |
|----|--|-----|---|
| 4. | Carry out emergency procedures in the event of a hurricane   | 4.1 | Appropriate steps are taken to protect life and property in the event of an impending hurricane.  |
|    |  | 4.2 | All relevant safety precautions are adhered to.   |
|    |  | 4.3 | Damages to life and property are identified and all relevant documents accurately prepared and dispatched to the appropriate personnel. |
|    |  | 4.4 | Correct evacuation procedures are followed in a calm, orderly manner <b>in accordance with property procedures</b> .                    |
|    |  | 4.5 | Unexpected situations are reported and handled in accordance with property procedures.  |
|    |  | 4.6 | Communication is established with other staff and sources of assistance.  |
| 5. | Carry out emergency procedures in the event of an earthquake | 5.1 | Unsafe areas identified and persons evacuated immediately.  |
|    |  | 5.2 | All relevant safety precautions are adhered to.   |
|    |  | 5.3 | Damages are identified and all relevant documents accurately prepared and dispatched to the appropriate personnel.                      |
|    |  | 5.4 | Correct evacuation procedures are followed in a calm, orderly manner <b>in accordance with property procedures</b> .                    |
|    |  | 5.5 | Unexpected situations are reported and handled in accordance with property procedures.  |
|    |  | 5.6 | Communication is established with other staff and sources of assistance.  |
|    |  | 5.7 | Guests are reassured in an appropriate manner.  |

## RANGE STATEMENTS

This unit may apply to various staff in tourism and hospitality sectors:

Types of fire to include:

- fires involving combustible materials (wood, paper, cloth)
- fires involving flammable liquids (gasoline, kerosene, thinner, grease);
- fires involving electrical equipment

Fire extinguishing equipment and supplies to include:

- extinguishers (A, B & C)
- sand, water
- "Wet Blanket"

## Emergency Procedure to include:

- eliminating cause of fire
- use of fire extinguishers
- alerting appropriate personnel
- reassuring guests

## Emergencies that must be reported to include:

- heart attack
- drug overdose
- fainting
- diarrhoea
- vomiting
- food poisoning

## Potential hazards resulting from earthquake to include:

- objects that may fall, cracks in walls and floors, exposed electrical wires, wet floors, broken sewer mains; damages to life and property to include death, persons with broken limbs, damaged equipment, damaged building

## Safety precautions to include:

- guidelines from the Office of Disaster Preparedness, property's emergency plan.

## Suspicious items or packages:

- all bags
- packages and parcels which have been left unattended for no apparent reason
- unusual deliveries

## Accidents involving injury to guests, staff and visitors, which require basic first aid.

## Accidents to include:

- burns
- choking, cuts

## Appropriate action to include:

- eliminating cause of accidents where possible
- rendering first aid
- alerting relevant department or personnel

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to monitor staff performance in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Look for:

- ability to deal with emergency situations mentioned in the range of instances through simulated scenarios

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- types of fire and the requisite fighting equipment
- proper use of fire fighting equipment
- safety precautions and procedures in evacuating a building in which there is fire
- emergency procedures in the event of fire
- cues in identifying suspicious items or packages
- how to deal with emergencies such as heart attack, drug overdose, fainting, diarrhea, vomiting, food poisoning
- emergencies that may occur following and earthquake
- post earthquake safety precautions
- precautionary measures in preparing for an for an impending hurricane
- the Office of Disaster Preparedness and Emergency Management (ODPEM) and its roles and functions

Skill

The ability to:

- use fire fighting equipment
- carry out emergency procedures in the event of a fire
- identify suspicious items and packages
- deal with the discovery of suspicious items\packages
- carry out emergency procedures in the event of accidents
- carry out emergency procedures in the event of a hurricane
- carry out emergency procedures in the event of an earthquake

**(4) Resource Implications**

The following resources should be made available:

- actual or simulated work environment

**(5) Method of Assessment**

Competency shall be assessed in a simulated environment depicting the range of instances covered in this unit and may include case study, oral question and answer, written multiple-choice.assessment.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. Simulated activities must closely reflect the type of emergencies that may occur in a hospitality environment and may need to take place over a period of time.



## CRITICAL EMPLOYABILITY SKILLS

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Collect, analyse and organise information	Level 1	
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Plan and organise activities	Level 1	
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Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **THTTEJ0062A: Promote and sell tourism products and services**

### Competency Descriptor:

This unit involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Competency Field: Tourism

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Apply Product Knowledge	1.1	Knowledge of the use and application of relevant products and services demonstrated.
		1.2	Experienced sales staff or product information guide consulted to increase own product knowledge.
2.	Gather Information	2.1	Questioning techniques applied to determine customer-buying motives.
		2.2	Listening skills used to determine customer requirements.
		2.3	Non-verbal communication cues interpreted and clarified.
		2.4	Customers identified by name where possible.
3.	Approach Customer	3.1	Timing of customer approach determined and applied.
		3.2	Effective sales approach identified and applied.
		3.3	Positive impression conveyed to arouse customer interest.
		3.4	Knowledge of customer buying behaviour demonstrated.
		3.5	Customer focused on specific merchandise.
4.	Sell Benefits	4.1	Customer needs matched to appropriate products and services.
		4.2	Knowledge of products' features and benefits communicated clearly to customers.
		4.3	Product use and safety requirements described to customers.
		4.4	Customers referred to appropriate product specialist as required.

- 4.5 Routine customer questions are accurately and honestly answered.
- 5. Deal with Objections
  - 5.1 Response to customer's objections demonstrates respect.
  - 5.2 Efforts made to interest customers in alternate products/services is tactful and do not result in harassment.
  - 5.3 Customers are treated cordially at all times.
  - 5.4 A pleasant and friendly appearance is maintained at all times.
- 6. Close Sale
  - 6.1 Customer buying signals identified and responded to appropriately.
  - 6.2 Customer encouraged to make purchase decisions.
  - 6.3 Appropriate method of closing sale selected and correctly applied.
  - 6.4 Relevant records are kept accurate and neat.
  - 6.5 Promises made are promptly followed up.
  - 6.6 Thanks is extended to the customer in a manner that convey sincere appreciation.
- 7. Maximise Sales Opportunities
  - 7.1 Opportunities for making additional sales recognized and applied.
  - 7.2 Customer advised of complementary products or services according to customer's identified need.
  - 7.3 Knowledge of product is demonstrated.
  - 7.4 Personal sales outcomes reviewed to maximise future sales.

## RANGE STATEMENT

Products may include:

- food items
- rooms
- craft items
- clothing
- souvenirs

Sales techniques include:

- up selling
- persuasive selling
- direct sales strategy
- indirect sales strategy

Routine customer questions about merchandise may include:

- Price
- price reductions
- quality
- usage

Customers may include:

- in-house guests
- walk-in guests
- itinerant visitors

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to promote products and services in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- using questioning, listening and observation skills to accurately determine customer requirements
- consistently applying appropriate procedures, in regard to selling products and services
- maximising sales opportunities without causing harassment
- consistently applying industry codes of practice in regard to selling products and services to customers
- evaluating personal sales performance to maximise future sales

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the importance of product knowledge to the selling process
- what product knowledge implies in the context of hospitality and tourism
- communication skills
- tactics for up-selling
- importance of thanking the customer for choosing product/service
- inhibitions that may affect the sales effort
- points to observe for effective selling:
  - smile
  - use of customers name
  - establishing and maintaining eye contact
  - keeping accurate records
  - maintaining a neat well groomed appearance
  - giving each customer undivided attention
  - remaining calm
  - following up on promises
- questioning techniques
- deal with difficult and indecisive customers

Skills

The ability to:

- apply verbal and non verbal communications
- apply questioning, listening, observation techniques
- handle difficult customers
- negotiate
- apply problem solving skill
- apply product knowledge
- approach customer
- gather information
- sell benefits
- deal with objections
- close sale
- maximise sales opportunities

**(4) Resource Implications**

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to establishment's policies, procedures and range of stock and service. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of environments tourism sector.

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, services, processes and procedures of the individual workplace context as the means by which the candidate achieves competence. In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHGFA0042A: Process cash and non-cash transactions**

Competency Descriptor:

This unit deals with the skills and knowledge required to process and balance financial transactions in a range of tourism and hospitality contexts.

Competency Field:

Hospitality

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Process receipts and payments	1.1	Cash float is received and accurately checked using correct documentation.
		1.2	Cash received is accurately checked and correct change is given.
		1.3	Receipts are accurately prepared and issued when required.
		1.4	Non cash transactions are processed in accordance with enterprise and financial institution procedures.
		1.5	Transactions are correctly and promptly recorded.
		1.6	When payments are required, documents are checked and cash is issued according to enterprise procedures.
		1.7	All transactions are conducted in a manner which meets enterprise speed and customer service standards.
2	Reconcile takings	2.1	Balancing procedures are performed at the designated times in accordance with enterprise policy.
		2.2	Cash float is separated from takings prior to balancing procedure and secured in accordance with enterprise procedures.
		2.3	Register/terminal reading or print out is accurately determined where appropriate.
		2.4	Cash and non cash documents are removed and transported in accordance with enterprise security procedures.
		2.5	Cash is accurately counted.
		2.6	Non cash documents are accurately calculated.

- 2.7 Balance between register/terminal reading and sum of cash and non-cash transactions is accurately determined.
- 2.8 Takings are recorded in accordance with enterprise procedures.

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors:

Transactions may include but are not limited to:

- credit cards
- cheques
- deposits
- advanced payments
- vouchers
- company charges
- refunds
- travellers cheques
- foreign currency

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to process financial transactions in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Look for:

- ability to conduct accurate and secure financial transactions within acceptable enterprise timeframes
- knowledge of basic cash handling principles and security procedures

### (2) Pre-requisite Relationship of Units

- Nil



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- basic numeracy skills
- cash counting procedures
- procedures for processing non cash transactions
- security procedures for cash and other financial documentation

Skill

The ability to:

- Prepare receipts
- Manage cash float
- Process non cash transactions
- Make cash payments
- Perform balancing procedures
- Maintain cashier records

**(4) Resource Implications**

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Collect, analyse and organise information	Level 2	
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Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTCOT0242A: Prepare content on local culture and heritage

Competency Descriptor:

This unit deals with the skills and knowledge required to research and share information about the culture and heritage of the local community in an appropriate manner.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Research general information on the local culture and heritage	<p>1.1 Sources of information about the local culture and heritage are correctly identified.</p> <p>1.2 Written sources of information are accurately interpreted and the required information is extracted and checked with the local community prior to use.</p> <p>1.3 Information from other than written sources is access in a culturally appropriate way.</p> <p>1.4 Contact is made with appropriate community members and guidance is sought on how information should be used in a tourism context.</p> <p>1.5 Behaviour, which shows respect for the local culture and customs, is demonstrated and correct protocols are followed when seeking information.</p> <p>1.6 Knowledge gained is shared with work colleagues to increase cultural awareness and understanding in the organisation.</p>
2. Share general information with customers on the local culture and heritage	<p>2.1 Local interpreters of the culture are identified and used where possible and within scope of individual responsibility.</p> <p>2.2 Customers are provided with guidance on appropriate behaviours when interacting with the local interpreters or communities.</p> <p>2.3 Accurate information is shared with customers.</p> <p>2.4 Reference to the diversity of cultures which has shaped the local culture is included when sharing information.</p> <p>2.5 Information is shared in a manner which shows respect for local community values and customs.</p> <p>2.6 Information is shared in a manner which enhances customer understanding of the local culture.</p>

- 2.7 Questions from customer questions are answered in a polite and friendly manner and in accordance with community wishes about what information can be shared with customers.
- 2.8 Culturally inappropriate customer behaviour are dealt with promptly and in a manner that minimises the likelihood of offence being taken by all parties.

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to preparing and sharing content on the local culture and heritage.

Information may cover but is not limited to the following topics:

- history, pre and post European contact
- traditional life and culture
- contemporary life and culture
- art and music
- dance
- traditional medicine
- religious practices
- tools and implements
- land ownership
- cultural sites

Cultural sites may include:

- galleries
- cultural centres
- natural sites
- monuments

Research may include:

- talking and listening to community members
- organising information from personal memory and experiences
- watching TV, videos and films
- listening to radio
- reading books and other references
- Internet
- museum research
- research from archives

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare and share content on local culture and heritage in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the protocols that apply to researching and sharing information generally available about local cultures and heritage
- ability to research and share information in a culturally appropriate way
- present general knowledge of the local culture and heritage as appropriate to the region
- demonstrate compliance with organisation policies and procedures on customer care
- follow documentation and reporting procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- history, pre and post European contact
- traditional life and culture
- contemporary life and culture
- art and music
- dance
- traditional medicine
- religious practises
- protocols
- copyright and intellectual property
- cultural sites
- sources of information
- research techniques

#### Skills

The ability to:

- source information
- present correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- involvement of appropriate people accepted by the local community in the assessment process
- interaction with members of the local community to obtain information
- sharing of information with a customer group within a commercially-realistic and operational environment (e.g. at a tourist site, on a coach tour)

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

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

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTCOT0252A: Implement minimal environmental impact practices

### Competency Descriptor:

This unit deals with the skills and knowledge required to conduct tourism activities which minimise negative environmental and social impacts.

### Competency Field: Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare environmental responsible activities	1.1	Activities designed to facilitate experiences of the local culture are prepared according to ecotourism codes of practice.
		1.2	Colleagues and other stakeholders are consulted with regarding issues of environmental responsibility.
		1.3	Tourism activities are conducted to limit potential negative impacts and maximise positive impacts on the natural environment and the local community.
2.	Conduct activities with minimal impact	2.1	Minimal impact procedures that are appropriate for a given area are selected and used in accordance with the relevant guidelines and codes.
		2.2	Customers are politely advised about acceptable behaviours in different environments and communities prior to entering the area.
		2.3	Work activities are carried out in an environmentally responsible manner and provide a role model for customers and colleagues.
		2.4	Appropriate actions are taken to address situations where customer behaviour is not acceptable in accordance with enterprise guidelines.
3.	Monitor activities and changes	3.1	Changes in the environment are monitored and accurately recorded using the appropriate technology.
		3.2	Environmental information is collected on behalf of environmental/social agencies and other appropriate authorities.
		3.3	The appropriate authorities are promptly advised of environmental and social changes following the appropriate guidelines.



## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to implementing minimal environmental impact practices.

Minimal impact techniques and procedures may include:

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

Changes in the natural environment may include:

- breeding events
- erosion
- species sighting
- changes to flora
- changes to fauna

Methods of information collection may include:

- logbooks
- sighting forms
- basic measurements (temperature, weather conditions, estimations of percentage cover, water)
- photography

Issues to take into consideration when preparing activities may include:

- combination of education and interpretation on the natural environment
- environmental sustainability
- return to the local environment/community
- cultural sensitivity
- meeting of realistic client expectations

Negative environmental impacts may include:

- disturbance of flora and fauna
- physical damage
- introduction of exotic/feral species
- pollution
- waste, energy and consumable demands and issues
- visual impacts

Positive environmental impacts may include:

- opportunities for conservation/protection
- education of visitors
- improvement of sites already impacted

Positive social impacts may include:

- economic benefits to local community
- improved local facilities
- employment
- visitor education
- greater understanding between host and visitor cultures

Negative social impacts may include:

- trivialisation of culture
- effect on social structures

**EVIDENCE GUIDE**

Competency is to be demonstrated by the ability to implement minimal environmental impact practices in accordance with the performance criteria and the range listed within the range of variables statements.

**(1) Critical Aspects of Evidence**

It is essential that competence be observed in the following aspects:

- ability to conduct a tourism activity using the minimal impact techniques appropriate for a given environment
- knowledge of the environmental impacts and issues associated with tourism
- demonstrate compliance with organisation policies and procedures on environmental care
- follow documentation and reporting procedures

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- general global environmental issues
- local environmental and cultural issues of which tourism operators must be aware
- land management practices, including those used by national park management
- general environmental ethics
- relevant legislation, regulations and by-laws
- minimal impact techniques in relation to:
  - waste disposal
  - energy use
  - souveniring
  - setting of camps
  - interactions with wildlife
  - group size
  - activity specific guidelines
  - local customs/courtesies
- environmental information collection techniques
- ecotourism codes of practice
- an understanding of the biophysical and socio-cultural elements in an environment

Skills

The ability to:

- source information on environmental issues
- present information on environmental issues
- communicate clearly and precisely
- read and write
- prepare environmental friendly activities
- perform work activities in a manner that minimise negative environmental impact
- promote environmentally responsible behaviour
- apply environmental information collection techniques

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project activity for a group of people within a natural environment so that minimal impact practices can be demonstrated

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THTGUD0032A: Provide arrival and departure assistance**

## Competency Descriptor:

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

## Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Collect visitors	1.1 Customer arrival information is noted accurately checked and any action required to deal with alterations in schedule or delays is promptly implemented. 1.2 Confirmation of the time, place and mode of transportation is made with transport supplier. 1.3 Identification techniques are employed which allow customers to locate the correct party at the transport terminal. 1.4 Available terminal facilities are correctly and fully utilised to assist in meeting customers. 1.5 Passenger lists are accurately and legibly written to record arrivals, no-shows and other comments. 1.6 Arrangements for the transport of baggage from the terminal prior to the arrival of the customer are established and monitored. 1.7 Appropriate checking procedures are employed to ensure the correct number of baggage pieces is transported. 1.8 Established procedures for handling lost baggage are followed promptly and correctly.
2. Provide information on destination	2.1 Customers are greeted in a manner which encourages positive feelings of goodwill and anticipation of a good time to be had during visit. 2.2 Customers are provided with correct and adequate information and advice to introduce them to the local area.

- 3. Check-in visitors at accommodations
  - 3.1 Customers are briefed on check-in procedures to minimise confusion and time delay on arrival at the venue.
  - 3.2 Customers are offered friendly and efficient assistance to facilitate check-in.
  - 3.3 Liaison with enterprise staff during check-in to minimise any communication difficulties between customers and staff is demonstrated.
  
- 4. Collect guest for departure
  - 4.1 Departure details are verified with carriers prior to commencement of transfer and appropriate actions are taken from a contingency plan if changes in schedule or other problems occur.
  - 4.2 Customers are organised for departure from enterprise in a manner which minimises disruption in the operation of the enterprise.
  - 4.3 Passenger lists are used to accurately check details of all departing passengers.
  - 4.4 Baggages are checked prior to departure using procedures that ensure that no items are left behind.
  - 4.5 Customers are advised to check belongings for room keys, items left in safety deposit boxes, tickets and passports.
  - 4.6 Customers correctly advised regarding procedures for tax, duty free requirements, outgoing passenger cards and general procedures which apply to departure from transport terminal.
  - 4.7 Feedback on products and services are obtained courteously from customers and information accurately relayed to the company.
  - 4.8 Correct procedures are employed to facilitate orderly and efficiently check-in at transport terminal.

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to providing arrival and departure assistance

Terminal facilities to be used may include:

- public address systems
- airside access
- special areas set aside for groups
- communication systems between terminals and parking facilities

Transport terminals may include:

- airports
- bus and coach terminals
- train stations
- shipping ports

Information and advice to customers may include:

- general welcome and introduction
- details of transfer procedures
- details of check-in procedures
- details of forthcoming tour arrangements
- local time
- money exchange rates and facilities
- tipping
- accommodation facilities
- geography of destination and immediate vicinity
- overview destination information
- protocols
- history
- cultural practices
- dialect

Destination may include:

- hotels
- guesthouses
- motels
- resorts
- bed and breakfast
- caravan parks
- camping grounds
- cultural sites
- attractions

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide arrival and departure assistance in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- ability to follow correct procedures for the complete conduct of arrival and departure transfers, including procedures at transport terminals and destination
- effective communication of information to customers
- familiarity with a range of transport terminals/facilities and destinations as they impact on guides and customers
- demonstrate compliance with organisation policies and procedures on customer care
- follow documentation and reporting procedures

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- main arrival and departure points/facilities within the local area
- local transport terminal facilities and procedures for arrivals and departures
- guide identification techniques within transport terminals
- baggage procedures within various local transport terminals and accommodation venues
- formats of and terminology used in standard customer travel documentation (rail, air, bus tickets, accommodation vouchers, transfer vouchers)
- knowledge of 24 hour clock, airline and city codes
- microphone usage (for coach transfers)

**Skills**

The ability to:

- source information
- present correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly
- organise groups
- work with others
- apply numeracy skills

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- access to terminal and enterprises(actual enterprise or simulated)
- access to transport of a style used by local industry for the conduct of transfers
- involvement of a transport supplier and a destination
- a customer group with a realistic ratio of customers to guide
- use of industry-current documentation to support the arrival and departure process



**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTCUS0012A: Process client complaint

Competency Descriptor:

This unit deals with the skills and knowledge to handle formal or informal negative feedback (complaints) from customers which may range from simple situations to more severe scenarios.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Respond to clients	<p>1.1 Complaints are processed in accordance with organisational procedures (as stated in company policies, legislation or codes of practice).</p> <p>1.2 All necessary reports relating to the complaint(s) are collected, documented and reviewed.</p> <p>1.3 Appropriate course of action is determined, taking into account applicable laws, company policies and codes.</p> <p>1.4 Where possible, a negotiated resolution to the complaint(s) is achieved.</p> <p>1.5 An accurate register of complaints is maintained.</p> <p>1.6 The client is informed of the outcome of the investigation (if applicable) and the outcome is recorded.</p>
2. Refer complaints	<p>2.1 Complaints that require referral to other personnel or external bodies are accurately identified.</p> <p>2.2 Complaints are referred to appropriate personnel for follow-up in accordance with individual level of responsibility.</p> <p>2.3 All relevant documents and investigation reports are sent to the relevant party in accordance with operational procedures.</p> <p>2.4 Follow-up enquires is made with appropriate personnel to gain prompt decisions (where required).</p>

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to processing client complaints.

Customer may include:

- internal or external
- customers with routine or special requests
- regular and new customers
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected and emotionally distressed

Documents may include:

- written, e.g., hand written notes, typed/printed reports
- taped, e.g., audio, video
- electronic, e.g., computer based records

Organisational procedures may include:

- complaints procedures
- organisational standard report forms
- quality systems
- standards and guidelines

Referrals may be made to:

- relevant superiors in the organisational hierarchy
- external bodies, e.g., ombudsman, FCC (Fair Trading Commission)
- police

Complaints may include:

- verbal, e.g., face-to-face, telephone
- written, e.g., hand written, typed, printed
- electronic, e.g., e-mail, SMS (short message service)

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to process customer complaints in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of complaints procedures
- apply organisation's policies and procedures regarding processing of and response to complaints
- receive and process complaints to the organisation's standard and in an appropriate time frame
- recommend appropriate course of action for organisation and/or client (if applicable)

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- consumer law
- environmental law
- Occupational Health and Safety (OH&S)
- discrimination/equal employment opportunity
- harassment laws
- privacy legislation
- resolution of complaints
- codes of conduct
- the importance of customer complaints
- the importance of good communication
- the individual's role in processing customer complaints
- escalation procedures

Skills

The ability to:

- collect and report correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly
- apply numeracy skills
- empathize with clients

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to respond to a range of customer complaints

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THTCUS0022A: Address client needs**

Competency Descriptor:

This unit deals with the skills and knowledge required to manage ongoing relationships with client and explore outcomes that will promote client satisfaction.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assist client to articulate needs	1.1 Client needs are explored, understood and confirmed according to enterprise procedures and guidelines. 1.2 Available services/products are explained and matched to client needs in accordance with enterprise policies and procedures. 1.3 The rights and responsibilities of clients are identified and communicated effectively to the client where necessary according to enterprise guidelines and procedures.
2. Satisfy complex client needs	2.1 The possibilities for meeting the needs are explained to the clients in line with enterprise guidelines. 2.2 Clients are assisted to evaluate service/product options to satisfy their needs according to enterprise guidelines. 2.3 Preferred action is determined, prioritised and the appropriate measures are taken according to enterprise policies and procedures. 2.4 Potential areas of difficulty in client service delivery are identified and appropriate actions are taken in a positive manner.

**RANGE STATEMENT**

This unit applies to activities associated with essential operations linked to addressing client needs.

Client needs may include:

- particular product or service
- new information
- addressing complaint
- clarification on information

Rights and responsibilities may include:

- informed consent
- fulfilment of external obligations

Communication may include:

- active listening
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention
- maintaining eye-contact during face-to-face interactions
- non-verbal communication, e.g., body language and personal presentation during face-to-face interactions
- clear and legible writing
- handling of sensitive and confidential issues

Customer may include:

- internal or external
- customers with routine or special requests
- regular and new customers
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected and emotionally distressed

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to address client needs in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of communication techniques, organisation's services/products (in detail) and organisation's promotional policies and procedures
- develop customised solutions to meet customer needs and deliver that service to standard and in an appropriate time frame
- recommend an acceptable alternative to the customer (if applicable)
- explain to the customer why the need(s) cannot be met and any further actions which will be taken in a manner which is acceptable to the customer (if applicable)
- compliance with the relevant enterprise and legislative requirements and industry best practices

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- enterprise products and services in great details
- customer service practices
- organisational procedures
- ethics, industry practice and relevant government policies and regulations
- consumer law, environmental law, Occupational Health and Safety (OH&S), discrimination/equal employment opportunity, harassment and other laws specific to local government and national legislation
- privacy legislation
- codes of conduct
- communication techniques

Skills

The ability to:

- collect and report correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly
- apply numeracy skills
- empathize with clients
- synthesise/develop a solution unique to a customer

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to interact with client over an extended period of time
- range of work related products and services

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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



**CRITICAL EMPLOYABILITY SKILLS**

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Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHGCS0222A: Promote products and services to customers**

Competency Descriptor:

This unit deals with the skills and knowledge required to promote products and services to customers. It relates to situations where the sales function is not the primary focus of work activity.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Develop product/service and market knowledge	1.1	Opportunities are taken to develop product/service knowledge.
		1.2	Informal and formal research is used to update knowledge.
		1.3	Customer feedback and workplace observation is used to evaluate products, services and promotional initiatives.
		1.4	Knowledge obtained is shared with colleagues to enhance the sales effectiveness of the team.
		1.5	Information gained from workplace experience and direct customer contact is passed to the appropriate person for consideration in future planning.
		1.6	Changes in customer preferences are identified.
		1.7	Ideas for product and service adjustments to meet customer needs are suggested to the appropriate person in accordance with enterprise policy.
2.	Encourage customers to use and buy products and services	2.1	Accurate information about products and services is offered to customers.
		2.2	Selling techniques are employed to encourage usage and purchase.
		2.3	Customers are made aware of possible 'extras' and 'add-ons'.
		2.4	Products and services are promoted in accordance with current enterprise goals and promotional focus.

## RANGE STATEMENTS

This unit applies to all hospitality and tourism sectors.

Products and services may include but are not limited to:

- tours and transport
- conferences and conventions
- function facilities
- entertainment
- shopping services
- restaurant facilities
- food and beverage
- 'add-on' services

Informal and formal research may include but is not limited to:

- discussions with colleagues
- reading enterprise information
- research of product and service information brochures
- general media

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively promoting products and services to customers in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Look for:

- ability to use selling techniques to promote products and services within a specific tourism or hospitality context
- knowledge of contexts in which this promotion may apply

### (2) Pre-requisite Relationship of Units

- THHCOR0051A Communicate on the telephone

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- any legal issues which impact on the sale of products and services
- in depth knowledge of enterprise products and services
- selling techniques

#### Skill

The ability to:

- conduct informal and formal research to update product knowledge
- use customer feedback to evaluate products
- identify changes in customer preferences
- promote products and services
- apply selling techniques

**(4) Resource Implications**

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTGUD0192A: Source and present destination information and advice

Competency Descriptor:

This unit deals with the skills and knowledge required to source and provides destination information and advice including general product information.

Competency Field: Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Develop destination knowledge	1.1	Information sources for current and accurate information on destinations are identified and accessed.
		1.2	Information on features of the destination and the general style of tourism products available are collected.
		1.3	Information on different tourism products available which can meet different customer needs are identified and collected.
		1.4	Information are recorded and stored for future use in accordance with enterprise systems.
2.	Update destination knowledge	2.1	Informal and formal research is used to update destination and general product knowledge.
		2.2	Feedback on experience with destinations is sought from both colleagues and customers and this is provided to other organisations where appropriate.
		2.3	Updated information is shared with colleagues in accordance with enterprise procedures.
3.	Provide destination information and advice	3.1	The specific information and advice needs of the customer are accurately identified.
		3.2	A range of current and accurate destination and general product information and advice is provided in a timely manner and in accordance with enterprise procedures.
		3.3	It is ensured that the scope and depth of the information are appropriate to customer needs.
		3.4	The information and advice is presented in an appropriate format and style.

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to sourcing and providing destination information and advice.

Informal and formal research may include:

- informal discussions with colleagues
- formal study
- reading of brochures
- trade and general media
- product updates and launches
- promotional seminars
- direct contact with other organisations
- familiarisations
- reading of travel guide books
- accessing the Internet
- personal on site observation/exploration
- organising information from own memory and experiences
- watching TV, videos and films
- listening to radio
- reading newspapers, books and other references

Sources of destination information may include:

- destination and product library of the enterprise
- Internet
- local government tourism authority information systems
- national government tourism authority information systems
- international government tourism authority information systems
- industry interest groups
- archives
- museums

General product information may be found in:

- brochures
- sales kits
- supplier information kits
- product manuals
- advertising fliers
- books

Destination knowledge may include:

- major tourist areas
- geographic features
- history
- local economy
- local customs
- special regional features
- cultural elements
- special features of the host community
- appropriate health and safety considerations
- climate and seasonal factors
- local facilities
- banking, currency information
- facilities for customers with special needs
- appropriate behaviour and etiquette

Storage of destination information may include:

- card reference systems
- files and notes of particular destinations
- files and notes for specific touring routes or locations
- files and notes for specific styles of customer group
- computerised database of information

General product information may include:

- styles of product available within the destination
- seasonal availability of product
- location of product within the destination

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to source and provide destination information and advice in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- ability to research current, relevant and accurate information on tourism destinations and the styles of product offered in those destinations
- knowledge of current industry information networks and sources
- ability to present accurate and current information on destinations
- demonstrate compliance with organisation policies and procedures on customer care
- follow documentation and reporting procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- sources of information on destinations
- industry information networks
- fundamental research skills
- ways that individuals update their knowledge in the tourism industry, including Internet
- understanding of the ways in which customers seek information
- facilities and attractions
- customs and practices
- geographical features
- economic activities
- climatic conditions

#### Skills

The ability to:

- source information
- present correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly
- demonstrate numeracy skills
- work in a team

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to provide information on destinations

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THTCOT0042A: Contribute to the promotion of nature-based tourism**

Competency Descriptor:

This unit deals with the skills and knowledge required to contribute to the planning and operating of ecologically sustainable nature-based tourism operations.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assist in planning nature-based tourism operations	<ul style="list-style-type: none"> <li>1.1 The potential effects of the tourism operation on the environment are identified according to established environmental standards.</li> <li>1.2 Contribution is made to the development of strategies to balance the ecological sustainability and economic viability of the operation in accordance with enterprise guidelines.</li> <li>1.3 Appropriate measures are put in place to ensure that there is return (economic or social) to the local community in accordance with industry best practices.</li> <li>1.4 The results of the site evaluations that were conducted previously are read and understood prior to the commencement of the work activities.</li> <li>1.5 Methods of minimising tourism impacts and protecting vulnerable sites are researched and documented.</li> <li>1.6 All stakeholders are consulted and their views are incorporated into the planning process in accordance with industry and enterprise requirements.</li> <li>1.7 Knowledge of the courses of action and systems developed by the enterprise to limit negative impacts and damages is demonstrated.</li> </ul>
2. Develop product knowledge and promote activity	<ul style="list-style-type: none"> <li>2.1 Formal and informal research techniques are correctly and appropriately used to access current, accurate and relevant information on the flora, fauna and landscape.</li> <li>2.2 Accurate information about products and services is offered to customers and products and services are promoted in accordance with enterprise guidelines.</li> <li>2.3 Information is organised in a manner which reflects the needs of customers and the manner in which information will be presented.</li> </ul>

- 2.4 Detailed descriptions of habits, characteristics and significant features of animals, plants and the landscape are communicated clearly to customers.
  - 2.5 Customers are made aware of culturally sensitive issues and safety requirements in accordance with enterprise guidelines.
  - 2.6 Customers are advised of additional activities being offered or future products or services according to enterprise guidelines.
  - 2.7 Feedback from the customers is used to evaluate services and promotional initiatives and guide future developments.
- 3. Conduct sustainable nature-based tourism operations
  - 3.1 Recommended environmental practices are incorporated in all aspect of the operation in accordance with established environmental standards.
  - 3.2 Environmentally friendly technology and equipment identified and used in accordance with enterprise and industry practices.
  - 3.3 Environmentally friendly codes of practice are provided for customers and colleagues according to enterprise guidelines.
  - 3.4 All work activities are conducted according to ecologically sustainable practices and in accordance with eco-tourism codes of practice.
  - 3.5 Environmental awareness is promoted within the enterprise, the industry and to the customers in accordance with enterprise guidelines.
- 4. Monitor environmental impact of operations
  - 4.1 Environmental impacts are assessed and monitored as part of regular work activities in accordance with industry and enterprise requirements.
  - 4.2 Threats and damages to environment are promptly identified and the appropriate follow-up actions are initiated according to environmental best practices and enterprise guidelines.
  - 4.3 All negative impacts and damages are recorded and reported to the relevant personnel and agencies in accordance with enterprise policies and guidelines.

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to contributing to the promotion of nature-based tourism operations.

Factors affecting managing tourism impacts may include:

- limits of acceptable change
- zoning
- exclusion
- community consultation and involvement
- tourism development plans
- scheduling
- consideration of optimal weather conditions/seasons
- selection of most appropriate transport modes
- education
- size of operation/group size

Nature-based tourism operations may include:

- safari
- tour of nature reserves
- diving
- rafting
- hiking through natural areas
- cycle tours

Stakeholders may include:

- the host community where the operation is to take place
- investors
- local authorities
- land management bodies
- consumer representatives
- suppliers of environmentally-friendly products

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to contribute to the promotion of nature based tourism operations in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the ability to integrate ecologically sustainable tourism practices into the operational activities
- demonstrate knowledge of strategies to ensure ecological sustainability and minimal impact principles
- research and source information on products and services, minimal impact practices and environmental protection
- promote products and services

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- global environmental issues
- local environmental and cultural issues
- ecotourism codes of practice
- impacts of tourism
- minimal impact techniques
- environmental management strategies
- tourism trends and developments
- relevant national and local legislation, regulations and by-laws
- flora and fauna
- interrelationships between parts of the eco-system
- developmental processes related to the formation of the local landscapes
- geological formations and history
- soil composition and its relation to plant and animal life
- major species of flora and fauna within the landscape

Skills

The ability to:

- collect and organise information
- communicate clearly and precisely
- prepare and make presentations
- interactively communicate with others
- apply research techniques
- organise activities

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to participate in nature-based tourism product development and operational activities

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTCOT0052A: Contribute to the protection of heritage and cultural sites

Competency Descriptor:

This unit deals with the skills and knowledge to identify cultural assets, assess their significance and threats which impact upon them, in order to assist in the implementation of strategies for their protection.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify heritage and cultural assets	1.1 Heritage and cultural assets within the community are identified following enterprise and industry guidelines. 1.2 The significance of each heritage and cultural asset is understood according to community expectations and enterprise guidelines. 1.3 Adequate information base on significant places in the local area is acquired through informal enquires and research in accordance with enterprise guidelines and cultural protocols. 1.4 Data on heritage and cultural assets are collected accurately and objectively following best practice procedures. 1.5 An inventory of heritage and cultural assets with description of history and significance is prepared according to enterprise guidelines.
2. Identify threats to assets	2.1 Threats and potential dangers to the sites are accurately identified according to conservation and preservation principles. 2.2 Threats and potential dangers to the sites are promptly reported to the relevant organisations and the community following the appropriate guidelines.
3. Gain awareness of conservation strategies	3.1 Enquires are made to ascertain if there are existing conservation plans in place and the priority that has been established. 3.2 Consultation is undertaken with the community and property owners to seek views on the conservation action to be taken in accordance with established protocols. 3.3 Practical and appropriate strategies to conserve heritage and cultural assets are researched.

- |    |  |     |   |
|----|--|-----|---|
| 4. | Participate in conservation activities | 3.4 | Conservation methods used for similar sites elsewhere are carefully examined.   |
|    |  | 4.1 | Information from documented conservation strategies is shared with the local community in order to develop a sound strategy in accordance with guidelines.                        |
|    |  | 4.2 | Conservation practices are applied during work activities in accordance with organisation policies and procedures and relevant legislative requirements.                          |
|    |  | 4.3 | Training and education is accessed to gain the skills and knowledge required to carry out conservation work.  |
|    |  | 4.4 | Contribution is made to the procurement of financial and other resources to support the achievement of required outcomes in accordance with enterprise guidelines and procedures. |
|    |  | 4.5 | Visitor education and information materials are prepared and distributed to ensure ongoing support for the strategy according to enterprise policies.                             |
|    |  | 4.6 | Participation in conservation and protection activities is demonstrated following the correct procedures and best practices.  |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to contributing to the protection of heritage and cultural sites.

Criteria used to prioritise sites for protection may include:

- community preferences
- budget constraints
- legislative provisions
- resources
- time frames

Significant sites may include:

- buildings
- structures
- plantings
- sub-surface remains
- land use patterns



Criteria used to prioritise sites for protection may include: (Cont'd)

- age
- outstanding craftsmanship
- architectural style
- construction technology
- association with important events or figures
- building type
- rarity
- technical or creative achievement
- represent a way of life
- artistic, religious or cultural associations

Threats and dangers to sites may include:

- political emphasis
- maintenance reductions
- lack of planning
- community attitude

Source of data on heritage and cultural assets may include:

- survey information
- historical research
- existing reports/studies/texts

Significance may include:

- aesthetic
- historical
- scientific and social aspects
- community expectation

Legislative requirements may include:

- national statutory requirements
- local laws and by-laws
- local ordinances and policies

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to contribute to the protection of heritage and cultural sites in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate sufficient knowledge of heritage and cultural assets and the mechanisms to protect the assets
- identify all relevant heritage and cultural assets within a geographical area in accordance with established criteria and community expectations
- accurately assess threats to heritage and cultural assets
- assess opportunities for the protection of heritage and cultural assets
- aid in identify priorities for the protection of heritage and cultural assets
- assist in developing strategies to protect heritage and cultural assets
- participate in conservation activities using recognised conservation procedures
- compliance with all legislative and enterprise requirements

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skill**Knowledge

Knowledge of:

- heritage assets
- cultural assets
- asset classification
- organisation structures and services
- conservation planning
- community needs and expectations
- regulations/standards/policies
- community goals and objectives
- conservation and preservation methods
- protocols

Skills

The ability to:

- conduct research and analysis
- carry out conservation activities
- participate in fundraising activities
- monitor and evaluate work activities
- collate and present material from a range of sources
- demonstrate communication skills to enable consultation with a diversity of stakeholders including community groups, government bodies and statutory authorities
- prioritising time, resources and issues

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to perform conservation work in a range of contexts

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCFP0251A: Clean and maintain premises

Competency Descriptor:

This unit deals with the skills and knowledge to effectively clean and maintain premises that prepare and/or serve food.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Clean, sanitise and store equipment	1.1	Chemicals are environmentally friendly, correctly selected and used for safely cleaning and/or sanitising kitchen equipment.
		1.2	Equipment is cleaned and/or sanitised according to manufacturer's instructions and enterprise standards without causing damage.
		1.3	Equipment is assembled and disassembled in a safe manner.
		1.4	Equipment is stored safely and correctly in the correct position and area.
2.	Clean and sanitise premises	2.1	Cleaning schedules are developed and/or followed.
		2.2	Chemicals and equipment are correctly and safely used to clean and/or sanitise walls, floors, shelves and other surfaces.
		2.3	Walls, floors, shelves and working surfaces are cleaned and/or sanitised without causing damage.
		2.4	First aid procedures are developed and/or followed in the event of any chemical accident.
3.	Handle waste and linen	3.1	Waste is sorted and disposed of according to hygiene regulations and establishment practice.
		3.2	Linen is sorted and safely removed according to enterprise regulations.

### RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served and include but not limited the cleaning and maintenance of:

- dining room/restaurant equipment
- walls, floors
- shelves
- counters and working surfaces

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively clean and maintain premises in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently and safely clean all food preparation and presentation areas including a broad range of large and small equipment

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- hygiene
- occupational health and safety
- types of chemicals used for cleaning and sanitising
- correct and safe usage and storage of chemicals
- logical and time efficient work flow

#### Skill

Ability to:

- select chemicals appropriate to given cleaning tasks
- clean restaurant equipment
- develop cleaning schedules
- apply first aid in the event of chemical accident
- clean/sanitize walls, floors, counters

### (4) Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

### (5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

### (6) Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either on-the-job or in a simulated workplace environment where cleaning can be demonstrated. This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTTEJ0111A: Display proper telephone usage

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively communicate on the phone.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Respond to incoming telephone calls	1.1	Calls are answered promptly, clearly and politely.
		1.2	Friendly assistance is offered to the caller and the purpose of the call is accurately established.
		1.3	Details are repeated to caller to confirm understanding.
		1.4	Caller's enquiries are answered or transferred promptly to the appropriate location/person.
		1.5	Where appropriate, opportunities are taken to promote enterprise products and services.
		1.6	Messages are accurately relayed to the nominated person within designated timelines.
		1.7	Voice modulation reflects a welcoming tone.
		1.8	Threatening or suspicious phone calls are appropriately handled.
2.	Make telephone calls	2.1	Correct telephone numbers are obtained.
		2.2	Purpose of the call is clearly established prior to calling.
		2.3	Equipment is used correctly to establish contact.
		2.4	Names, company and reason for calling is clearly communicated.
		2.5	Telephone manner is polite and courteous at all times.

## RANGE STATEMENTS

Telephone communication may take place in a range of different contexts including but not limited to:

- office
- reception area
- on tour
- on site
- on mobile phone
- with customers
- with colleagues

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively communicating on the telephone in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Look for:

- ability to correctly use telephone equipment
- ability to communicate courteously and friendly on the telephone
- clarity in oral communication

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- specific telephone system operation
- enterprise products and services
- oral communication skills
- conveying a welcoming tone of voice
- importance of maintaining a smiling countenance when answering the telephone
- telephone etiquette relating to the use of cell phones
- basic written skills for taking messages

#### Skill

The ability to:

- respond to incoming telephone calls
- make telephone calls



**(4) Resource Implications**

The following resources should be made available:

- simulated or actual situations where calls are made or received

**(5) Method of Assessment**

Simulated exercises may be the main method used to determine competence in this unit.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THTTEJ0081A: Contribute to safety on the road**

Competency Descriptor:

This unit deals with knowledge of safe road usage practices for pedestrians.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Use the road safely as a pedestrian	1.1 The right side of the road facing oncoming traffic is used.  1.2 Established procedures for crossing the road are correctly applied.  1.3 Pedestrian crossings are correctly used.  1.4 Safety precautions in relation to self while using the road are observed at all times.  1.5 Security of personal possessions is ensured.  1.6 Opportunities to contribute to the safety of other road users are identified and acted on.

**RANGE STATEMENTS**

- Defensive driving include but not limited to:
- 
- time scheduling
- vehicle maintenance
- application of road code
- accident avoidance
- safe overtaking
- precautionary procedures
- observing speed limit
- using lights and horn
- use of seat belt
- obeying signs and signals
- demonstrating courtesy
- giving signals
- not drinking and driving

- Road hazards include:
- potholes
  - stray animals
  - unattended vehicles
  - loose gravel
  - broken glass
  - falling stones/trees
  - land slippage
  - oil spills
  - water
  - flooded roads and bridges

Legal and statutory obligations include:

- motor vehicle insurance
- licensing
- road fitness
- vehicle maintenance
- operating motor vehicle in accordance with license

Handling road accidents include:

- preparing reports
- making report to the police
- making report to the insurance company
- procedures at accident scenes

Security or safety measures relate to:

- precautions as a motorist
- precautions in relation to self as a pedestrian
- precautions in relation to personal possessions

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to contribute to road safety in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Evidence should include:

- knowledge of defensive driving
- knowledge of security precautions when operating motor vehicle
- knowledge of legal and statutory requirements for operating motor vehicle in Jamaica
- the ability to use the road correctly as a pedestrian

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- road safety for motorists
- road code
- defensive driving
- security precautions for motorists
- road hazards
- safe use of road way by pedestrians
- critical points to be observed for vehicle maintenance
- legal and statutory requirements for motorists
- procedures for dealing with accidents
- responsibility of motorists to protect pedestrians

Skills

The ability to:

- use the road safely as a driver
- take pre-emptive action
- use the road safely as a pedestrian
- use pedestrian crossings correctly
- observe safety precautions in relation to self while using the road
- ensure security of personal possessions

**(4) Resource Implications**

The nature of this unit requires for the most part simulated experiences. Simulation and all resources should relate to and be consistent with the range of variables. Resources should be generic and be applicable to a wide variety of experiences consistent with the range of variables.

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures, as much as is practicable, of real life contexts as the means by which the candidate demonstrates competence.

Evidence may be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of road usage contexts

**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in actual work experiences or through simulations. A range of methods to assess underpinning knowledge should support this

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBBAD0151A: Process and maintain workplace information**

Competency Descriptor:

This unit covers the skills and knowledge required to collect, process, store and maintain workplace information and its systems. It includes the maintenance of filing and record systems.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Collect information	1.1	Collection of information is timely and relevant to organisational needs.
		1.2	Business equipment/technology available in the work area is used to obtain information effectively.
		1.3	Organisational requirements relating to security and confidentiality are applied when handling information.
2.	Process workplace information	2.1	Business equipment/technology is used to process information in accordance with organisational requirements.
		2.2	Information is processed in accordance with defined timeframes, guidelines and procedures.
		2.3	Information is updated, modified and filed in accordance with organisational requirements.
		2.4	Information is collated and despatched in accordance with specified timeframes and organisational requirements.
3.	Maintain information systems	3.1	Information and filing systems are maintained in accordance with organisational requirements: <ul style="list-style-type: none"> <li>• Inactive or dead files are identified, removed and/or relocated.</li> <li>• New files are established and assembled.</li> <li>• Reference and index systems are updated.</li> </ul>

**RANGE STATEMENT**

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- relevant legislation from all government agencies that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Relocation of information may include:

- electronic data (email, internet access, diskette, tape, CD-ROM)
- microfilm
- printed material
- photographic material

Information may include:

- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers to debtors)
- personnel records (personal details, salary rates)
- minutes of meetings

Business equipment/technology may include:

- photocopier
- computer
- printer
- binder
- filing systems (manual/computerised/electronic)
- answering machine
- fax machine
- telephone

Organisational requirements may include:

- procedures for deciding which records should be captured and filed
- security procedures
- legal and organisation policy/guidelines and requirements
- despatching and collecting procedures
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs

Removing inactive or dead files may include:

- transferring records from the active filing system to secondary storage
- transferring files at regular intervals
- routinely checking for dead or inactive files
- periodically archive or delete files
- compressing computer files prior to archiving

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

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

### (1) Critical Aspects of Evidence

- Application of organisational policies and procedures for collecting and processing workplace information.
- Accuracy in recording and documenting information.
- Correct storage and classification of documents.
- Maintenance of information records.

### (2) Pre-requisite Relationship of Units

- BSBCOR0141A Use business technology

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the relevant legislation from all government agencies that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- understanding of organisation's business and structure
- knowledge of the organisation's record keeping/filing systems and security procedures
- understanding organisational policies and procedures relating to collecting and processing workplace information

Skills

The ability to:

- read and understand organisation's record keeping and information (including classification) systems; follow sequenced written instructions; comprehend/interpret nature of record content
- interpret and apply relevant access and security rules and conditions
- organise work priorities and arrangements
- solve routine problems
- select and use technology appropriate to a task
- utilise skills including reporting of information
- sequence and index files
- relate to people from a range of social, cultural and ethnic backgrounds and abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**(5) Method of Assessment**

Competency should be assessed while tasks are undertaken.

Assessment should involve:

- observation of work processes
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the critical employability skills and the Business Services Common Competencies for the particular NVQ Level. Refer to the Critical Employability Levels at the end of this unit.



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages processes</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHGAD0141A: Receive and store stock**

Competency Descriptor:

This unit deals with the knowledge to receive and store stock in a range of tourism and hospitality enterprises. It focuses on the general stock handling procedures required in many different contexts.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Take delivery of stock	1.1	Incoming stock is accurately checked against orders and delivery documentation in accordance with enterprise procedures.
		1.2	Variations are accurately defined, recorded and communicated to the appropriate person.
		1.3	Items are inspected for specifications to include damage, quality, use by dates, breakages or discrepancies and records are made in accordance with enterprise policy.
2.	Store stock	2.1	All stock is promptly and safely transported to the storage area without damage.
		2.2	Stock is stored in the appropriate area.
		2.3	Stock levels are accurately recorded in accordance with enterprise procedures.
		2.4	Stock is labelled in accordance with enterprise procedures.
3.	Rotate and maintain stock	3.1	Stock is rotated in accordance with enterprise policy.
		3.2	Stock is moved in accordance with safety and hygiene requirements.
		3.2	Quality of stock is checked and reported.
		3.3	Excess stock is placed in storage or disposed in accordance with enterprise and/or government requirements, and any problems are promptly identified and reported.

## RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served

Stock may include but is not limited to:

- food
- beverage
- equipment
- stationery
- brochures
- vouchers and tickets

This unit may refer to stock received from both internal and external suppliers.

Stock control systems may be:

- manual
- computerised

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to correctly receive and store stock in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently and safely receive and store stock in the appropriate industry context. For those individuals working in an environment dealing with the storage of food and beverage
- evidence must also include a demonstrated understanding of the health and hygiene issues to be considered

### (2) Pre-requisite Relationship of Units

- THHCOR0041A Follow workplace hygiene procedures

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- safe lifting and handling procedures
- basic stock knowledge
- Occupational Health and Safety
- hygiene
- logical and time efficient work flow
- principles of stock control
- common examples of stock control documentation and systems

Skill

The ability to:

- follow establishment's procedures in receiving and storing stock
- record information accurately
- transport items safely
- store items to allow for first in first out

**(4) Resource Implications**

- record keeping instruments, stocks, Actual or simulated work environment

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated work Place environment where stock receiving and storage can be demonstrated.

This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## ITICOR0011A: Carry out data entry and retrieval procedures

### Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

### ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

- 3. Retrieve data
  - 3.1 The identity and source of information is established.
  - 3.2 Authority to access data is obtained where required.
  - 3.3 Files and data are correctly located and accessed.
  - 3.4 Integrity and confidentiality of data are maintained.
  - 3.5 The relevant reports or information retrieved using approved procedure.
  - 3.6 Formats to retrieved report or information conform to that required.
  - 3.7 Copy of the data is printed where required.
- 4. Amend data
  - 4.1 Source of data/information for amendment is established.
  - 4.2 Data to be amended is correctly located within the file.
  - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
  - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
  - 5.1 Requirements for document are verified where necessary.
  - 5.2 The given format and layout are appropriately applied.
  - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
  - 5.4 Data manipulating facilities are used correctly.
  - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
  - 6.1 The system is monitored to ensure correct operation of tasks.
  - 6.2 Routine system messages are promptly and correctly dealt with.
  - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

	6.4	Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.
	6.5	Output devices and materials are monitored for quality.
7. Access and transmit information via the Internet	7.1	Access to the Internet is gained in accordance with the provider's operating procedures.
	7.2	Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated.
	7.3	E-Mail is sent and retrieved competently.
8. Close down computer system	8.1	The correct shut down sequence is followed.
	8.2	Problem with shutting down computer is reported promptly.
	8.3	All safety and protective procedures are observed.
	8.4	The system integrity and security are preserved.
9. Maintain computer equipment	9.1	Cleaning materials and/or solutions used meet specified recommendation.
	9.2	The equipment is cleaned as directed.
	9.3	Wear and faults identified are promptly reported to the appropriate personnel.

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

### Equipment:

- install supplied computer
- install supplied peripherals

### Work environment:

- equipment
- furniture
- cabling
- power supply



## Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

## Software systems to include for:

- word processing
- spread sheet
- internet access

## Files save on:

- network
- magnetic media
- personal PC

## Data:

- textual
- numerical
- graphical

## File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

## Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement .

### (1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

**(4) Resource Implications**

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria .

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHFAB0162A: Develop and update food and beverage knowledge**

## Competency Descriptor:

This unit deals with the skills required to develop and maintain general knowledge in the area of food and beverage. It brings together much of the product knowledge that underpins effective work performance in a range of food service roles. The unit also focuses on the need for ongoing updating of knowledge by all food and beverage staff. Please note that the specific product knowledge that applies to bar staff is found in other units.

## Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Research general information on food and beverage	1.1 Individual information needs to assist in fulfilling day to day duties are identified and followed up.
	1.2 Sources of information on food and beverage are correctly identified and accessed.
	1.3 A range of methods are used to update knowledge in accordance with market trends and enterprise requirements.
2. Share information with customers	2.1 Assistance is provided to customers on selection of food and beverage items.
	2.2 Advice is offered on appropriate combinations of food and beverages when appropriate.
	2.3 Customer questions on menus and drinks lists are courteously and correctly answered.

**RANGE STATEMENTS**

This unit applies to all food and beverage operations.

## Sources of information on:

- chefs and cooks
- product suppliers
- general and trade media (print and electronic)
- food and beverage reference books
- internet

## Types of beverage including but not limited to:

- wines
- spirits
- liqueurs
- beers
- non alcoholic drinks

Types of food including but not limited to:

- appetisers
- soups
- meat and fish
- vegetables
- sweets
- snacks
- cheeses
- fruit
- salads
- pre-packaged

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively providing Food and Beverage Service in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

- evidence should include a general knowledge of food and beverage as appropriate to a particular industry sector or workplace. This knowledge will vary but should include all areas mentioned in the Evidence Guide
- evidence of the ability to update and maintain current and relevant knowledge and apply this to the workplace must also be demonstrated

### (2) Pre-requisite Relationship of Units

- THHCOR0021A Follow health, safety and security procedures
- THHFAB0031A Provide a link between kitchen and service areas
- THHFAB0041A Provide food and beverage service

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- commonly prepared dishes as appropriate to the industry sector
- traditional accompaniments
- service styles for different types of food
- compatibility of common food and beverage items
- specific food safety issues for different types of food

#### Skill

The ability to:

- identify and access sources of information on food and beverage
- update knowledge
- provide assistance to customers on selection of food and beverage items
- offer advice on appropriate combinations of food and beverages
- answer customer questions on menus and drinks lists

### (4) Resource Implications

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTCOT0402A: Plan traditional menus

### Competency Descriptor:

This unit deals with the skills and knowledge required to carry out the development of menu concepts, content, costing and the development of systems required to support the menu and its production, as well as the planning, design and printing of menus.

Competency Field: Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and develop traditional menus	1.1	Key characteristics of menus for traditional cuisines are identified in accordance with enterprise practices.
		1.2	Menus are planned and designed taking into account the sequence of menu items according to traditional practices and enterprise requirements.
		1.3	Menus are planned to provide a balanced variety of freshness in accordance with enterprise guidelines.
		1.4	Menus are planned within the constraints of the availability of equipment and other resources.
2.	Plan and design printed menus	2.1	Printed menus are planned and designed to suit traditional customs and rules, theme, occasion and decor of the enterprise.
		2.2	Required conventions are followed in using names, description of menu items and terminology and ensuring that all are suitable for the market, style of menu, the occasion, traditional festivities and cultural practices.
		2.3	The sequence or arrangement of service is correctly presented on printed menus in accordance with traditional practices and enterprise requirements.
		2.4	Arrangements are made for the printing of menus, taking into consideration colour combinations, paper stock and weight and costings in accordance with enterprise requirements.
		2.5	Proofs are checked to ensure that spelling, meanings and descriptions are correct and are done according to instructions.

- |    |                               |     |  |
|----|-------------------------------|-----|--|
| 3. | Cost menus                    | 3.1 | Results of sales analysis are incorporated into menu planning.   |
|    |                               | 3.2 | Cost of ingredients, overhead expenses, labour and production costs are accurately calculated.   |
|    |                               | 3.3 | Yields, losses and portions are taken into consideration when costing dishes in accordance with enterprise guidelines.   |
|    |                               | 3.4 | Menu items are priced in accordance with constraints, appropriate selling prices and seasonal influences according to enterprise specifications.               |
|    |                               | 3.5 | Food costs are monitored and controlled through implementing procedures to determine percentages and reducing wastage.   |
|    |                               | 3.6 | Labour costs are monitored and controlled through staff rosters, scheduling, award conditions and rates in accordance with enterprise requirements.            |
| 4. | Control menu-based production | 4.1 | Product utilisation and quality are optimised through reconstitution, the application of portion control and yield testing according to enterprise guidelines. |
|    |                               | 4.2 | Stock control measures are applied in accordance with enterprise guidelines and industry practices.  |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to planning traditional menus.

Key characteristics of menus to be considered may include:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• quality of ingredients</li> <li>• correct cooking methods</li> <li>• harmonising of flavours</li> <li>• nutritional balance</li> <li>• textures</li> <li>• colours</li> <li>• presentations</li> <li>• seasonal influence</li> <li>• festivities, festivals, formal banquet and religious events</li> </ul> | <p>Traditional menus may include:</p> <ul style="list-style-type: none"> <li>• a range of hot and cold dishes made from a variety of locally produced ingredients</li> <li>• dishes from a range of ethnic and cultural origins</li> <li>• local variation of classical or contemporary recipes</li> </ul> |
|--|--|



Planning, designing and printing menus may include:

- full production through personal effort
- consulting relevant persons about styles and requirements according to tradition
- developing and producing menus in consultation with professional designers and printers

Stock control measures may include:

- ordering in economic quantities
- receipt and checking procedures
- storage practices
- inventory control and security
- seasonal variations in temperature

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to plan traditional menus in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the planning and development of a menu within particular traditional cuisines, including complementary and sequential menu items and production of a written menu
- demonstrate knowledge of cuisine style including cultural considerations, commodities, culinary terminology and equipment
- apply principles of costing menus, stock control and security
- demonstrate the ability to undertake menu planning and design in consultation with relevant parties

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- cuisine characteristics
- cultural and religious practices related to food preparation, presentation and consumption, typical menu items, order of service, typical accompaniments and garnishes
- culinary terms related to particular traditional cuisines including regional variations
- menu planning and development including conventions and constraints
- costing menus and working within budget constraints
- stock control and security measures
- preparation of menu information for design and printing

### **Underpinning Knowledge and Skills (Cont'd)**

#### Skills

The ability to:

- select and plan menus
- apply correct names and terminologies
- cost menu items
- monitor and control cost
- design menus for printing
- perform stock control procedures
- proof read documents work with others

#### **(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- work activities or projects that allows the candidates to plan menus for tradition cuisines
- budget

#### **(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

#### **(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBSBM0012A: Craft personal entrepreneurial strategy**

## Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

- |    |                                   |     |   |
|----|-----------------------------------|-----|---|
| 3. | Develop self-assessment profile   | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used.  |
|    |                                   | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.   |
|    |                                   | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.  |
| 4. | Craft an entrepreneurial strategy | 4.1 | A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.                |
|    |                                   | 4.2 | Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined. |
|    |                                   | 4.3 | Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.   |
|    |                                   | 4.4 | Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.  |
|    |                                   | 4.5 | Goals established are specific and concrete, measurable, relate to time, realistic and attainable.  |
|    |                                   | 4.6 | Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.   |
|    |                                   | 4.7 | Potential problems, obstacles and risks in meeting goals are identified.  |
|    |                                   | 4.8 | Specified action steps that are to be performed in order to accomplish goals are identified.  |
|    |                                   | 4.9 | The method by which results will be measured is indicated.  |

- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

## RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

## EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

### (1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

**(4) Resource Implications**

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to conduct the necessary analysis using the internet

**(5) Method of Assessment**

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

**(6) Context of Assessment**

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## BSBBAD0332A: Prepare and process financial/business documents

Competency Descriptor:

This unit covers the processing of financial transactions including petty cash, invoicing and banking in a business environment.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Process petty cash transactions	1.1	Petty cash claims and vouchers are checked for approval, accuracy and authenticity prior to processing.
		1.2	Petty cash transactions are processed and recorded within designated time limits.
		1.3	Irregularities are noted and referred to nominated person for resolution.
		1.4	Transactions are checked and petty cash book balanced according to organisational requirements.
2.	Prepare and process banking documents	2.1	Deposits and withdrawals are accurately entered and balanced according to organisational requirements.
		2.2	Cheques and credit card vouchers are checked for validity (signatures, dates, amounts) before processing.
		2.3	Cash, cheques and credit cards are listed on banking forms in accordance with the banking institution's guidelines.
3.	Reconcile invoices for payment to creditors	3.1	Discrepancies between invoices and source documents are identified and reported to nominated person for resolution.
		3.2	Adjustments and errors are identified, reported and rectified in accordance with organisational requirements.
		3.3	Creditor enquiries are answered and/or referred to nominated person for resolution.
4.	Prepare invoices for debtors	4.1	Invoices are prepared accurately in accordance with organisational requirements.
		4.2	Invoices are distributed to nominated person for verification prior to despatch.
		4.3	Adjustments are made as required in accordance with organisational requirements.
		4.4	Invoices and other related documents are copied and filed for auditing purposes.

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Statutory Legislation, codes and national standards relevant to the workplace which may include:

- relevant legislation from all
- government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity industrial relations and anti-discrimination
- relevant industry codes of practice

Checking claims for accuracy and authenticity may include:

- requiring a receipt
- ensuring items purchased are business related
- accepting claims from authorised personnel only

Organisational requirements may include:

- totalling and balancing petty cash book procedures
- legal and organisation policies/guidelines and requirements
- all cash being accounted for at all times
- procedures for entering and balancing deposits
- procedures for checking validity of cheques and credit card vouchers
- security procedures
- Occupational Health and Safety policies, procedures and programs
- format of documents for reimbursement
- guidelines for updating receipts
- accounting and auditing standards specified by the accounting board
- designated timelines for petty cash period/pay period

Source documents may include:

- journals
- purchase orders
- invoices
- receipts
- delivery dockets/receipts
- credit notes
- statements
- remittance advices
- deposit books

Banking institution's guidelines may include:

- deposit slips filled out accurately
- cash bundled
- banking summary provided
- banking electronically

Recording petty cash transactions may include use of:

- paper based
- electronic
- organisational accounting system

Nominated persons include:

- petty cash officer
- supervisor
- accounts department staff

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

### (1) Critical Aspects of Evidence

- application of organisation's policy and procedures for financial transactions in regard to petty cash, invoicing and bank processes
- accurate processing of petty cash claims and vouchers including identification of irregularities or errors
- accurate preparing and processing of banking documents including identification of irregularities or errors
- accurate reconciliation and payment of invoices for creditors and debtors including identification of irregularities or errors
- the recording and reporting of transactions are done efficiently

### (2) Pre-requisite Relationship of Units

- BSBCOR0141A Use business technology

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- procedures for cash and non-cash handling
- organisational policies and procedures relating to petty cash, banking, security, invoicing
- procedures relating to debtors and creditors
- banking institution's guidelines
- methods and techniques for simple calculations
- methods for presenting financial data

Skills

The ability to:

- read, record and interpret financial information
- maintain records and banking documents
- check accuracy of calculations and reconciliation of accounts
- proofread in order to maintain accuracy of information
- communicate effectively including the reporting of irregularities and errors
- relate to people from a range of social, cultural, ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**(5) Method of Assessment**

Competency should be assessed while tasks are undertaken.

Assessment should involve:

- observation of work processes
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skill and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skills at the end of this unit.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHFRO0162A: Prepare for and check-out guests**

Competency Descriptor:

This unit deals with the skills and knowledge required to post charges to guests' accounts, present guests with their statement of account, settle guests accounts and bid farewell, maintain records of cash and credit transactions.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Update and present guests statements	1.1 Documentation and other items required are prepared in advance of guest departure time. 1.2 Details for the identification of individual guests accounts are correctly and accurately entered. 1.3 Guests Statements of Accounts are complete and accurate before presentation for payments. 1.4 Property procedures are followed for amending inaccuracies to statements. 1.5 Account details are checked with guests and appropriate procedures followed in dealing with any discrepancy. 1.6 Guests are greeted and dealt with in a polite and welcoming manner at all times. 1.7 Relevant documents are signed by guests.
2. Settle guests account and bid farewell	2.1 Documentation is completed and dealt with in accordance with property procedures. 2.2 Items belonging to the property are collected from guests before departure. 2.3 Complaints, comments and suggestions are recorded and communicated to the appropriate person or department. 2.4 Method of payment of accounts is correctly and accurately handled. 2.5 Property's procedures are followed in accepting non-cash instruments for the settlement of guest accounts. 2.6 Farewell comments are appropriate and extended to guests in accordance with property standards. 2.7 Guests are encouraged to complete comment card.

- |    |  |   |
|----|--|---|
|    | 2.8                                      | Opportunities to invite guests to revisit are acted upon at all times.  |
| 3. | Account for cash and credit transactions | 3.1 All documents are complete and accurate.  |
|    | 3.2                                      | Credit/charge accounts are processed in accordance with property procedures.  |
|    | 3.3                                      | Credit/charge accounts are kept within authorized credit "ceiling".   |
|    | 3.4                                      | Postings to credit ledger are accurate and timely.  |
|    | 3.5                                      | Prompt and appropriate actions are taken where attempts are made to obtain unauthorized credit.                           |
|    | 3.6                                      | Reconciliation of all credit and cash transactions is accurately completed and discrepancies investigated.                |
|    | 3.7                                      | All cash and non-cash payment instruments are appropriately secured and deposited in accordance with property procedures. |
|    | 3.8                                      | Currency conversion is correctly calculated at the authorized exchange rate for all transactions.                         |
|    | 3.9                                      | Counterfeit notes are identified and appropriate steps taken.   |

## RANGE STATEMENTS

Steps taken in dealing with counterfeit notes to include:

- use of electronic tester
- ultra-violet light
- visual scrutiny
- confiscate note
- alert security

Identification details to include:

- guest name
- room number
- arrival and departure dates
- complete forwarding address

Accounts to include:

- city ledger direct account and number
- group master account

Booking system to include:

- automated
- manual



## Documentation include:

- charge vouchers
- credit notes
- cashier's net cash receipt report
- guest folios
- petty cash vouchers
- foreign exchange receipts
- receipts
- paid out vouchers
- rebates/refunds
- early departure forms,
- credit vouchers

## Method of payment to include:

- local cash
- credit cards
- approved
- foreign cash currency
- travellers cheques

**EVIDENCE GUIDE**

Competency is to be demonstrated by the ability to prepare for and check-out guests in accordance with the performance criteria and the range listed within the range of variables statement.

**(1) Critical Aspects of Evidence**

Look for the ability to:

- post charges and update guest account
- receive and account for payments
- process cash and non-cash payments
- relate to guests
- conduct checking-out activities from initiation to conclusion

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- how to deal with insufficient or incorrect information to process guest account, guest disputes charges, presentation of wrong bill to guest, unexpected check-out
- use of charge vouchers, credit notes
- operations involving city ledger direct account, group master account
- how to prepare receipts
- dealing with paid out vouchers, rebates,
- use of early departure forms, credit vouchers
- processing payments in local cash, credit cards, foreign cash currency, travellers cheques
- security procedures for dealing with travellers cheques
- common credit card fraud and precautionary measures in processing credit cards
- nature of and how to prepare cashier's net cash receipt report, guest folios, petty cash vouchers, foreign exchange receipts
- implications of differences between the money placed in deposit envelope and the cashier's net cash receipts (overages, shortages)
- the use of depositing envelopes, vaults
- types of non-cash payments

Skills

The ability to:

- post charges and update guest account
- present guests statements
- settle guests account and bid farewell
- process credit/charge accounts
- post to credit ledger
- reconcile credit and cash transactions
- identify counterfeit notes/travellers cheques
- detect fraudulent credit card use

**(4) Resource Implications**

The following resources should be made available:

- a hospitality environment (simulated or actual)

**(5) Method of Assessment**

Evidence is best gathered using an individual workplace context.

Evidence should be sufficient to include the provision of a range of services as identified in the range.

**Method of Assessment (Cont'd.)**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Assessment activities may include any one or a combination of the following: written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

The theoretical components may be assessed off the job.

The practical components should be assessed either in a work or simulated work environment.

**CRITICAL EMPLOYABILITY SKILLS**

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Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHFRO0012A: Receive and process reservations**

Competency Descriptor:

This unit deals with the skills and knowledge required to receive reservation request, record details, update reservations, and advise others on reservations details.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Receive reservation request	1.1	Availability of requested reservation is correctly determined and politely advised to customer.
		1.2	Alternatives are offered if the requested booking is not available including waitlist options.
		1.3	Inquiries regarding costs and other product features are accurately answered.
2.	Record details of reservation	2.1	Customer profile/history is checked and information used to assist in making the reservation and to enhance customer service.
		2.2	Customer details are accurately recorded in the booking.
		2.3	Special requests are recorded clearly and accurately in accordance with enterprise requirements.
		2.4	Payment details are accurately recorded.
		2.5	Details are confirmed and agreed with the customer.
		2.6	Reservation is completed and filed in a manner which ensures easy access and interpretation by others.
3.	Update reservations	3.1	Payments received are accurately recorded and processed in accordance with enterprise procedures.
		3.2	Cancellations and alterations to reservations are accurately recorded in accordance with customer request and enterprise procedures.
4.	Advise others on reservations details	4.1	Appropriate departments and colleagues are advised on general and specific customer requirements and reservation details.
		4.2	Relevant reservation statistics are accurate and retrievable on request.

## RANGE STATEMENTS

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

Reservations systems may be manual or computerised including Central Reservation Systems.

Customers may be:

- industry customers
- end users of the service

General and specific customer requirements/reservation details may include, but are not limited to:

- special requests
- arrival & departure
- special needs
- payment arrangements
- information on credit card details, expiration date
- customer e.g. Special interest group, VIP, disabled
- details of other services being used
- Cancellation policy

Reservations may be for:

- individuals
- groups
- VIP's
- conference delegates

Reservations may be made by:

- phone
- facsimile
- mail
- face to face
- internet

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to receive and process reservations in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to make accurate reservations in accordance with established systems and procedures within enterprise acceptable timeframes. This should be supported by a demonstrated understanding of the different sources of reservations and the industry interrelationships that apply

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- product knowledge as appropriate to the specific industry sector
- relationships between different sectors of the tourism industry in relation to reservations and bookings
- principles which underpin reservations procedures

Skill

The ability to:

- determine availability of requested reservation
- check customer profile/history
- record payment details
- confirm and agree details with customer
- complete and file reservation
- record and process payments received
- record cancellations and alterations to reservations

**(4) Resource Implications**

The following resources should be made available:

- establishment where reservation practices are conducted, relevant manual or automated reservation and booking systems are in place (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
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Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THHFAB0132A: Provide room service**

## Competency Descriptor:

This unit deals with the skills and knowledge required to provide room service in commercial accommodation establishments.

## Competency Field:

Hospitality

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Take and process room service orders	1.1	The telephone is answered promptly and courteously in accordance with enterprise procedures and customer service standards.
	1.2	The customer's name is checked and used in the interaction.
	1.3	Details of orders are clarified, repeated and checked with the guest.
	1.4	Suggestive selling techniques are used.
	1.5	Approximate time for delivery is advised to the customer.
	1.6	Orders are accurately recorded and the information is checked.
	1.7	Doorknob docketts are correctly interpreted.
	1.8	Where necessary, orders are promptly transferred to the appropriate location for preparation.
2. Set up trays and trolleys	2.1	Food and beverage items are correctly prepared for service periods.
	2.2	General room service equipment is prepared for use.
	2.3	Trays and trolleys are set up in accordance with enterprise standards.
	2.4	Correct and sufficient service equipment is selected and checked for cleanliness, and damage.
	2.5	Trays and trolleys are set up so that they are balanced, safe and attractively presented.



- |    |  |     |   |
|----|--|-----|---|
|    |  | 2.6 | All food items and beverages are collected promptly and in the right order.   |
|    |  | 2.7 | Orders and trays are checked before leaving the kitchen and before entering room.   |
| 3  | Present room service meals and beverages | 3.1 | Rooms are approached and guests greeted in accordance with enterprise service standards.                                      |
|    |  | 3.2 | Customers are consulted about where trays or trolleys should be placed in the room and advised of potential hazards.          |
|    |  | 3.3 | Trays or trolleys are placed safely and conveniently.   |
|    |  | 3.4 | Furniture is correctly positioned where required.   |
|    |  | 3.5 | Meals and beverages are correctly served and placed if required by the customer and in accordance with enterprise procedures. |
| 4. | Present room service accounts            | 4.1 | The customers account is checked for accuracy and presented in accordance with enterprise procedure.                          |
|    |  | 4.2 | Cash payments received are presented to the cashier.  |
|    |  | 4.3 | Charge accounts are presented to the guest for signing and charged to the account.  |
| 5  | Clear room service area                  | 5.1 | Floors are checked and promptly cleared of used room service trolleys and trays.  |
|    |  | 5.2 | Trays and trolleys are returned to the room service area and dismantled/cleaned in accordance with enterprise procedures.     |
|    |  | 5.3 | Equipment and food and beverage items are re-stocked in accordance with enterprise procedures.                                |

## RANGE STATEMENTS

This unit applies to all establishments where room service is provided.

Meals include but not limited to:

- breakfast
- lunch
- dinner
- complimentaries
- special requests.

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively provide room service in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- taking and processing guests' orders
- delivering room service meals and beverages

### (2) Pre-requisite Relationship of Units

- THHCOR0021B Follow health, safety and security procedures
- THHFAB0101A Provide food and beverage service.

**(3) Underpinning Knowledge and Skills**Knowledge

knowledge of:

- room service procedures
- typical set ups for room service trays and/or trolleys
- security and safety issues in relation to room service

Skill

The ability to:

- take and process room service orders
- set up trays and trolleys for:
  - breakfast
  - lunch
  - dinner
  - complimentaries
  - special requests
- present room service meals and beverages
- check and present room service accounts
- clear room service areas

**(4) Resource Implications**

The following resources should be made available:

- Food and beverage service environment (simulated or actual enterprise), necessary equipment, utensils and supplies.

**(5) Method of Assessment**

Evidence should include a demonstrated ability to correctly set up and present a range of room service meals as appropriate to the workplace.

Knowledge of room service procedures and hygiene requirements must also be demonstrated.

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment room service equipment is provided. This should be supported by assessment of underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTCOT0453A: Plan and develop interpretive activities

Competency Descriptor:

This unit deals with the skills and knowledge required to plan and develop interpretive activities for different customer groups.

Competency Field: Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Establish need for activity	1.1	The need for the activity is identified, based on customer requests, customer feedback, product development initiatives and the needs of the wider community.
		1.2	Educational, interpretive and commercial activities are established in consultation with appropriate colleagues.
2.	Develop the activity	2.1	Possible themes and messages for the activity are identified and developed.
		2.2	A range of potential information and resources is identified and accessed in a manner which is culturally and environmentally appropriate, including other specialists as required.
		2.3	The activity is developed according to the principles of interpretation using creative communication techniques.
		2.4	A risk audit is undertaken and is incorporated into the activity development.
		2.5	Messages and supporting information of appropriate breadth and depth are selected to meet customer needs.
		2.6	Resources are developed to support the activity within the designated timelines.
		2.7	Activity is developed within budget to meet agreed objectives in consultation with colleagues.
		2.8	Activity is promoted in conjunction with relevant colleagues and according to organisation marketing objectives.
3.	Evaluate activity	3.1	Formal and informal feedback is obtained from customers and colleagues during piloting or conducting of the activity.
		3.2	Activity is modified according to feedback received.

- 3.3 Ongoing review mechanisms are established and implemented to ensure continuous improvement of activity according to its objectives.

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to planning and developing interpretive activities.

Interpretive activities may include:

- wildlife
- domestic/farm animals
- birds
- history and heritage
- culture
- art
- natural environment
- built environment
- sports
- festivals/seasonal themes

Activities may include:

- guided walks
- guided site activities
- touring activities
- sporting activities

Resources may include:

- natural resources
- microphone
- AV equipment
- overhead projector/transparencies
- video and video monitor
- slides/slide projector
- handouts
- costumes
- props
- actors/performers
- guest speakers
- special interest organisations

Specialists may include:

- subject matter experts
- cultural advisers
- technical experts
- creative designers
- actors/performers
- marketers
- environmental educators
- interpretation consultants

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to plan and develop interpretive activities in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the ability to apply the total development and evaluation process to an interpretive activity
- demonstrate knowledge of interpretation principles and the development processes
- demonstrate the ability to apply that knowledge to the development of tourism related interpretive activities
- apply knowledge of communication techniques to educate, conduct consultation and promote activity
- develop and manage evaluation and product improvement processes

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- interpretation principles in great details
- principles and processes which support activity development
- subject matter around which the activity is developed in great details
- creative communication techniques for interpretive activities including story-telling, role-playing, games, sensory awareness exercises and illustrated talks
- risk analysis
- product development
- marketing and promotions
- resource management

#### Skills

The ability to:

- develop objectives and scope
- provide leadership
- monitor and evaluate processes and procedures
- use consultative skills effectively
- develop effective strategies to achieve objectives
- manage resources
- use communication skills including analysis, reporting and disseminating information
- apply interpretation principles

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities conducted over a period of time to allow the candidate to develop, pilot and evaluate the activity
- integration of commercially-realistic constraints for the development process (e.g. budget, tight timeframes, limitations on activity duration)
- access to and use of an appropriate environment for the piloting of the activity (e.g. natural or cultural heritage site)
- involvement of other people to act as the customer group

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **THTGUD0153A: Prepare specialized content on cultural and heritage environment**

Competency Descriptor:

This unit deals with the skills and knowledge required to research and update information on culture and heritage that is specifically geared to meet the requirement of particular tourism operations.

Competency Field: Tourism

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Research specialized information for presentation	1.1	The key sources of information on a specialized topic are correctly identified.
		1.2	Formal and informal research techniques are correctly and appropriately used to access current, accurate and relevant information on a specialized topic.
		1.3	Subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues, are identified.
		1.4	Subjects of potential customer interest are the focus of research activities.
2.	Prepare specialized information for guiding activities	2.1	Information is organised in a manner which reflects the needs of customers and the manner in which information may be presented during a guiding or interpretive activity.
		2.2	Interpretive themes and messages are identified and developed from research to meet specific customer needs.
3.	Update knowledge of specialized information	3.1	All opportunities are identified and used to maintain current knowledge about a specialized topic.
		3.2	Updated knowledge is incorporated into day-to-day guiding activities.

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to preparing specialized content on cultural and heritage environment.

Informal and formal research may include:

- talking and listening to local experts
- talking and listening to traditional owners
- personal observation/exploration
- watching TV, videos and films
- listening to radio
- browsing the web
- reading newspapers, books and other references
- membership of professional associations
- undertaking formal study
- community groups (e.g. historical societies)

Cultural/heritage environments may be natural or built and may include:

- museums
- historic theme parks
- art galleries
- ethnic art or occupation sites
- cultural centres
- heritage trails
- historic localities or regions
- pre-historic/fossil sites

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare specialized content on cultural and heritage environment in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of one or more cultural/heritage environments
- develop a coherent and interesting interpretation for customers
- answer the typical questions asked by customers on the given topic
- demonstrate the ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities
- follow appropriate reporting and documentation procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relationship between the guide's interpretation of knowledge and the quality of the customer experience
- research techniques for acquiring and maintaining current knowledge of a specialised topic
- specific environment of visitor interest to a level of depth sufficient to provide a guided tour of the environment
- how the environment developed/evolved
- historically and culturally significant features of the environment, including details of any exhibits, displays or performances
- individuals associated with the environment, their roles and impacts
- role of the environment within the local community, both past and present
- relationship of the specific environment to the past/current national culture and history
- nature and extent of visitation to the environment
- current management and operating details for the environment

Skills

The ability to:

- collect and organise information
- communicate clearly and precisely
- prepare and make presentations
- interactively communicate with others

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to make presentation of activity or commentary on more than one topic and within more than one environment to ensure that knowledge and skills can be adapted to different guiding contexts
- interaction with and involvement of a customer group

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTGUD0143A: Prepare specialized content on flora, fauna and landscape

Competency Descriptor:

This unit deals with the skills and knowledge required to research and update information on the flora, fauna and landscape that is specifically geared to meet the requirement of particular tourism operations.

Competency Field: Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Research specialized information for presentation	1.1	The key sources of information on a specialized topic are correctly identified.
		1.2	Formal and informal research techniques are correctly and appropriately used to access current, accurate and relevant information on a specialized topic.
		1.3	Subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues, are identified.
		1.4	Subjects of potential customer interest are the focus of research activities.
		1.5	Specified plants and animals are recognised and named according to their identifiable characteristics.
		1.6	Detailed descriptions of animal habits, characteristics and significant features are recorded.
		1.7	Detailed descriptions of plant species, characteristics and significant features are recorded.
		1.8	Special geographical features are identified and the development processes are described.
2.	Prepare specialized information for guiding activities	2.1	Information is organised in a manner which reflects the needs of customers and the manner in which information may be presented during a guiding or interpretive activity.
		2.2	Interpretive themes and messages are identified and developed from research to meet specific customer needs.
		2.3	Appropriate aids are developed and utilised to impart knowledge to customers.

- |    |   |     |  |
|----|---|-----|--|
| 3. | Update knowledge of specialized information | 3.1 | All opportunities are identified and used to maintain current knowledge about a specialized topic. |
|    |   | 3.2 | Updated knowledge is incorporated into day-to-day guiding activities.                              |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to preparing specialized content on cultural and heritage environment.

Informal and formal research may include:

- talking and listening to local experts
- talking and listening to traditional owners
- personal observation/exploration
- watching TV, videos and films
- listening to radio
- browsing the web
- reading newspapers, books and other references
- membership of professional associations
- undertaking formal study
- community groups (e.g. historical societies)

Fauna may be native or introduced species and may include:

- mammals
- birds,
- reptiles
- amphibians
- fishes
- arthropods
- microfauna (e.g. coral)
- extinct species

Flora may be native or introduced species and may include:

- flowering plants
- flowerless plants
- weeds
- shrubs
- algal growth
- fungus

Landscape may include;

- mountains
- caves
- plateaus
- plains
- marshes
- gorges
- coastal

Documentation may include:

- written description of the species including common and scientific names
- reports on visible characteristics
- details of occurrence
- photographs
- specimens
- audio/video recordings

Characteristics may include:

- shape
- size
- colour
- texture
- reproductive process
- movement
- habitat

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare specialized content on fauna, flora and landscape in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of flora, fauna and landscape
- develop a coherent and interesting interpretation for customers
- answer the typical questions asked by customers on the given topic
- demonstrate the ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities
- follow appropriate reporting and documentation procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- relationship between the guide's interpretation of knowledge and the quality of the customer experience
- research techniques for acquiring and maintaining current knowledge of a specialized topic
- sources of information on the landscape
- landscapes of tourism interest within a local region and their general characteristics (e.g. waterways, landforms)
- key ecological terminology
- key concepts of ecology including biotic and physical factors, populations, numbers, food web, community relations, life cycles, succession, zonation, carbon cycle, water cycle and energy flow
- interrelationships between parts of the eco-system
- developmental processes related to the formation of the local landscapes
- geological formations and history
- soil composition and its relation to plant and animal life
- water catchment areas
- major species of flora and fauna within the landscape
- nature of species and where it is found
- roles of individual species



## **Underpinning Knowledge and Skills (Cont'd)**

### Knowledge

Knowledge of:

- characteristics of individual species
- commonalities between species
- interactions between species and the environment
- nutrition and life cycles
- species harmful to humans
- identification techniques for flora and fauna
- environmental influences that affect the landscape, including climate and fire
- nature of human impacts on the landscape including industrial impacts
- management regimes for the local landscape including relevant authorities and codes of practice
- indigenous perspective on the landscape
- specific safety and minimal impact issues for visitors

### Skills

The ability to:

- collect and organise information
- communicate clearly and precisely
- prepare and make presentations
- interactively communicate with others
- apply research techniques

## **(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to make presentation of activity or commentary on more than one topic and within more than one environment to ensure that knowledge and skills can be adapted to different guiding contexts
- interaction with and involvement of a customer group

## **(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THTCOT0133A: Source and package tourism products and services

### Competency Descriptor:

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

Competency Field: Tourism

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Source products	1.1	Product initiatives are developed within the context of the organisation's overall business plan and marketing focus.
		1.2	Product objectives are identified in consultation with appropriate colleagues and customers.
		1.3	Potential destinations and products are identified and researched using appropriate methods.
		1.4	Destination and product details are assessed for market/customer suitability.
		1.5	Destinations and products are selected based on research conducted.
2.	Package products	2.1	Programmes are developed to meet the requirements of specific customers/markets.
		2.2	Programme components are combined and integrated to create maximum value and saleability within nominated constraints.
		2.3	All agreements are made with suppliers in accordance with established target and confirmed in writing in accordance with enterprise procedures.
		2.4	Costing are prepared for all programmes using appropriate technology in accordance with enterprise requirements to take account of key financial factors.
		2.5	Pricing structures are clearly presented to include full details of all inclusions, exclusions and add-ons.
		2.6	Programmes are reviewed and adjusted in response to feedback from customers/colleagues in accordance with enterprise guidelines.
		2.7	All details are confirmed and finalised in writing following the appropriate guidelines.

- 2.8 All legal requirements are checked and incorporated in accordance with guidelines.
- 2.9 Programmes are presented to appropriate colleagues/customers for approval prior to promotion in the marketplace and within required timeframes.

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to sourcing and packaging tourism products and services.

Products and services may include:

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

Requirements of specific customers/markets may relate to:

- budget
- product/service preferences
- time-constraints
- cultural issues
- integration within a wider touring programme
- nature of promotional strategies (e.g. via the Internet)

Appropriate research methods may include:

- desk research
- personal contact with tourism authorities/product suppliers/distribution network
- destination/site inspection

Destinations and products may be sourced and packaged for a range of purposes including:

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

Key financial factors may include:

- commissions
- contract agreements
- mark up/profit margin requirements
- payment terms
- relevant exchange rate implications
- taxes
- staff costs

Assessing destination and product details for market/customer suitability may include:

- costs
- availability/accessibility
- features and benefits
- profit potential

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to source and package tourism products and services in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the ability to pro-actively source and package a range of different products to meet specific market or pre-determined customer needs
- develop and cost practical programs that meet both pre-determined customer needs and enterprise business requirements
- demonstrate knowledge of product packaging in the context of the tourism industry
- demonstrate compliance with organisation policies and procedures on product development
- follow documentation and reporting procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- local and international regulations and legislation that impact on the packaging and development of tourism products
- industry information networks and their value in the packaging process
- industry practices in packaging products as appropriate to different sectors:
  - typical mark-up/commission protocols
  - different costing options (e.g. per person, per room, group, all inclusive, ground content only)
  - typical package styles for different markets/customer types
- the market in relation to product being developed and potential customers
- market research techniques

#### Skills

The ability to:

- collect and evaluate information
- conduct market research
- interactively communicate with others
- read and write
- apply best practices of the industry
- package products
- assess and analyse product details
- make decisions based on data collected

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to create a range of packages which address differing customer needs (i.e. more than one package)
- commercially-realistic timeframes for the packaging process
- presence of typical constraints for the process (e.g. scheduling, date limitations, budget)

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHWPO0223A: Monitor work operations

### Competency Descriptor:

This unit deals with the skills and knowledge required to oversee and monitor the quality of work operations. Team leaders, supervisors or managers may carry out this unit.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Monitor and improve workplace operations	1.1 Efficiency and service levels are monitored on an ongoing basis. 1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives. 1.3 Quality problems and issues are promptly identified and adjustments are made accordingly. 1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness. 1.5 Colleagues are consulted about ways to improve efficiency and service levels.
2. Plan and organise workflow	2.1 Current workload of colleagues is accurately assessed. 2.2 Work is scheduled in a manner that enhances efficiency and customer service quality. 2.3 Work is delegated to appropriate people in accordance with principles of delegation. 2.4 Workflow is assessed against agreed objectives and timelines. 2.5 Colleagues are assisted in prioritisation of workload. 2.6 Input is provided to appropriate management regarding staffing needs.
3. Maintain workplace records	3.1 Workplace records are accurately completed and submitted within required timeframes. 3.2 Where appropriate completion of records is delegated and monitored prior to submission.



- |                                      |  |
|--------------------------------------|--|
| 4. Solve problems and make decisions | 4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.                            |
|                                      | 4.2 Short-term action is initiated to resolve the immediate problem where appropriate.   |
|                                      | 4.3 Problems are analysed for any long-term impact and potential solutions are assessed and actioned in consultation with relevant colleagues. |
|                                      | 4.4 Where a team member raises problem, the team is encouraged to participate in solving the problem.  |
|                                      | 4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.  |

## RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided.

Control systems may be computerised or manual.

Problems may include but are not limited to:

- difficult customer service situations
- equipment breakdown/technical failure
- delays and time difficulties

Workplace records may include but is not limited to:

- staff records
- regular performance reports

## EVIDENCE GUIDE

Competency is to be demonstrated by efficiently monitor work operations in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- ability to effectively monitor and respond to a range of common operational and service issues in the workplace
- understanding of the role of staff involved in workplace monitoring
- knowledge of quality assurance, principles of workflow planning, delegation and problem solving

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the roles and responsibilities of those involved in monitoring work operations
- organisational skills and teamwork
- overview of leadership and management responsibilities
- principles of work planning
- typical work organisation methods appropriate to the industry sector
- quality assurance principles
- time management
- principles of delegation
- problem solving and decision making processes
- industrial and/or legislative issues which affect short term work organisation as appropriate to industry sector

Skill

The ability to:

- monitor efficiency and service levels
- identify and adjust quality problems and issues
- schedule work
- plan and organise workflow
- delegate work
- assess workflow
- maintain workplace records
- solve problems and make decisions

**(4) Resource Implications**

The following resources should be made available:

- Food preparation and service establishment (simulated or actual enterprise)

**(5) Method of Assessment**

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

**(6) Context of Assessment**

This unit may be assessed on or off-the-job.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**THTTEJ0123A: Conduct business transactions**

Competency Descriptor:

This unit deals with the skills and knowledge required to conduct a business relationships within a tourism or hospitality context. It focuses on the relationship building and negotiation skills required.

Competency Field:

Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Establish and conduct business arrangements	1.1	Relationships are established in a manner that promotes goodwill and trust between the enterprise, its customers and suppliers.
		1.2	Effective communication skills and techniques are employed in relationships to build trust and respect.
		1.3	Opportunities to maintain contact with customers and suppliers are taken up wherever possible.
2.	Conduct negotiations	2.1	Negotiations are conducted in a business like and professional manner within the relevant cultural context.
		2.2	Negotiations are conducted using techniques to maximise benefits for all parties in the context of establishing long term relationships.
		2.3	Negotiations take account of input from colleagues.
		2.4	Negotiations are conducted in the context of the current enterprise marketing focus.
		2.5	The results of negotiations are communicated to appropriate persons within appropriate timeframes.
3.	Make formal business agreements	3.1	Agreements are confirmed in writing with contracts drawn up in accordance with enterprise requirements.
		3.2	All aspects of formal agreement are checked and approved in accordance with enterprise procedures.
		3.3	Specialist advice is sought in the development of contracts where appropriate.
4.	Foster and maintain business relationships	4.1	Information needed to maintain sound business relationships is pro-actively sought, reviewed and acted upon.
		4.2	Agreements are honoured within the scope of individual responsibility.

- 4.3 Adjustments to agreements are made in consultation with the customer/supplier and information is shared with appropriate colleagues.
- 4.4 Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.

## **RANGE STATEMENTS**

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

- corporate accounts
- service contracts
- agency agreements
- venue contracts
- rate/price negotiations
- marketing agreements

## **EVIDENCE GUIDE**

Competency is to be demonstrated by the ability to conduct business transactions in accordance with the performance criteria and the range listed within the range of variables statement.

### **(1) Critical Aspects and Evidence**

Look for:

- ability to conduct business negotiations within a specific tourism and hospitality context
- knowledge and understanding of the current environment in which tourism and/or hospitality businesses operate, and the major industry issues of relevance to the particular sector
- knowledge and understanding of contracts

### **(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- current competitive environment
- legal issues that affect negotiations and contracts in the Jamaican tourism and hospitality industry
- Common day-to-day situations where contracts are negotiated
- Importance of observing the terms of the contract/agreement
- service capabilities of the enterprise
- current marketing focus of the enterprise
- how to conduct negotiations of significant commercial value
- oral/written contracts

Skill

The ability to:

- establish relationships
- employ effective communication skills and techniques
- maintain contact with customers and suppliers
- conduct negotiations
- make formal business agreements
- foster and maintain business relationships

**(4) Resource Implications**

The following resources should be made available:

- Tourism/hospitality environment (simulated or actual enterprise).

**(5) Method of Assessment**

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

**(6) Context of Assessment**

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.