MINISTRY OF CULTURE, SPORTS AND TOURISM
VIETNAM NATIONAL ADMINISTRATION OF TOURISM

VIETNAM TOURISM OCCUPATIONAL STANDARDS

TOUR
GUIDING

VTOS

Tiêu chuẩn nghề Du lịch Việt Nam
Vietnam Tourism Occupational Standards

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Hanoi, 2015

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GLOSSARY

ITEM	DEFINITION
Assessment	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit
Assessment criteria	Assessment criteria list the performance/skills and knowledge and understanding that need to be assessed
Assessment methods	VTOS allows a variety of assessment methods that are appropriate for different types of performance or knowledge
Assessor	An experienced person who is qualified to assess the performance of the candidate and usually from the same area of work, e.g. Front Office Supervisor
Assessor guide	A guide for assessors on how to assess the candidate and how to record and document the candidate performance and knowledge
Attitudes/behaviours	Attitudes and behaviours impact on the quality of work performance and so these are important aspects of 'being competent.' Attitudes and behaviours describe the general ways in which individuals go about achieving the outcomes
Certification	The award of a certificate or diploma to a candidate based on assessment of performance
Competency	Competency is the ability to apply specific skills, knowledge and behaviours/attitudes necessary to fulfil the job requirements satisfactorily
Core units	Core units include basic competencies that all employees must possess (e.g. communication skills)
Functional units	Functional (technical/professional) units relate to the hospitality or tourism job itself
Generic units	Generic competencies are those competencies that are common to a group of jobs such as cookery or travel
Management units	These are the generic competencies for roles in an organization that involve managing, supervising or influencing the work of others in some way.
Standards	Occupational standards define the knowledge, skills and attitudes/behaviours (competence) required for effective workplace performance
Unit of competence	A unit is the smallest part of a qualification can be certified individually
VTOS	Vietnam Tourism Occupational Standards

CONTENTS

I. INTRODUCTION

With the aim to help meet the needs for a qualified workforce for the tourism industry in Vietnam, the EU-funded, Environmentally & Socially Responsible Tourism Capacity Development Programme (ESRT) was tasked to revise the Vietnam Tourism Occupational Skills Standards (VTOS) which were originally developed under the EU-funded Human Resource Development in Tourism Project (HRDT). The revised VTOS have been developed and benchmarked against international occupational standards and ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) and will satisfy the requirements of the ASEAN Mutual Recognition Arrangement for Tourism Professionals (MRA-TP).

Occupational Standards refer to the agreed minimum best practice for jobs in the tourism/hospitality industry, and include the statutory (legal, health, safety, security) requirements. They specify what a person should know and do, as well as the way they do their work, in order to carry out the functions of a particular job in the context of the work environment.

VTOS covers <u>two major divisions</u> within the tourism sector (hospitality and travel) with six key occupational areas in line with ASEAN: **Hospitality Division** (Front Office Operations, Housekeeping Operations, Food & Beverage Service, Food Preparation) and **Travel Division** (Travel & Tour Operations, Tour Guiding). VTOS also includes four specialist areas (Hotel Management, Small Accommodation Operations, On-site Tour Guiding, and Tourist Boat Service) to meet the unique requirements of Vietnam tourism industry.

VTOS units of competence have been grouped to provide a range of **industry-relevant qualifications/job titles** from basic to advanced levels and also a number of diplomas suitable for college teaching, therefore making it relevant for the industry and the formal education sector.

VTOS can be used by:

Hospitality and travel companies to set a standard for how the work of their employees should be completed. VTOS units can be used for training staff in the key skills and job functions for a range of skills. In addition VTOS can be used to assess the performance of staff against the standards. Organizations can arrange to register their staff with an assessment centre to formally recognise or assess their skills and gain a certificate.

Colleges and training organisations to design their hospitality or tourism curriculum. VTOS clearly specifies the skills, knowledge and behaviours required for particular jobs in the industry. VTOS units can be compiled to provide a curriculum for a range of education and training courses or programmes.

VTOS DEVELOPMENT METHODOLOGY

VTOS was prepared by conducting a detailed functional analysis of hospitality and tourism jobs with a technical working group of industry experts to identify the key competencies needed for jobs for the tourism sector. The functional analysis provides an accurate and detailed separation of the functions which have to be carried out in order to achieve the key purpose of the sector, occupation or area of work.

A review of Vietnam tourism qualifications and occupational standards has been conducted via a national Training Needs Assessment (TNA). The outcome of the TNA identified areas of skills shortages and defined skills requirements and competencies that will be required of tourism professionals.

Six occupational areas identified by ASEAN and the previous Vietnam Tourism Occupational Skills Standards were then used as a baseline to verify the findings of the functional analysis, and the competencies identified by the Technical Working Groups were then benchmarked against international standards to ensure any gaps were filled.

The VTOS were then developed using an international occupational standards approach which developed the contents of the standards as competencies in a format compatible with ASEAN. The units of competence include a unit title, the performance criteria, knowledge requirements, conditions of performance and variables, assessment criteria, assessment methods and references to ACCSTP. These competencies were then grouped into levels according to the ASEAN definition.

VTOS units of competence were prepared by a team of international and Vietnamese subject experts. The units were reviewed by Technical Working Groups comprising industry practitioners and vocational trainers from local institutions. Feedback from these consultations have been incorporated, revised into the standards, and a selection of units have been piloted with trainees to ensure the level and content was appropriate for the job areas identified.

VTOS LEVELS AND QUALIFICATIONS

VTOS consists of five qualification levels in six key occupational areas	
Level 5 (Advanced Diploma 5)	Sophisticated, broad and specialised competence with senior management skills; Technical, creative, conceptual or managerial applications built around competencies of either a broad or specialised base and related to a broader organisational focus.
Level 4 (Diploma 4)	Specialised competence with managerial skills; Assumes a greater theoretical base and consists of specialised, technical or managerial competencies used to plan, carry out and evaluate work of self and/or team.
Level 3 (Certificate 3)	Greater technical competence with supervisory skills; More sophisticated technical applications involving competencies requiring increased theoretical knowledge, applied in a non-routine environment and which may involve team leadership and increased responsibility for outcomes.
Level 2 (Certificate 2)	Broad range of skills in more varied context with more responsibilities; Skilled operator who applies a broad range of competencies within a more varied work context and capable for working in groups, working independently in some cases and taking a significant responsibility for their own work results and products.
Level 1 (Certificate 1)	Basic, routine skills in a defined context; A base operational qualification that encompasses a range of functions/activities requiring fundamental operational knowledge and limited practical skills in a defined context.

VTOS COMPETENCY UNITS

VTOS is structured in units of competence using a modular format so that it is flexible and easily adapted for different jobs, personnel and qualifications. It is suitable for use in small to medium enterprises, large hotels, tour operator and travel companies, as well as for use in colleges and educational institutions. It can be used as the basis for curriculum in colleges. In addition, VTOS includes units on Responsible Tourism suitable for a range of jobs from all occupations. In this way, VTOS has been developed with the flexibility required for a fast-growing tourism industry as well as the breadth required for a range of technical and highly professional jobs at a number of levels from entry level up to Senior Management level.

VTOS consists of a range of units of competence that specify particular skills, knowledge and behaviours/attitudes necessary to fulfil the job requirements satisfactorily. Each job will consist of a blend of functional, core and generic units.

- **Functional (technical/professional)** competencies are specific to roles or jobs within the tourism industry, and include the specific skills and knowledge (know-how) to perform effectively (e.g. food service, tour guiding etc.).

- **Core (common) competencies** include the basic skills that most employees should possess (e.g., working with others, language and IT skills). These competencies are essential for anyone to do their job competently.

- **Generic (job related) competencies** are those competencies that are common to a group of jobs. They often include general job competencies that are required in a number of occupations (e.g., health & safety), as well as job specific competencies that apply to certain occupations more than others (e.g., close the shift).

- **Management competencies** are the generic competencies for roles in an organization that involve managing, supervising or influencing the work of others in some way. They may be specific to a job role (supervise housekeeping operations) or general to any supervisory/management role (arrange purchase of goods and services etc.).

- **Responsible tourism competencies** are the specific skills required for the operation and management in the organisation for the enhancement of the quality of services and products towards a sustainable tourism development, operations and products of responsible tourism.

Abbreviations for group of units			
COS	Core Standards	**FBS**	Food & Beverage Service Standards
GES	Generic Standards	**FOS**	Front Office Operations Standards
RTS	Responsible Tourism Standards	**FPS**	Food Preparation Standards
CMS	Customer Service & Marketing Management Standards	**HKS**	Housekeeping Operations Standards
FMS	Financial Management Standards	**TBS**	Tourist Boat Service Standards
GAS	General Administration Management Standards	**TGS**	Tour Guiding Standards
HRS	Human Resource Management Standards	**TOS**	Travel & Tour Operation Standards
SCS	Security Management Standards		

UNIT STRUCTURE

The VTOS units of competence comprise the following:

Unit Section	Description	Example
Unit Number	• Number of the unit e.g. FOS1.3 is Front Office Operations Standard, Level 1, Unit 3	FOS1.3
Unit Title	• Title of the Unit	PROVIDE GUEST SERVICES
Unit Descriptor	• Summary or overview of the unit	This unit describes the competencies required by front office staff to interface of with guests in a number of varied situations, responding to their requirements and expectations with cultural and professional sensitivity to satisfy needs and resolve problems.
Elements	• Units are divided into two or more elements that describe the activities the person has to carry out. • Elements can provide structure to a complex function and break up long lists of Performance Criteria by presenting them in logical sections	E1. Handle questions and requests E2. Process safety deposit boxes E3. Exchange foreign currency E4. Handle guest disbursements
Performance Criteria	• Performance Criteria should be observable and measurable so they can be accurately assessed. • Performance (skills) will normally be assessed by observation (levels 1-3) or by documentary evidence of performance from the workplace, especially at management level (levels 4-5).	*E1. Handle questions and requests* P1. Answer guest questions and enquiries promptly and courteously and take personal responsibility for finding the answers P2. Assist guests in making bookings for restaurants, conferences or banquets etc P3. Compile a dossier of information commonly requested or likely to be asked for P4. Prepare local contact numbers and contact details for guest use P5. .....
Knowledge Requirements	• Units of competence include essential underpinning knowledge that enables the work to be done with understanding. • Knowledge includes understanding of facts, principles and methods which ensure that the person who measures up to the standard can be effective in other organisations, related job roles and work contexts and be better placed to deal with the unusual or unexpected. • Each knowledge item will normally be assessed by oral or written questioning.	K1. Explain the benefits and alternatives for airline travel and associated travel means such as trains, buses and taxis K2. Explain the procedure for travel reservations, confirmations and how to enquire about regarding flight status K3. Describe the procedures for issuing, allowing access to and closing a safety deposit box K4. Describe the steps in exchanging currency for a guest

Unit Section	Description	Example
Conditions of performance and variables	• Conditions of performance and variables takes account of the fact that the real world contains many variables, and the units should cover these (e.g. in a hotel, a receptionist may encounter many different types of customer and different hotels may provide different facilities). • Rather than include these differences in the performance criteria, the range of variables will identify different types of activities and conditions under which the performance could take place.	*4. Cash disbursements may include:* • Paid-out as a reverse cash transaction in the cash account folio debiting the guest account • A cash receipt docket signed by the guest and retained in the folio bin • In certain establishment supervisory authorisation may be required for such transactions with limits applying
Assessment Guide	This section specifies the **amount and type of evidence needed** to show that the trainee/learner has met the standards specified in the performance criteria and in all the circumstances defined in the evidence of achievement. • Evidence of the candidate's performance, knowledge, understanding and skills needs to be recorded and examined for quality control purposes. • This is often presented in a folder known as a portfolio of evidence or in a passbook. • Assessment needs to be cost effective and time efficient to be sustainable. • All assessment needs to be internally verified by an assessment centre to ensure it is valid, current, rigorous and objective.	*Evidence of the following is required:* 1. At least three different requests or issues handled accurately and satisfactorily 2. At least two safety deposit boxes issued according to procedures 3. At least three foreign currency transactions handled accurately according to procedures 4. At least two guest disbursements made according to procedures *Assessment must ensure:* • Access to an actual workplace or simulated environment • Access to office equipment and resources • Documentation of guest transactions as evidence of performance
Assessment Methods	The main assessment methods for VTOS include: • Assessors observing trainees at work (or, in some cases, under realistic simulated conditions) • Trainees supplying examples of records and documents that show they work to the standard • Line managers and supervisors providing statements about the trainee's work • Candidate answering questions from their assessors or completing written tests	This unit may be assessed on or off the job • Assessment can include evidence and documentation from the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must relate to the individual's work area or area of responsibility The following methods may be used to assess: • Case studies • Observation of practical candidate performance • Oral and written questions • Documentation from the workplace • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work
Relevant Occupations	• The relevant job roles/job titles for which the unit is appropriate	Front Desk Officer, FO Clerk, Guest Service Agent, Receptionist, Front Office Supervisor
ACCSTP References	• Cross-reference to the relevant standard from (ASEAN Common Competency Standards for Tourism Professionals), if available	DH1.HFO.CL2.03 1.8, 3.6, 4.2

II. TOUR GUIDING OCCUPATIONS

The Vietnam Tourism Occupational Standards (VTOS) for Tour Guiding cover all tour guiding jobs at five levels from Assistant tour guide (Level 1) to Tour Manager (Level 5). The VTOS Tour Guiding standards have also taken account of local tour environments and specialist area such as onsite tour guiding.

Tour guides lead groups of visitors through points of historical, cultural or regional interest. They provide in-depth knowledge about destinations frequented by international and domestic tourists and travellers. Tour guides are often trained on-the-job, but many also graduate from college or university, with a diploma in tour guiding or degree in tourism.

In Vietnam all official tour guides need to have a professional license in order to practice and be recognised by the government. International Tour Guide Licenses are granted by VNAT (Vietnam National Tourism Administration).

Tour guides work for tour and travel companies or hotels as seasonal workers, independent contractors or full-time employees. They may lead walking tours, driving tours, boat cruises, national parks, heritage tours, museums or other regional points of interest.

Tour guides must be able to retain historical facts, dates and anecdotes, and then relay that information to visitors in an entertaining, informative way. They must often be able to speak English or other foreign languages, especially if they are leading inbound tours.

In Vietnam, Heritage Specialist Guides and Onsite Tour Guides play an important role in promoting responsible and sustainable tourism and in focusing on the areas of cultural, religious and heritage tourism.

Typical jobs include:

Entry level jobs: Assistant Guide; Trainee Tour Guide; Trainee Tour Leader; Trainee Local Guide; Trainee Eco-Tour Guide; Trainee Driver Guide;

Mid Level jobs:: Tour Guide; Tour Leader; Local Guide; Eco-Tour Guide; Driver Guide; Resort Representatives; Heritage Specialist Guide; Onsite Tour Guide

Senior Level jobs: Senior Tour Guide; Tour Leader; Tour Manager; Tour Supervisor

LIST OF UNITS OF COMPETENCE

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TGS1.1	PROVIDE TOUR ESCORT DUTIES	✓						
2	TGS1.2	PREPARE SELF FOR TOUR GUIDING	✓						
3	TGS2.1	CONDUCT ORIENTATION ABOUT TOUR PROGRAMMES		✓					
4	TGS2.2	APPLY KNOWLEDGE OF VIETNAM TO TOUR GUIDE PREPARATION		✓					
5	TGS2.3	ACCOMPANY AND GUIDE VISITORS IN ACCORDANCE WITH THE TOUR ITINERARY		✓					
6	TGS2.4	PREPARE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES		✓					
7	TGS2.5	PRESENT SPECIALIZED TOUR COMMENTARY TO CUSTOMERS		✓					
8	TGS2.6	PLAN AND DELIVER ON-SITE ENTERTAINMENT AND GUIDANCE		✓					
9	TGS2.7	PROVIDE PRACTICAL ASSISTANCE TO CUSTOMERS		✓					
10	TGS2.8	PRESENT CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE		✓					
11	TGS2.9	HANDLE TRAVEL ARRANGEMENTS FOR VISITORS		✓					
12	TGS2.10	PREPARE TOUR ACCOUNTS		✓					
13	TGS3.1	IDENTIFY AND ASSESS THE NEEDS AND EXPECTATIONS OF DIFFERENT TYPES OF CUSTOMERS			✓				
14	TGS3.2	ARRANGE TRAVEL ITINERARIES			✓				
15	TGS3.3	PREPARE AND ORGANIZE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES			✓				
16	TGS3.4	PREPARE A TOUR			✓				
17	TGS3.5	CONDUCT AND FINALIZE A TOUR			✓				
18	TGS3.6	RESEARCH AND IMPROVE INFORMATION RELEVANT TO TOUR ITINERARY			✓				
19	TGS3.7	PLAN AND IMPROVE SPECIALIZED TOUR COMMENTARY TO CUSTOMERS			✓				
20	TGS3.8	PLAN AND EVALUATE ON-SITE ENTERTAINMENT AND GUIDANCE			✓				
21	TGS3.9	PROVIDE PRACTICAL ASSISTANCE TO CUSTOMERS AND HANDLE ON-SITE PROBLEMS			✓				
22	TGS3.10	HANDLE TRANSPORT AND FACILITIES			✓				
23	TGS3.11	BUILD, MAINTAIN AND DEVELOP RELATIONSHIPS WITH TOUR PROGRAMME STAKEHOLDERS			✓				
24	TGS3.12	PROCESS LANDSCAPES OF INTEREST WITHIN A LOCAL REGION			✓				
25	TGS3.13	PREPARE, CONDUCT AND FINALIZE A SPECIAL INTEREST TOUR			✓				
26	TGS3.14	PREPARE A CLIENT AND TOUR REPORT			✓				
27	TGS3.15	PREPARE CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE			✓				
28	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
29	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
30	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
31	GAS5	PLAN, MANAGE AND CONDUCT MEETINGS			✓				
32	CMS4	MANAGE SPECIAL EVENTS			✓				
33	FMS4	PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS			✓				
34	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
35	TGS4.1	ASSESS AND IMPROVE A TOUR PRODUCT				✓			
36	TGS4.2	ASSESS AND IMPROVE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES				✓			
37	TGS4.3	MONITOR A TOUR PROGRAMME				✓			
38	TGS4.4	EVALUATE AND IMPROVE A TOUR PROGRAMME				✓			
39	TGS4.5	ANALYSE LANDSCAPES OF INTEREST WITHIN A LOCAL REGION				✓			
40	TGS4.6	ANALYSE AND IMPROVE RELATIONS TO LOCAL STAKEHOLDERS				✓			
41	TGS4.7	MONITOR TRANSPORT AND FACILITIES				✓			
42	TGS4.8	MANAGE A CLIENT AND TOUR REPORT				✓			
43	RTS4.1	ADOPT GREEN OFFICE PRINCIPLES				✓			
44	RTS4.5	ENSURE CUSTOMERS ARE AWARE OF RESPONSIBLE TOURISM POLICIES				✓			
45	RTS4.6	MAINTAIN RESPONSIBLE TOURISM PRACTICES				✓			
46	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
47	HRS4	INITIATE AND FOLLOW DISCIPLINARY PROCEDURES				✓			
48	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
49	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
50	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
51	FMS1	PREPARE BUDGETS				✓			
52	FMS3	MANAGE BUDGETS				✓			
53	GAS1	MANAGE PHYSICAL RESOURCES				✓			
54	GAS6	MANAGE DAILY OPERATIONS				✓			
55	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
56	CMS2	COORDINATE MARKETING ACTIVITIES				✓			
57	TGS5.1	COORDINATE TOUR PROGRAMME MARKETING STRATEGIES					✓		
58	TGS5.2	MANAGE AND FACILITATE AN EXTENDED TOUR EXPERIENCE					✓		
59	RTS5.5	SUPERVISE THE APPLICATION OF RESPONSIBLE TOURISM PRINCIPLES					✓		
60	HRS2	PLAN THE WORKFORCE					✓		
61	GAS2	OPTIMISE EFFECTIVE USE OF TECHNOLOGY					✓		
62	GAS3	ESTABLISH POLICIES AND PROCEDURES					✓		
63	COS1	USE THE TELEPHONE IN THE WORKPLACE						✓	
64	COS3	COMPLETE ROUTINE ADMINISTRATIVE TASKS						✓	

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
65	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
66	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
67	COS6	PROVIDE BASIC FIRST AID						✓	
68	COS7	PROVIDE SAFETY AND SECURITY						✓	
69	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
70	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
71	GES4	PROCESS FINANCIAL TRANSACTIONS							✓
72	GES9	DEVELOP GUEST RELATIONSHIPS							✓
73	GES10	PREPARE AND PRESENT REPORTS							✓
74	GES11	ORGANIZE TOURS AND EXCURSIONS							✓
75	GES12	APPLY RESPONSIBLE TOURISM PRINCIPLES							✓
76	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION							✓
77	GES15	DEAL WITH INTOXICATED AND UNAUTHORIZED PERSONS							✓
78	GES16	PREPARE BUSINESS DOCUMENTS IN ENGLISH							✓

TOUR GUIDING QUALIFICATIONS

Cert No	Occupational Qualifications	Level
CTE1	Certificate in Tour Escort	1
CTG2	Certificate in Tour Guiding	2
CTG3	Certificate in Tour Guiding	3
DTGM4	Diploma in Tour Guiding Management	4
ADTGM5	Advanced Diploma in Tour Guiding Management	5

CTE1 - Certificate in Tour Escorting Level 1 (13 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TGS1.1	PROVIDE TOUR ESCORT DUTIES	✓						
2	TGS1.2	PREPARE SELF FOR TOUR GUIDING	✓						
3	TGS2.3	ACCOMPANY AND GUIDE VISITORS IN ACCORDANCE WITH THE TOUR ITINERARY		✓					
4	TGS2.7	PROVIDE PRACTICAL ASSISTANCE TO CUSTOMERS		✓					
5	COS1	USE THE TELEPHONE IN THE WORKPLACE						✓	
6	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
7	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
8	COS6	PROVIDE BASIC FIRST AID						✓	
9	COS7	PROVIDE SAFETY AND SECURITY						✓	
10	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
11	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
12	GES9	DEVELOP GUEST RELATIONSHIPS							✓
13	GES12	APPLY RESPONSIBLE TOURISM PRINCIPLES							✓

CTG2 - Certificate in Tour Guiding Level 2 (20 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TGS1.2	PREPARE SELF FOR TOUR GUIDING	✓						
2	TGS2.1	CONDUCT ORIENTATION ABOUT TOUR PROGRAMMES		✓					
3	TGS2.2	APPLY KNOWLEDGE OF VIETNAM TO TOUR GUIDE PREPARATION		✓					
4	TGS2.3	ACCOMPANY AND GUIDE VISITORS IN ACCORDANCE WITH THE TOUR ITINERARY		✓					
5	TGS2.4	PREPARE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES		✓					
6	TGS2.5	PRESENT SPECIALIZED TOUR COMMENTARY TO CUSTOMERS		✓					
7	TGS2.6	PLAN AND DELIVER ON-SITE ENTERTAINMENT AND GUIDANCE		✓					
8	TGS2.7	PROVIDE PRACTICAL ASSISTANCE TO CUSTOMERS		✓					
9	TGS2.8	PRESENT CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE		✓					
10	TGS2.9	HANDLE TRAVEL ARRANGEMENTS FOR VISITORS		✓					
11	TGS2.10	PREPARE TOUR ACCOUNTS		✓					
12	COS1	USE THE TELEPHONE IN THE WORKPLACE						✓	
13	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
14	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
15	COS6	PROVIDE BASIC FIRST AID						✓	
16	COS7	PROVIDE SAFETY AND SECURITY						✓	
17	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
18	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
19	GES9	DEVELOP GUEST RELATIONSHIPS							✓
20	GES12	APPLY RESPONSIBLE TOURISM PRINCIPLES							✓

CTG3 - Certificate in Tour Guiding Level 3 (28 Units)

Ref	Unit No	Unit Title	1	2	3	4	5	Core	Generic
			Levels					Core	Generic
1	TGS3.1	IDENTIFY AND ASSESS THE NEEDS AND EXPECTATIONS OF DIFFERENT TYPES OF CUSTOMERS			✓				
2	TGS3.2	ARRANGE TRAVEL ITINERARIES			✓				
3	TGS3.3	PREPARE AND ORGANIZE RESPONSIBLE AND SUS-TAINABLE TOURISM ACTIVITIES			✓				
4	TGS3.4	PREPARE A TOUR			✓				
5	TGS3.5	CONDUCT AND FINALIZE A TOUR			✓				
6	TGS3.6	RESEARCH AND IMPROVE INFORMATION RELEVANT TO TOUR ITINERARY			✓				
7	TGS3.7	PLAN AND IMPROVE SPECIALIZED TOUR COMMENTARY TO CUSTOMERS			✓				
8	TGS3.8	PLAN AND EVALUATE ON-SITE ENTERTAINMENT AND GUIDANCE			✓				
9	TGS3.9	PROVIDE PRACTICAL ASSISTANCE TO CUSTOMERS AND HANDLE ON-SITE PROBLEMS			✓				
10	TGS3.10	HANDLE TRANSPORT AND FACILITIES			✓				
11	TGS3.11	BUILD, MAINTAIN AND DEVELOP RELATIONSHIPS WITH TOUR PROGRAMME STAKEHOLDERS			✓				
12	TGS3.12	PROCESS LANDSCAPES OF INTEREST WITHIN A LOCAL REGION			✓				
13	TGS3.13	PREPARE, CONDUCT AND FINALIZE A SPECIAL INTEREST TOUR			✓				
14	TGS3.14	PREPARE A CLIENT AND TOUR REPORT			✓				
15	TGS3.15	PREPARE CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE			✓				
16	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
17	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
18	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
19	GAS5	PLAN, MANAGE AND CONDUCT MEETINGS			✓				
20	CMS4	MANAGE SPECIAL EVENTS			✓				
21	FMS4	PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS			✓				
22	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
23	GES4	PROCESS FINANCIAL TRANSACTIONS							✓
24	GES10	PREPARE AND PRESENT REPORTS							✓
25	GES11	ORGANIZE TOURS AND EXCURSIONS							✓
26	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION							✓
27	GES15	DEAL WITH INTOXICATED AND UNAUTHORIZED PERSONS							✓
28	GES16	PREPARE BUSINESS DOCUMENTS IN ENGLISH							✓

DTGM4 - Diploma in Tour Guiding Management Level 4 (17 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TGS4.1	ASSESS AND IMPROVE A TOUR PRODUCT				✓			
2	TGS4.2	ASSESS AND IMPROVE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES				✓			
3	TGS4.3	MONITOR A TOUR PROGRAMME				✓			
4	TGS4.4	EVALUATE AND IMPROVE A TOUR PROGRAMME				✓			
5	TGS4.5	ANALYSE LANDSCAPES OF INTEREST WITHIN A LOCAL REGION				✓			
6	TGS4.6	ANALYSE AND IMPROVE RELATIONS TO LOCAL STAKEHOLDERS				✓			
7	TGS4.7	MONITOR TRANSPORT AND FACILITIES				✓			
8	TGS4.8	MANAGE A CLIENT AND TOUR REPORT				✓			
9	RTS4.1	ADOPT GREEN OFFICE PRINCIPLES				✓			
10	RTS4.5	ENSURE CUSTOMERS ARE AWARE OF RESPONSIBLE TOURISM POLICIES				✓			
11	RTS4.6	MAINTAIN RESPONSIBLE TOURISM PRACTICES				✓			
12	HRS4	INITIATE AND FOLLOW DISCIPLINARY PROCEDURES				✓			
13	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
14	FMS4	PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS			✓				
15	GAS1	MANAGE PHYSICAL RESOURCES				✓			
16	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
17	CMS2	COORDINATE MARKETING ACTIVITIES				✓			

ADTGM5 - Advanced Diploma in Tour Guiding ManagementLevel 5 (17 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TGS5.1	COORDINATE TOUR PROGRAMME MARKETING STRATEGIES					✓		
2	TGS5.2	MANAGE AND FACILITATE AN EXTENDED TOUR EXPERIENCE					✓		
3	RTS5.5	SUPERVISE THE APPLICATION OF RESPONSIBLE TOURISM PRINCIPLES					✓		
4	GAS2	OPTIMISE EFFECTIVE USE OF TECHNOLOGY					✓		
5	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
6	HRS2	PLAN THE WORKFORCE					✓		
7	HRS4	INITIATE AND FOLLOW DISCIPLINARY PROCEDURES				✓			
8	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
9	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
10	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
11	FMS1	PREPARE BUDGETS				✓			
12	FMS3	MANAGE BUDGETS				✓			
13	GAS1	MANAGE PHYSICAL RESOURCES				✓			
14	GAS3	ESTABLISH POLICIES AND PROCEDURES					✓		
15	GAS6	MANAGE DAILY OPERATIONS				✓			
16	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
17	CMS2	COORDINATE MARKETING ACTIVITIES				✓			

III. DETAILED STANDARDS

TGS1.1. UNIT TITLE: PROVIDE TOUR ESCORT DUTIES

UNIT DESCRIPTOR

This unit describes the competencies required to escort individuals or groups on trips, short tours or excursions.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Escort groups or individuals
P1. Escort group or individuals to and from a location
P2. Describe points of interest on trip to destination
P3. Answer questions and provide directions and other pertinent information to visitors

E2. Monitor activities and ensure safety
P4. Monitor visitors' activities and ensure compliance with local regulations
P5. Ensure safety of group

E3. Provide support to groups or individuals
P6. Plans rest stops and refreshments
P7. Communicate with foreign visitors
P8. Support to carry equipment or luggage for visitors
P9. Perform clerical or other duties to support visitor's needs, if necessary

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KNOWLEDGE REQUIREMENTS

K1. Explain and list location issues, including those specific to tourism and in particular operating environments
K2. Explain risk and safety issues and how you would ensure safety of the group
K3. Describe and identify tourist destinations/locations in which tourism activities can be conducted

K4. List and explain tourist practices, such as legislation, guidelines and industry codes of practice
K5. Describe how you will monitor and maintain responsible tourism code of conduct
K6. Explain the methods you can use for collecting and distributing tourist feedback on the tour

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Questions might include:
 · Location and purpose of stop
 · Departure and arrival times
 · Disembarking procedures
 · Safety precautions for disembarking and on site

2. Monitor and ensure safety may include:
 · Local regulations
 · Site information
 · Informing about hazards
 · Local customs and observances

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. Documented evidence of at least two escorted groups or individuals including itinerary and activities 2. At least two examples or cases of monitoring visitors including issues that arose such as safety, regulations or problems encountered 3. At least two examples of interactions with visitors and how you supported or assisted visitors	**Suitable assessment methods may include:** • Observation of practical candidate performance • Practical exercises that reflect the workplace application of the developing and costing processes • Oral and written questions • Portfolio of evidence that represents experience with and competency • Third party reports completed by a supervisor • Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Escort, Assistant Tour Guide, Trainee Tour Guide	N/A

TGS1.2. UNIT TITLE: PREPARE SELF FOR TOUR GUIDING

UNIT DESCRIPTOR

This unit covers the competencies required for preparing yourself for the tour – including timekeeping, personal grooming and professional behaviour.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare for the tour
P1. Read the logbook and make a note of the assignment
P2. Obtain the assigned tour itinerary
P3. Perform pre-arrival activities
P4. Update information and prepare tour commentary

E2. Complete pre-tour check
P5. Check necessary equipment has been arranged
P6. Check transportation arrangements
P7. Check safety and security facilities

E3. Report for work
P8. Arrive at tour location on time
P9. Check communications devices are working
P10. Check all equipment is in place for tour
P11. Engage with other colleagues and customers

E4. Ensure grooming and personal hygiene
P12. Ensure uniform/clothing is clean and tidy
P13. Ensure personal grooming is up to standard required

E5. Apply professional behaviour
P14. Listen carefully and respond courteously to customers
P15. Communicate clearly and professionally
P16. Ensure the requisite equipment is available to hand
P17. Ensure that personal behaviour brings credit to the organisation

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KNOWLEDGE REQUIREMENTS

K1. Describe the pre-tour preparation process
K2. Review the pre-tour checklist and list the essential tour equipment and how it is used
K3. Describe the basic grooming and personal hygiene procedures
K4. Describe what levels of courtesy may be expected by a customer of a tour guide

K5. List what personal habits will cause damage to reputation and displeasure to customers
K6. Describe the steps that should be taken prior to starting a trip
K7. Describe any issues or problems that might occur at the pre-tour preparation stage and how you would handle them

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Professional behaviour should include:
- Posture: stand straight with hands aside or behind, never crossed and not leaning or resting against furnishings
- Walk quietly without shuffling feet
- Speech must be clear without shouting or mumbling
- Anger, impatience, sarcasm or boredom should not be shown
- Communication between tour staff should be discrete and away from customers
- Customers must be recognised and acknowledged promptly and assisted with requirements whenever needed
- Information and knowledge should be communicated promptly, courteously and accurately
- In public areas, tour guides should not cough, sneeze, sniff, pick nose or teeth, hawk or spit, scratch, lick ends of fingers, belch, yawn, stretch or show any other antisocial behaviour
- Drinks and meals must be taken at the appointed times
- Tour guides must not be intoxicated, smell of alcohol or take alcohol during the tour

2. Equipment could include:
- Transportation (land, sea or air)
- Communication equipment (e.g. microphone, loudspeaker, amplifier)
- Safety devices (e.g. seatbelts, fire extinguishers, life jackets, life buoy, fire blankets etc)

3. Grooming & personal hygiene includes:
- Clean hair over the collar for men, tied back for women if long
- Strong smelling lotions or perfumes should not be used
- Hands must be clean at all times, washed after smoking or visiting the toilet
- Only a wedding ring, stud earring, simple necklace and watch should be worn. No bracelets (ankle or wrist), piercings, loose chains or bangles to be worn
- Ensure makeup is plain and simple (for female staff) and face is clean-shaven, unless moustache or beard is permitted (for male staff)
- Ensure body is washed and free of unpleasant odours and that hands are clean and fingernails trimmed
- Ensure fresh breath and clean teeth
- A clean shirt/blouse, underwear, socks/tights must be worn at beginning of each day
- All outer garments must be ironed and cleaned regularly or whenever dirty
- Shoes must be clean and polished
- Name badge (as required) must be worn in uniform manner, straight and clean

ASSESSMENT GUIDE

Performance assessment must include documentation of the following:
- Third party report of three pre-tour checklists completed
- Third party report of three occasions of good timekeeping and reporting – including equipment check
- Third party report of three occasions of good personal hygiene and grooming (with correct uniform if required)

ASSESSMENT METHODS

The following methods may be used to assess competency for this unit:
- Observation of practical candidate performance
- Third party reports completed by a supervisor or team leader
- Oral and written questions

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guides, Tour Escort, Assistant Tour Guide	DH1.HFO.CL2.03 1.1, 1.2, 1.3

TGS2.1. UNIT TITLE: CONDUCT ORIENTATION ABOUT TOUR PROGRAMMES

UNIT DESCRIPTOR

This unit describes the competencies required to conduct orientation about tour programmes.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Present tour itinerary/programme

P1. Structure the content and the layout of the information to be presented

P2. Present in detail the content of the itinerary/ programme

P3. Explain the logistics and technical specifics of the itinerary/programme

E2. Interact with guests and feedback

P4. Provide answers to questions and handle issues, which may arise within the framework of the presentation

P5. Demonstrate turn taking techniques to hold and relinquish turns in a conversation

P6. Show interest in what a speaker is saying

KNOWLEDGE REQUIREMENTS

K1. Explain why customers need to be taken step by step through the itinerary

K2. Describe the ways in which having a standard commentary may be helpful to effective communication

K3. List most commonly asked information

K4. Explain how to encourage questions

K5. List hazards to be avoided when using presentation equipment

CONDITIONS OF PERFORMANCE AND VARIABLES

Conversation and guest relationship processes:

1. Brief:
- Orally/verbally in formal and informal situations
- Use printed and pre prepared-materials
- Use visual aids

2. Information on:
- The guide's name, contact number
- Local time
- Local and international currency rate
- Local and international communication means
- Itinerary schedule
- Itinerary content
- Office hour
- Safety and welfare
- Traffic
- Responsible tourism code of conduct
- Weather
- Local traditions and culture
- Sport and recreation
- Religion
- History
- Others

3. Questions:
- Expected, non-routine, open, closed, belligerent

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. At least three from Brief processes 2. At least two from Information processes	**Suitable assessment methods may include:** • Observation of practical candidate performance • Interviews • Role plays • Oral and written questions

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader, Tour Guide Assistant	D2.TTG.CL3.18

TGS2.2. UNIT TITLE: APPLY KNOWLEDGE OF VIETNAM TO TOUR GUIDE PREPARATION

UNIT DESCRIPTOR

This unit describes the competencies required to apply knowledge of geography and history of Vietnam, traditions, customs and habits, economic development, social welfare and healthcare and present commentary to customers.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Review the itinerary to identify/select sites to be visited

P1. Collect relevant information in relation to the sites, part of the corresponding travel itinerary

P2. Identify relevant and reliable sources of information on the tourism industry

P3. Process the information and arrange a content plan for each of the sites to be visited

E2. Prepare information for guiding activities

P4. Organise information to reflect the needs of customers and the way in which information may be presented during a guiding activity

P5. Identify themes and messages from research to meet specific customer needs

P6. Structure and organise the content into an appealing and entertaining presentation

P7. Identify presentation aids suitable for the immediate environment where necessary as well as correctly and safely

E3. Update general knowledge and information of Vietnam and the local region

P8. Identify and use opportunities to maintain the currency of information and knowledge about Vietnam and the local region

P9. Incorporate regularly and in a culturally appropriate way knowledge and information into guiding activities

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KNOWLEDGE REQUIREMENTS

K1. List geographically specific sites and locations of Vietnam

K2. Define and explain the Vietnamese traditions, customs and habits, economic development, social security and healthcare

K3. Explain how to present an interpretive commentary or activity within an operational and commercially realistic guiding environment (e.g. at a tourist site, on a coach)

K4. Describe how to interact with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared

K5. Describe the specifics of an activity or a commentary on more than one topic and within more than one environment

K6. Describe the steps of developing a coherent and interesting interpretation for customers

K7. Explain typical questions asked by customers on the given topic

K8. Describe how to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and presentations

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Vietnamese general geography and history:
- Geographic location, topography, climate, hydrology, land, sea and islands, flora and fauna
- Local general geographic conditions
- Detailed geographic conditions of the site's location, accessibility and tourism resources
- Vietnamese history
- History relating the localities and the sites

2. General information on Vietnamese traditions, customs, habits:
- Being reflected in traditional festivals, way of life, lifestyles
- Different legends, stories relating to localities and the sites
- General information on Vietnamese legislation system, immigration and customs, social welfare and healthcare
- Update information on legislation system, immigration and customs, social security and healthcare at localities and the sites

3. Information sources and opportunities to update knowledge:
- Media
- Reference books
- Libraries
- Unions
- Industry associations and organisations
- Industry journals
- Computer data, including Internet
- Personal observations and experience
- Industry seminars or training courses
- Informal networking
- Colleague and experts

ASSESSMENT GUIDE

Performance assessment must include:
1. At least one information and knowledge analysis
2. At least three commentaries developed as a basis for a tour delivery
3. At least one customer feedback questionnaire

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the candidate using knowledge to deliver an interpretive commentary or activity
- Questioning of group members on their response to the candidate's breadth of knowledge and ability to delivery that knowledge in an interesting way
- Review of a research portfolio to assess the candidate's ability to research current and accurate information
- Oral and written questions to assess the way in which the research process has been used
- Oral or written questions to assess key knowledge of Vietnam and the local area

RELEVANT OCCUPATIONS

Heritage Tour Guide, Tour Guide, Tour Leader, Tour Guide Assistant

ACCSTP REF

D2.TTG.CL3.08

TGS2.3. UNIT TITLE: ACCOMPANY AND GUIDE VISITORS IN ACCORDANCE WITH THE TOUR ITINERARY

UNIT DESCRIPTOR

This unit describes the competencies required to accompany and guide visitors, perform safety practices and resolve emergencies in locality as contracted by a tour operator or local organisation.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Perform pre-arrival activities

P1. Determine the composition and responsibility of the tour guide as per organisational policies and procedures

P2. Check arrival and departure schedules

P3. Check reservations of the tour itinerary

P4. Check the tour itinerary for compliance with onsite conditions and visitors' requirements

P5. Verify all reservations made by tour operator or local organisation

P6. Collect and check guide kit, cash advance and exchange vouchers

E2. Guide tourists

P7. Coordinate pick up points, routing and stopovers with tourist vehicle driver

P8. Segregate visitors from the general crowd to give welcome and safety briefing before boarding

P9. Provide assistance in the registration formalities at the place of lodging and during check out

P10. Coordinate tour arrangements with the suppliers and tour operators

P11. Conduct head counts before starting a tour activity

P12. Provide relevant information of the area

P13. Visitors are reminded of safety precautions

P14. Check for lost and found items after any activity conducted

KNOWLEDGE REQUIREMENTS

K1. List the basics of how to guide, steer and direct tourists

K2. Describe how to resolve emergencies

K3. Explain and describe pre-arrival and post-departure activities

K4. Describe climate (weather patterns including any extreme conditions, impact of climate on lifestyle, stories associated with climate in a local area)

K5. Describe the basics of geography and geology (major land formations/landmarks/natural attractions and their key features for both Vietnam and local region)

K6. Describe natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, land management in Vietnam)

K7. Explain the transportation system (main transport systems, usage of different forms of transport across Vietnam, historical development of different forms of transport)

K8. Describe food (Local dishes and produce)

K9. List local wines, spirits and others

K10. Describe lifestyle (key features of the day-to-day living patterns of Vietnam and local people, family and social customs)

K11. List shopping key locations and local products

K12. Describe tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners, medical facilities, telephone, wifi and internet…)

K13. Describe current events in Vietnam and the local region

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Tour guide toolkit**
   - Note book or tablet
   - Map
   - Compass
   - Ball pen
   - Pencil
   - Camera
   - Cell phone
   - Whistle/ Flag/ Umbrella
   - Banner
   - Hat
   - Bullhorn
   - Sun block
   - Lotion
   - First aid kit

2. **Equipment type**
   - Jeepney, car, van, mini-bus, full-size motor coach
   - Aircraft
   - Sea craft
   - Out-riggers
   - Others

3. **Relevant information**
   - History
   - Government
   - Economics, social, religion, culture, health, education
   - Native tongue
   - Current events and holidays

4. **Personal belongings**
   - Visitors' personal belonging range from jewellery, to clothing and money

ASSESSMENT GUIDE

Performance assessment must include:
1. At least three from cases, which have already taken place
2. At least one tour itinerary plan and one tour itinerary report
3. At least one customer feedback report

ASSESSMENT METHODS

Suitable assessment methods may include:
- Interview
- Written test
- Simulated or actual demonstration (mock tour)
- Observation

RELEVANT OCCUPATIONS

Tour Guide, Tour Leader, Tour Guide Assistant

ACCSTP REF

D2.TTG.CL3.12

TGS2.4. UNIT TITLE: PREPARE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES

UNIT DESCRIPTOR

This unit describes the competencies required to prepare tourism activities with minimal negative environmental and social impact.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify specialized information on sustainable tourism activities

P1. Identify sustainable tourism activities

P2. Identify key sources of specialised information about sustainable tourism activities

E2. Prepare specialised information on sustainable tourism activities

P3. Organise information to support the ways in which it will be used and presented

P4. Consult with all different stakeholders about environmental and social responsibility

E3. Update knowledge of ecology and environmental concepts

P5. Identify and use opportunities to maintain currency of knowledge about specialised topics

P6. Proactively seek opportunities to enhance and expand own knowledge base

P7. Incorporate updated knowledge into work activities

E4. Implement responsible and sustainable tourism activities

P8. Advise customers about acceptable behaviour prior to entering area

P9. Provide a role model for customers and colleagues

KNOWLEDGE REQUIREMENTS

K1. Describe how to organise and operate tourism activities in multiple environments with minimal negative environmental and social impact

K2. Explain and list environmental issues, including those specific to tourism and in particular operating environments

K3. Describe and identify environmentally sensitive location in which activities can be conducted real or simulated tourism activities

K4. List and explain environmental practices, such as legislation, guidelines and industry codes of practice

K5. Explain the relevance of stakeholders' interaction about environmental and social responsibility

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Responsibility for environmental and social sustainability that relate to:**
   - Negative environmental aspects
   - Negative social aspects
   - Positive environmental aspects
   - Positive social aspects

2. **Minimal impact techniques and procedures that relates to:**
   - Restricting or limiting access
   - Site hardening
   - Staged authenticity
   - Technological solutions
   - Heritage preservation
   - Changes in the natural environment that include
     - Breeding events
     - Changes to fauna
     - Changes to flora
     - Erosion
     - Species sighting

ASSESSMENT GUIDE

Performance assessment must include:

1. At least one tour or an activity conducted
2. At least three reports on cases which have already taken place

ASSESSMENT METHODS

Suitable assessment methods may include:

- Direct observation of the individual conducting a tour or activity in an environmentally sensitive area
- Use of case studies to assess ability to apply appropriate minimal impact approaches to different environments
- Written or oral questioning to assess knowledge of environmental and social impact of tourism, local environmental issues, minimal impact techniques and regulatory requirements

RELEVANT OCCUPATIONS

Heritage Specialist Guide, On-Site Tour Guide, Tour Guide, Tour Leader

ACCSTP REF

D2.TTG.CL3.16

TGS2.5. UNIT TITLE: PRESENT SPECIALIZED TOUR COMMENTARY TO CUSTOMERS

UNIT DESCRIPTOR

This unit describes the competencies required to present specialised tour commentary to customers.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Present specialised commentary
P1. Present accurate information
P2. Deliver commentary within the time allowed
P3. Use presentation aids suitable for the immediate environment where necessary
P4. Maintain the interest of the group and their enjoyment of the tour enhanced

E2. Receive and respond to customer feedback
P5. Encourage customers to ask questions, seek clarification and make comments at identified and suitable points
P6. Provide clear and accurate summaries and additional information points if requested

KNOWLEDGE REQUIREMENTS

K1. Explain why and how questions should be encouraged and how to handle them
K2. Describe the presentation equipment to be used.
K3. Describe characteristics of different types of client groups and their needs in relation to a presentation (e.g. deaf people, children, people with English as a second language, visually impaired)
K4. Explain how to use verbal and non-verbal communication skills to maintain interest and emphasise the importance of specific subject matter

K5. Explain how to handle and use feedback
K6. Explain why group and self-positioning is important and how to position yourself and your group effectively
K7. Explain the success factors relevant to the commentary you are giving
K8. List and describe the organisational requirements affecting the way you present commentaries to customers

CONDITIONS OF PERFORMANCE AND VARIABLES

Conducting commentary may include:
- Positioning yourself and the group in the best possible position for them to see and hear your commentary
- Choosing the appropriate time, circumstances to deliver the commentary on the relevant topic
- Using delivery techniques effectively to maintain the interest of the group and enhance their enjoyment of the tour
- Drawing the attention of your group to the key features of your commentary

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. At least one commentary 2. At least three commentaries delivered as a basis for an itinerary 3. Evidence of at least occasions of dealing effectively with three questions	**Suitable assessment methods may include:** • Direct observation of the individual doing the commentary • Use of case studies to assess ability to apply the requirements for developing a commentary • Written or oral questioning to assess knowledge of requirements, specifics and basics for commentary development • Naturally occurring evidence in the workplace, or from simulation, which must be carefully designed/undertaken to reflect reality of a true work environment

RELEVANT OCCUPATIONS	ACCSTP REF
Heritage Specialist Guide, On-Site Tour Guide, Tour Guide, Tour Leader, Tour Guide Assistant	D2.TTG.CL3.17

TGS2.6. UNIT TITLE: PLAN AND DELIVER ON-SITE ENTERTAINMENT AND GUIDANCE

UNIT DESCRIPTOR

This unit describes the competencies required to deliver on-site entertainment within the guidance process.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan the entertainment

P1. Identify criteria for success of the planned entertainment, and the methods by which customer feedback is to be gathered, and then agree them with the relevant person(s)

P2. Suit the entertainment selected and planned to the venue

P3. Plan the layout and set-up of the venue to be safe and adequate to the entertainment

E2. Deliver the entertainment

P4. Deliver the entertainment according to plan

P5. Modify the event in response to audience reaction

KNOWLEDGE REQUIREMENTS

K1. Explain the critical factors to consider when selecting and structuring the content of events to meet customers' requirements

K2. Explain the importance of leaving your customers with a positive impression at the close of events

K3. Define the criteria for evaluating your own performance and using this to inform changes to future events

K4. Define the impact criteria for organisation's specific requirements, standards and procedures relating to the provision of on-site entertainment by staff

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Needs and expectations may include:
- The intended audience
- The organisation

2. Venue requirements may include:
- Location and access
- Type of venue
- Venue facilities
- Capacity of venue
- Customer facilities
- Health and safety
- Cost

3. Resources may include:
- Budget
- Equipment and materials
- People, publicity materials and channels

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. Plans for at least two onsite entertainments 2. Reports on at least three onsite entertainments	**Suitable assessment methods may include:** • Questioning of group members about the individual's breadth of knowledge and ability to answer customer questions • Review of an entertainment portfolio prepared by the individual • Written or oral questioning to assess the way in which the feedback and improvement analysis has been compiled • Written or oral questioning to assess aspects of specialised knowledge

RELEVANT OCCUPATIONS	ACCSTP REF
Heritage Specialist Guide, On-Site Tour Guide, Tour Guide, Tour Leader	D2.TTG.CL3.03

TGS2.7. UNIT TITLE: PROVIDE PRACTICAL ASSISTANCE TO CUSTOMERS

UNIT DESCRIPTOR

This unit describes the competencies required to provide practical assistance to customers and handle on-site problems

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ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare to offer practical assistance

P1. Develop a list of special requests and action taken

P2. Maintain full and accurate records of special requests, action taken and results

P3. Foresee problems and develop methods for their handling

P4. Review the organisational policy and procedures for problem handling

P5. List all emergency contacts

E2. Provide practical assistance

P6. Respond to customers' requirements for assistance promptly, sensitively and confidentially

P7. Communicate any passenger needs which exceed authority limits promptly

E3. Handle problems

P8. Balance priority needs of one passengers with general needs of remainder of group

P9. Minimize likely causes of on-site problems by planning ahead

P10. Resolve on-site problems and refer those outside on capacity for appropriate help

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KNOWLEDGE REQUIREMENTS

K1. Explain principles of decision making

K2. Explain own authority limits

K3. List ways of retaining confidentiality whilst providing assistance

K4. Detail how to balance needs of individual group members with those of whole group

K5. List situations which would require help from superiors and state the type of help which may be needed

K6. Explain how the keeping of accurate records could help avoid repetition of the same difficulties for future customers

K7. List and explain the organisational policy and procedures for problem handling

K8. List common problems and offer ranked solutions for each situation, which would minimize the effect on customers

K9. Detail the information to be kept on record which would help pre-empt and resolve future problems

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Requirements:
- Medical, physical, special needs and interests
- Transport, baggage, property, documents
- Sudden accidents and illness, loss

2. Communicate:
- To superiors, to sources of assistance, verbally or in writing

3. Changes:
- To Itinerary,
- To services provided,
- Cancellations and delays

4. Affected parties:
- Customers
- Vehicles
- Guides
- Accommodations
- Restaurants
- Flight/boat/train

5. Problems especially regarding:
- Safety, comfort and welfare of customers
- Conflicts
- Documents
- Lost or stolen items
- Vehicle breakdowns
- Absence or incapacity of other tour staff
- Illness accident or incapacity of customers
- Weather turbulence/hazard
- Flight/boat/train schedule changes

6. Maintain:
- Morale
- Records

ASSESSMENT GUIDE

Performance assessment must include:
1. At least one tour or an activity conducted
2. At least three from cases, which have already taken place
3. At least one customer feedback report

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the individual providing practical assistance
- Use of case studies to assess ability to apply the knowledge and competences for providing practical assistance
- Written or oral questioning to assess knowledge of customer interaction, complaint handling, information structuring, guest relationship building

RELEVANT OCCUPATIONS

Tour Guide, Tour Guide Assistant

ACCSTP REF

D2.TTG.CL3.11; D2.TTG.CL3.12

TGS2.8. UNIT TITLE: PRESENT CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE

UNIT DESCRIPTOR

This unit describes the competencies required to present cultural and heritage environment experience.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Present in tourism activities the specialised information on cultural and heritage environments

P1. Present information accurately

P2. Deliver commentary within the time allowed

P3. Use presentation aids suitable for the immediate environment where necessary

P4. Maintain the interest of the group as well as enhance their enjoyment of the tour

E2. Respond to feedback and questions

P5. Encourage customers to ask questions, seek clarification and make comments at identified and suitable points

P6. Provide clear and accurate summaries and additional information points if requested

E3. Update knowledge of specialised information on cultural and heritage environments to improve the experience

P7. Identify and use opportunities to maintain currency of knowledge about specialised topics

P8. Proactively seek opportunities to enhance and expand own knowledge base

P9. Incorporate updated and expanded knowledge into work activities

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KNOWLEDGE REQUIREMENTS

K1. Explain why and how questions should be encouraged and how to handle them

K2. Explain why, when and how presentation equipment is used

K3. Describe the characteristics of different types of client groups and their needs in relation to a presentation (e.g. deaf people, children, people with English as a second language, visually impaired)

K4. Describe how to use verbal and non-verbal communication skills to maintain interest and emphasise the importance of specific subject matter

K5. How to handle and use feedback

K6. How to explain the consequences of giving inadequate and inaccurate information

K7. Describe the current interpretive theory, methods and media

K8. List sources of information on cultural and heritage environments

K9. Explain how to update knowledge of specialised information on cultural and heritage environments to improve the experience

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Cultural issues may include:
- Use of cultural information; access restrictions
- Use of appropriate staff
- Traditional/contemporary values and customs
- Cultural differences in styles of negotiation and communication

2. Impacts on community may include:
- Positive aspects such as economic benefits to local community; improved local facilities; employment opportunities; cultural benefits; visitor education; greater understanding between host and visitor cultures
- Negative aspects such as trivialisation of culture; effect on social structures

3. Conducting cultural and heritage tourism activities may include:
- Positioning yourself and the group in the best possible position for them to see and hear your commentary
- Using delivery techniques effectively to maintain the interest of the group and enhance their enjoyment of the tour
- Drawing the attention of your group to the key features of your presentation/tourism activity.
- Cultural and heritage environments within the Vietnamese scope

4. Vietnamese general geographic conditions may include:
- Geographic location, topography, climate, hydrology, land, sea and islands, flora and fauna
- Local general geographic conditions
- Detailed geographic conditions of the sites: Site's location, accessibility and tourism resources
- Vietnamese history
- History relating the localities and the sites

5. General information on Vietnamese traditions, customs, habits may include:
- Being reflected in traditional festivals, way of life, lifestyles
- Different legends, stories relating to localities and the sites

ASSESSMENT GUIDE

Performance assessment must include:
1. At least three tourism activities in relation to culture and heritage
2. At least three reports on culture and heritage environment presented as a basis for a culture and heritage tourism activities

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the individual using knowledge to deliver interpretive tourism activities
- Questioning of group members about the individual's breadth of knowledge and ability to handle cultural and heritage information and tourism activity processing
- Review of a research portfolio prepared by the individual
- Written or oral questioning to assess the way in which the research process has been used
- Written or oral questioning to assess aspects of specialised knowledge
- Review of portfolios of evidence and third party workplace reports of on the job performance by the individual

RELEVANT OCCUPATIONS	ACCSTP REF
Heritage Specialist Guide, On-Site Tour Guide, Tour Guide, Tour Leader	D2.TTG.CL3.07

TGS2.9. UNIT TITLE: HANDLE TRAVEL ARRANGEMENTS FOR VISITORS

UNIT DESCRIPTOR

This unit describes the competencies required to handle the tour arrangements included in the tour itinerary and making provisions for additional changes and revisions as contracted by a tour operator or tour organiser.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Perform pre-arrival checks

P1.   Determine the inclusions of the tour itinerary as to client requirements

P2.   Determine tours components that are for the visitors' personal account based on organisational policy

P3.   Verify reserved tour components and implement changes if necessary

P4.   Inform the organisational relevant body of any changes

E2. Handle tour arrangements

P5.   Align tour components in accordance with tour arrangements

P6.   Check compliance of suppliers of reserved tour components

P7.   Conduct proper accounting of money paid or accounts dues to and from visitors and/or suppliers based on organisational procedures

P8.   Provide relevant information on the suppliers services, amenities and facilities

P9.   Facilitate optional visitors' request from the suppliers

E3. Resolve complaints and other emergencies

P10. Identify the types of complaints and other emergencies

P11. Assist resolution of complaints and other concerns based on organisational policy

P12. Evaluate nature of complaint with supplier concerned

P13. Determine and apply appropriate solutions

P14. Notify authorities concerned about the situation whenever possible

P15. Notify tour operator about the situation

P16. Document all incidents in the final report

E4. Perform post-departure activities

P17. Report revisions and cancellations of services in accordance with organisational guidelines and procedures

P18. Account for additional revenue or expenses incurred

P19. Report complaints, possible solutions and recommendations based on organisational policy

P20. Report on expenses incurred in connection with the tour itinerary submitted

P21. Assist in settling remaining matters

KNOWLEDGE REQUIREMENTS

K1.   Explain how to perform pre–arrival checks

K2.   Describe how to resolve complaints and other emergencies

K3.   List the ways of performing post – departure activities

K4.   Describe and explain check-in and check-out procedures (Transportation company, Lodging establishment)

K5.   Describe and explain standard operating procedures:
  • Transportation company
  • Lodging establishment
  • Other visitor-related establishments

K6.   Explain room ratings and schedules of airlines, shipping companies, bus/train companies

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Needs of the group:**
   - Revised hotel accommodations
   - Revised food requirements
   - Seating arrangements in the tour vehicle

2. **Personal hygiene:**
   - Social norms require and individual to bath, combed hair, brushed teeth, cut nails, ironed clothes and polished shoes.

3. **Tour suppliers:**
   - Providers of tour services or components

4. **Relevant information:**
   - Expenses of personal natures, such as cover charges, minimum charges, optional amenities (TV or refrigerator in room)

5. **Personal expenses:**
   - Alcoholic drinks
   - Postage
   - Laundry
   - Wifi
   - And others not mentioned in the tour quotation

6. **Complaints:**
   - Over-charging
   - Charging for items not consumed
   - Charges for items available but not availed of
   - Purchased of fake or imitation material
   - Excess luggage charges
   - Upgrade or down grade of services
   - And others

ASSESSMENT GUIDE

Performance assessment must include:
1. At least three from cases, which have already taken place
2. At least one tour visit plan
3. At least one customer feedback report

ASSESSMENT METHODS

Suitable assessment methods may include:
- Interview
- Written test
- Observation and simulated or actual demonstration.

RELEVANT OCCUPATIONS

Tour Guide, Tour Assistant

ACCSTP REF

D2.TTG.CL3.18

TGS2.10. UNIT TITLE: PREPARE TOUR ACCOUNTS

UNIT DESCRIPTOR

This unit describes the competencies required to prepare tour accounts.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Review documentation prior to the tour

P1. Review tour file with office based staff prior to the tour

P2. Notify discrepancies in documents promptly

P3. Clarify the specifics of the whole documentation range according to the organisational regulations

E2. Handle documentation throughout the tour

P4. Ensure all documents are being distributed and collected accordingly

P5. Handle and dispense cash and documents accurately and securely

P6. Hand over correct tour documents to correct suppliers and officials

P7. Record documents and cash issued

E3. Present documentation after the tour

P8. Arrange and systematise the documents collected

P9. Present for review the tour file to supervisors

KNOWLEDGE REQUIREMENTS

K1. Define detail reasons for careful reviewing of documents and consequences of failure to observe and correct discrepancies.

K2. Explain practical ways of keeping cash secure when on tour

K3. List steps in a reducing balance or other organisational petty cash system

K4. Explain records of documents issued which need to be kept and reasons for this

K5. Describe and explain organisational policy for tour accounts' handling

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Tour documents:
- Guiding contract
- Vouchers
- Tickets
- Reservation/confirmation
- Cash
- Cheques
- Passenger lists/Rooming lists
- Copies of correspondence
- Receipts
- Tax invoices
- Service orders
- Itineraries
- Questionnaires
- All necessary contacts

2. Cash for:
- Tips, entrance fees, contingencies, received in payment

ASSESSMENT GUIDE

Performance assessment must include:
1. At least one review of documentation prior to the tour
2. At least two from handling documentation throughout the tour
3. At least one systematised post-tour documentation portfolio

ASSESSMENT METHODS

Suitable assessment methods may include:
- Observation of practical candidate performance
- Simulation
- Tour account dossier
- Oral and written questions

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Guide Assistant	D2.TTG.CL3.18

TGS3.1. UNIT TITLE: IDENTIFY AND ASSESS THE NEEDS AND EXPECTATIONS OF DIFFERENT TYPES OF CUSTOMERS

UNIT DESCRIPTOR

This unit describes the competencies required to identify and assess the needs and expectations of different types of customers.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Select sources and gather information

P1.   Develop a methodology for data collection and information reliability and validity

P2.   Select the relevant sources for gathering the information on guests' needs and expectations

E2.   Systematise the collected information and sources

P3.   Select the right equipment for processing the information and implementing the assessment.

P4.   Ensure that the data collected is representative, detailed and valid

P5.   Develop customers' portfolios based on the information and data collected

E3.   Assess the implementation

P6.   Assess the needs and expectations

P7.   Ensure that the data collected is representative, detailed and valid

E4.   Analyse and draw conclusions

P8.   Develop criteria for analysis

P9.   Analyse the data according to the criteria set

P10. Provide findings and conclusions on both the needs and the expectations

KNOWLEDGE REQUIREMENTS

K1.   The variety of methods and sources for data and information collection

K2.   List the variety of means of communicating with customers to establish their needs and wants

K3.   Describe the key features of needs assessment analysis and the impact it may have on customers.

K4.   List and describe the methods of meeting the guest's needs and expectations

K5.   Explain the organisational requirements for collecting, recording and storing customers' information

K6.   List the ways of gathering, recording and updating information effectively

K7.   Describe how to monitor the validity and reliability of information to feed into customers' profiles

K8.   List the basic research methodologies for analysing data collected

K9.   Define the benefits and limitations of different analyses formats

K10. Identify suitable criteria for measuring needs and expectations

K11. Formulate findings and enhance their usability

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Data and Information collection process:
  · Data collection
  · Information gathering
  · Sampling
  · Interviewing
  · Surveys
  · Questionnaires
  · Focus groups
  · Collaborative sessions

2. Assessment Criteria development process:
  · Customer profiling
  · Target orientation
  · Current and future product improvement and development

3. Analysis and findings process:
  · Basic research methodologies: qualitative and quantitative
  · Findings' structure
  · Findings' validity

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. At least three from data and information collection processes 2. At least three from data and information collection processes 3. At least one from assessment criteria development processes 4. The final analysis and applicability of the findings	**Suitable assessment methods may include:** • Observation of practical candidate performance • Interviews • Role plays • Oral and written questions

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Guide Assistant	D2.TTG.CL3.01

TGS3.2. UNIT TITLE: ARRANGE TRAVEL ITINERARIES

UNIT DESCRIPTOR

This unit describes the competencies required to arrange travel itineraries for customers requiring tailor-made travel.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare the itinerary

P1. Establish and maintain contact with the customer.

P2. Present suggested itineraries and prices clearly and accurately for customer consideration

P3. Confirm structure, organisation and detail of final agreed itinerary with the customers

P4. Inform the organisation of any changes in the itinerary for re-arranging the services

E2. Conduct the plan

P5. Assist customers at ports of arrival and departure

P6. Prepare to meet or see off

P7. Meet and warmly greet customers

P8. Provide technical assistance to transferring customers

P9. Facilitate arrival and departure transfers

P10. Transfer arriving customers to accommodation

P11. Transfer departing customers and assist with onward check in

P12. Facilitate luggage handling

P13. Promote a cohesive atmosphere among customers and lead them with regard to their health, safety and welfare

P14. Provide practical assistance to customers and handle on-site problems

P15. Provide a quality service to the customers

E3. Manage customer satisfaction

P16. Communicate with customers' special needs

P17. Deal with customers' complaints

P18. Create and maintain effective working relationship

P19. Develop the trust and support of direct supervision

P20. Provide instructions and information

P21. Present work-related information

KNOWLEDGE REQUIREMENTS

K1. Describe travel geography to meet customers' needs and inspire confidence

K2. Explain current rules and regulations governing the sale of separate travel components, and what constitutes a package

K3. List the characteristics of a good travel itinerary

K4. Describe the different customers and their real and perceived needs

K5. Explain how to establish communication and productive relationships with customers

K6. Describe how to promote a positive image of yourself and your company to the customers

K7. Describe how to use knowledge and awareness of travel geography and component types to establish the confidence of customers

K8. Explain how to gather, record and update information effectively

K9. Define how to brief, encourage and respond to customers questions about port facilities and procedures

K10. Describe the correct procedures for processing typical documents and payments used in a tourism situation according to company regulations and explain the future various uses of an accurate rooming list

K11. Describe accurately the procedures to be followed when preparing for a typical departure transfer in a tourism situation; for reconfirming facts and information in a typical tourism situation; for proper communication flow to parties involved before, and during a departure transfer

K12. Explain transportation regulations concerning carriage of luggage, hand and excess baggage

KNOWLEDGE REQUIREMENTS

K13. Describe special care which should be organised for customers accompanying repatriated human remains

K14. Explain how to reflect regularly on your own and others' experiences and use these to inform future action

CONDITIONS OF PERFORMANCE AND VARIABLES

Sustainable travel itinerary arrangement processes:

1. **Initial itinerary development:**
   - Identifying customer's requirements
   - Reviewing an itinerary content plan in terms of programme, sites to be visited
   - Compiling a summary of the presentations of each and every site to be visited
   - Presenting an itinerary financial plan
   - Discussing human resources required
   - Elaborating an itinerary daily and hourly schedule
   - Collecting and processing specific information and documentation (customer portfolios)

2. **Travel itinerary conduction:**
   - Receiving and welcoming customers
   - Travel and transport arrangements
   - Accommodation procedures
   - Specific programme requirements on site
   - Customer complaint procedure handling
   - Luggage formalities arrangements
   - Promotion of additional offers

3. **Monitoring and feedback:**
   - Developing a financial report
   - Compiling a content report
   - Customer satisfaction feedback assessment and report

ASSESSMENT GUIDE

Performance assessment must include:

1. At least one travel itinerary reviewed
2. At least three from cases of itineraries, which have already taken place
3. At least one customer satisfaction report

ASSESSMENT METHODS

Suitable assessment methods may include:

- Direct observation of the individual reviewing an itinerary
- Use of case studies to assess ability to apply the requirements for conducting a travel itinerary
- Written or oral questioning to assess knowledge of procedures, regulations and requirements
- Naturally occurring evidence in the workplace, or from simulation, which must be carefully designed/undertaken to reflect reality of a true work environment

RELEVANT OCCUPATIONS

Tour Guide, Tour Leader, Tour Guide Assistant

ACCSTP REF

D2.TTG.CL3.15

TGS3.3. UNIT TITLE: PREPARE AND ORGANISE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES

UNIT DESCRIPTOR

This unit describes the competencies required to organise and operate tourism activities with minimal negative environmental and social impact.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify specialised information on sustainable tourism activities

P1. Identify sustainable tourism activities

P2. Identify key sources of specialised information about sustainable tourism activities

P3. Evaluate the credibility and reliability of information sources

P4. Make subjects of potential customer interest the focus of research activities

E2. Prepare specialised information on sustainable tourism activities

P5. Organise information to support the ways in which it will be used and presented

P6. Consult with all different stakeholders about environmental and social responsibility

E3. Update knowledge of ecology and environmental concepts

P7. Identify and use opportunities to maintain currency of knowledge about specialised topics

P8. Proactively seek opportunities to enhance and expand own knowledge base

P9. Incorporate updated knowledge into work activities

E4. Organise responsible and sustainable tourism activities

P10. Develop experiences that combine sustainability and entertainment

P11. Ensure positive sustainable outcomes for both the customer and the local community

P12. Consult with all different stakeholders about environmental and social responsibility

E5. Implement responsible and sustainable tourism activities

P13. Advise customers about acceptable behaviour prior to entering area

P14. Provide a role model for customers and colleagues

E6. Update and improve responsible and sustainable tourism activities

P15. Collect environmental information on behalf of environmental and social agencies as required

P16. Advise appropriate authorities of environmental and social change promptly

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KNOWLEDGE REQUIREMENTS

K1. Describe how to identify specialised information on tourism activities in multiple environments with minimal negative environmental and social impact

K2. Describe how to organise and operate tourism activities in multiple environments with minimal negative environmental and social impact

K3. Explain and list environmental issues, including those specific to tourism and in particular operating environments

K4. Describe and identify environmentally sensitive location in which activities can be conducted real or simulated tourism activities

K5. List and explain environmental practices, such as legislation, guidelines and industry codes of practice

K6. Explain the relevance of stakeholders' interaction about environmental and social responsibility

K7. Explain how to update and improve responsible and sustainable information and tourism activities

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit standard covers the following sustainable tourism activities organisation processes:

1. **Responsibility for environmental and social sustainability that relate to:**
   - Negative environmental aspects
   - Negative social aspects
   - Positive environmental aspects
   - Positive social aspects

2. **Minimal impact techniques and procedures that relates to:**
   - Restricting or limiting access
   - Site hardening
   - Staged authenticity
   - Technological solutions
   - Heritage preservation

3. **Changes in the natural environment that include:**
   - Breeding events
   - Changes to fauna
   - Changes to flora
   - Erosion
   - Species sighting

ASSESSMENT GUIDE

Performance assessment must include:

1. At least one tour or an activity conducted
2. At least three from cases, which have already taken place
3. At least one environmental or/and social impact analysis

ASSESSMENT METHODS

Suitable assessment methods may include:

- Direct observation of the individual conducting a tour or activity in an environmentally sensitive area
- Use of case studies to assess ability to apply appropriate minimal impact approaches to different environments
- Written or oral questioning to assess knowledge of environmental and social impact of tourism, local environmental issues, minimal impact techniques and regulatory requirements

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader	D2.TTG.CL3.16

TGS3.4. UNIT TITLE: PREPARE A TOUR

UNIT DESCRIPTOR

This unit describes the competencies required to prepare a tour, which includes multiple products, services and sites.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Perform pre-tour general activities

P1.   Determine the composition and responsibility of the tour guide as per organisational policies and procedures

P2.   Prepare practical data and information relating to the sites

P3.   Prepare oneself ready for the trip

P4.   Check arrival and departure schedules

P5.   Check reservations of the tour itinerary

P6.   Check the tour itinerary for compliance with visitors' requirements

P7.   Check and prepare necessary adjustments to tour itinerary according to real performing conditions based on organisational policies

E2.   Initiate contacts with industry colleagues

P8.   Initiate contacts with industry colleagues to achieve smooth operation of the tour

P9.   Prepare and handle agreements about individual and joint responsibilities during the tour

P10. Agree on procedures and documentation for confirmations and bookings with suppliers

E3.   Prepare the itinerary

P11. Prepare the itinerary according to the initially agreed schedule with the customer

P12. Advise customers in advance courteously and sensitively about potential changes or risks to itinerary

P13. Communicate with industry colleagues and suppliers on each and every itinerary detail according to organisational procedures

P14. Establish contact with those fixing the problem when itinerary delays occur and employ negotiation techniques to minimise time delay and negative impact on customers

P15. Develop customer information and communication procedures to accurately inform of reasons for delays and the actions being taken to manage the delay

P16. Prepare initial presentations and content for the tour commentaries

E4.   Identify unexpected events in advance

P17. Develop contingency plans without delays prior to tour implementation to avoid unexpected events occur

P18. Assess the situation in advance and propose action promptly

P19. Identify initially sources of assistance

KNOWLEDGE REQUIREMENTS

K1.   List and explain the planning operations of a tour which includes multiple services and sites

K2.   Define all operational elements of a commercial tour

K3.   List and describe all equipment and resources required for the running of a tour (e.g. transport, venue, access)

K4.   Explain tour durations and itineraries that reflect local industry practice and product

K5.   List and define the characteristics of different types of client groups and their needs in relation to the smooth tour conduction (e.g. deaf people, children, people with English as a second language, visually impaired)

K6.   Explain how to use commercially-acceptable and current tour documentation

K7.   Describe the ways to interact with and involve the customer group in the tour conduction process

K8.   Explain the application of health, safety and security records in accordance with organisation requirements

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Tours of varying durations:
- Half and full day tours
- Single-day tours
- Multi-day tours

2. Tour, including multiple products, services and sites:
- City or local communities
- Sea and island tours
- Cultural and heritage tours
- Eco-tours
- Adventure tours
- Special interest tours

3. Briefing information or documentation:
- Customer information
- Itinerary information
- Supplier information
- Special request notes
- Tickets/vouchers or other travel documentation for guide and/or group
- Supplier contact details
- Optional tour information
- Financial documents
- Promotional materials

4. Specific issues for customer needs:
- Type of customers
- Customer special needs
- Size of tour group
- Length of tour
- Specific itinerary requirements
- Special requests
- Style of commentary required
- Location of tour
- Climate
- Equipment and resources required
- Environmental and cultural considerations
- Language considerations
- Tour itinerary including route, schedule and highlights
- Health and safety procedures
- Local regulations
- Specific site procedures
- Procedures at tour stops
- Any group rules and regulations
- Cultural and environmental considerations

5. Tour risk issues:
- Customers (e.g. health issues)
- Tour routes
- Climate/weather
- Crowd -related issues
- Potential service delivery difficulties
- Tight timing or scheduling

6. Industry colleagues:
- Host communities
- Transportation
- Tour managers
- Local guides
- Airlines
- Tour operators
- Product suppliers (hotels, restaurants, attractions, retail locations)
- Tour company office staff

7. Cultural and heritage environments:
- How the environment developed and evolved
- Historically and culturally significant features, including details of any exhibits, displays or performances
- Individuals associated with the environment, their roles and impacts
- Role of the environment in the local community, both past and present
- Relationship of the environment to past and current Vietnamese culture and history

8. Safety regulations:
- National Electrical and Fire Safety Codes
- Waste management statutes and rules
- Domestic and international regulations (ECC and others)

9. Hazards/risks:
- Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation
- Biological hazards- bacteria, viruses, plants, parasites, mites, moulds, fungi, insects
- Chemical hazards – dusts, fibres, mists, fumes, smoke, gasses, vapours
- Ergonomics
- Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles
- Physiological factors – monotony, personal relationship, work out cycle

10. Contingency measures:
- Evacuation
- Isolation
- Decontamination
- Calling emergency personnel

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. At least one tour conducted 2. At least three from case studies 3. At least one from customer feedback analysis/ questionnaire	**Suitable assessment methods may include:** • Direct observation of organisational and tour management skills through participation in a tour prepared by the candidate • Review of tour preparation notes prepared by the candidate • Problem solving/case studies to assess ability to apply contingency and risk management skills to a range of different touring situations and problems • Oral or written questions to assess knowledge of industry networks, tour management procedures and legal issues impacting on tour management • Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide Assistant, Tour Guide	D2.TTG.CL3.05

TGS3.5. UNIT TITLE: CONDUCT AND FINALIZE A TOUR

UNIT DESCRIPTOR

This unit describes the competencies required to conduct and finalize a tour, which includes multiple products, services and sites. It requires the application of significant planning and organisational skills plus the ability to liaise with suppliers and industry colleagues to maximise tour efficiency and customer service quality.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Liaise with industry colleagues

P1. Liaise with industry colleagues to achieve smooth operation of the tour

P2. Request assistance politely when required

P3. Make agreements about individual and joint responsibilities during the tour

P4. Forward confirmations and bookings with suppliers made in an accurate and timely manner

P5. Interpret correctly and apply appropriately documentation from other organisations

E2. Conduct the tour following the itinerary

P6. Conduct the tour according to the schedule and include all features as set down in the itinerary

P7. Advise customers courteously and sensitively about unavoidable changes to itinerary

P8. Re-plan the itinerary promptly when necessary to ensure all purchased inclusions or their equivalents are delivered

P9. Inform industry colleagues and suppliers affected by changes promptly and according to organisational procedures

P10. Maintain contact with those fixing the problem when itinerary delays occur and employ negotiation techniques to minimise time delay and negative impact on customers

P11. Keep customers accurately informed of reasons for delays and the actions being taken to manage the delay

E3. Deal with unexpected events

P12. Implement contingency plans without delay when unexpected events occur

P13. Assess the situation and select action promptly

P14. Follow organisational procedures strictly in case of accidents or where safety of customers or colleagues may be threatened

P15. Identify and assess sources of assistance promptly

P16. Amend tour to minimise impact on customer enjoyment

E4. De-brief tour

P17. Provide accurate and complete tour reports according to organisational guidelines

P18. Provide customer feedback and other information accurately to the organisation to assist with future improvements

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KNOWLEDGE REQUIREMENTS

K1. Explain all operational elements of a commercial tour

K2. Define and explain all resources required for the running of a tour

K3. Describe the impact of tour durations and itineraries on local industry practice and product

K4. Explain how to analyse commercially-acceptable and current tour documentation

K5. Describe how to develop a system for interaction with and involvement of the customer group in the tour conduction process

K6. Explain how to improve organisational procedures on tour conduction

K7. Describe how to develop and apply customer care policies throughout a tour implementation

K8. List the ways to update health, safety and security records in accordance with organisation requirements.

K9. Develop how to ensure the liaison with industry colleagues

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Tours of varying durations:
- Half and full day tours
- Single-day tours
- Multi-day tours

2. Tour, including multiple products, services and sites:
- City or local communities
- Sea and island tours
- Cultural and heritage tours
- Eco-tours
- Adventure tours
- Special interest tours

3. Briefing information or documentation:
- Customer information
- Itinerary information
- Supplier information
- Special request notes
- Tickets/vouchers or other travel documentation for guide and/or group
- Supplier contact details
- Optional tour information
- Financial documents
- Promotional materials

4. Specific issues for customer needs:
- Type of customers
- Customer special needs
- Size of tour group
- Length of tour
- Specific itinerary requirements
- Special requests
- Style of commentary required
- Location of tour
- Climate
- Equipment and resources required
- Environmental and cultural considerations
- Language considerations
- Tour itinerary including route, schedule and highlights
- Health and safety procedures
- Local regulations
- Specific site procedures
- Procedures at tour stops
- Any group rules and regulations
- Cultural and environmental considerations

5. Tour risk issues:
- Customers (e.g. health issues)
- Tour routes
- Climate/weather
- Crowd-related issues
- Potential service delivery difficulties
- Tight timing or scheduling

6. Industry colleagues:
- Host communities
- Transportation
- Tour managers
- Local guides
- Airlines
- Tour operators
- Product suppliers (hotels, restaurants, attractions, retail locations)
- Tour company office staff

7. Cultural and heritage environments:
- How the environment developed and evolved
- Historically and culturally significant features, including details of any exhibits, displays or performances
- Individuals associated with the environment, their roles and impacts
- Role of the environment in the local community, both past and present
- Relationship of the environment to past and current Vietnamese culture and history

8. Safety regulations:
- National Electrical and Fire Safety Codes
- Waste management statutes and rules
- Domestic and international regulations (ECC and others)

9. Hazards/risks:
- Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation
- Biological hazards- bacteria, viruses, plants, parasites, mites, moulds, fungi, insects
- Chemical hazards – dusts, fibres, mists, fumes, smoke, gasses, vapours
- Ergonomics
- Psychological factors – over exertion/excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles
- Physiological factors – monotony, personal relationship, work out cycle

10. Contingency measures:
- Evacuation
- Isolation
- Decontamination
- Calling emergency personnel

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. At least one tour conducted 2. At least three from case studies 3. At least one from customer feedback analysis/ questionnaire	**Suitable assessment methods may include:** • Direct observation of organisational and tour management skills through participation in a tour conducted by the candidate • Review of tour preparation notes or tour reports prepared by the candidate • Problem solving/case studies to assess ability to apply contingency and risk management skills to a range of different touring situations and problems • Oral or written questions to assess knowledge of industry networks, tour management procedures and legal issues impacting on tour management • Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader	D2.TTG.CL3.05

TGS3.6. UNIT TITLE: RESEARCH AND IMPROVE INFORMATION RELEVANT TO TOUR ITINERARY

UNIT DESCRIPTOR

This unit describes the competencies required to access, research and evaluate information for developing and completing the itinerary of the tour package

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ELEMENTS AND PERFORMANCE CRITERIA

E1. Source information

P1. Review tour itinerary to determine sites to be visited

P2. Identify sites and sights in consultation with other tour guides, colleagues and organisational officials

P3. Select research sources and appropriate methodologies based on client requirements

P4. Assess sites and sights for visitor suitability

P5. Select appropriately developed commentary and tour scripts

E2. Arrange information

P6. Develop commentary and tour scripts, acceptable to the visitors, without political or religious attachments

P7. Develop tour scripts in accordance with requirements of specific visitors

P8. Combine and integrate multiple components to create maximum value and interest

P9. Inform company officials about changes in costs of tour components taking into consideration key financial factors

P10. Present revised costs structures to include full details of all changes, inclusions, exclusions and add-ons to organisational officials

P11. Check legal requirements and incorporate based on national and local statutes

P12. Present tour script and itinerary to appropriate authorities for approval prior to implementation

E3. Evaluate and improve information

P13. Analyse customers' feedback and discuss improvements with stakeholders

P14. Review and adjust programs in response to feedback from visitors/colleagues and in accordance with organisational procedures

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KNOWLEDGE REQUIREMENTS

K1. Explain how to pro-actively source and write a range of scripts on different sites and sights

K2. Explain the specifics of a tour script that meets both visitor expectations and needs and the requirements of the organisation

K3. Describe and explain the components of a tour product

K4. Describe the visitor's profile

K5. Explain the local regulations and their impact on the tour itinerary

K6. List the industry practices relevant to sites and sights

K7. Explain the visitors' interest in relation to the tour itinerary

K8. List industry practices in the packaging of tour products as appropriate to different sectors

K9. Explain the methods of analysing information and feedback

K10. List and explain information review techniques

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit standard covers the following range:

1. Sites and sights:
- Man-made attractions and structures
- Natural locations
- Sites of historical events
- Religious and cultural festivals
- Conference and social events

2. Appropriate research methods:
- Desk research
- Personal contact with tourism authorities
- Product suppliers
- Distribution networks
- Ocular inspections and sharing of information with industry colleagues

3. Assess sites and sights for visitor suitability including:
- Accessibility
- Features, benefits and significance
- Environmental impact; cultural and historical value
- Cost and profit potential and economic contribution

4. Site or sight features:
- Extraordinary natural formations or exceptional architectural structures
- Special events or festivities
- Indigenous peoples
- Flora and fauna
- Remote and inaccessible places

5. Requirements of specific visitors:
- Accommodations, attractions, accessibility, budget, product or service
- Preference, time-constraints, cultural, political and religious issues
- Food preferences, health and age consideration

6. Key financial factors:
- Commissions
- Contract agreements
- Mark-up requirement
- Payment terms
- Relevant exchange rate implications
- Taxes
- Overheads and contingency funds.

ASSESSMENT GUIDE

Performance assessment must include:
1. At least one research information report developed
2. At least three from cases, which have already taken place
3. At least one tour visit plan

ASSESSMENT METHODS

Suitable assessment methods may include:
- Interview on the knowledge of tour package components and information relevant the tour itinerary
- Demonstration on how to plan and conduct a tour visit to a sites and sights
- Observation of the delivery process through simulation or actual performance
- Review of portfolios of evidence
- Third party workplace reports of on-the-job performance

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader	D2.TTG.CL3.14

TGS3.7. UNIT TITLE: PLAN AND IMPROVE SPECIALIZED TOUR COMMENTARY TO CUSTOMERS

UNIT DESCRIPTOR

This unit describes the competencies required to plan and improve specialised tour commentary to customers

ELEMENTS AND PERFORMANCE CRITERIA

E1. Gather, process and structure information

P1. Identify sites and sights in consultation with other tour guides, colleagues and organisational officials

P2. Collect relevant information in relation to the sites, part of the corresponding travel itinerary

P3. Process the information and arrange a content plan for each of the sites to be visited

P4. Structure and organise the content into an appealing and entertaining presentation

E2. Evaluate, update and improve commentary

P5. Identify relevant success indicators for the commentary and its presentation

P6. Collect and record feedback from customers on the commentary, using suitable methods and if relevant to other people, pass on promptly

P7. Base changes and improvements made to the commentary presentation on the results of evaluation of feedback and self-assessment

KNOWLEDGE REQUIREMENTS

K1. Explain why and how questions should be encouraged and how to handle them

K2. Describe characteristics of different types of client groups and their needs in relation to a presentation (e.g. deaf people, children, people with English as a second language, visually impaired)

K3. Describe where to access the relevant information to update your commentary

K4. Describe the ways of collecting basic data for the group (e.g. where from, where to, how long is their stay)

K5. Explain the consequences of giving inadequate and inaccurate information

K6. Explain the content of the fixed-route commentary you are delivering

K7. Describe any specific additional information likely to be requested by your customers for the tour and commentary you are delivering

K8. Explain the success factors relevant to the commentary you are giving

K9. List and describe the organisational requirements affecting the way you present commentaries to customers

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Preparation may include:
- Developing a data base of all the information related to the itinerary planned
- Collecting and processing specific information and documentation (sites' portfolios)
- Compiling commentaries for each and every step of the programme
- Developing a feedback and rapport methodology

2. Conducting commentary may include:
- Positioning yourself and the group in the best possible position for them to see and hear your commentary
- Choosing the appropriate time, circumstances to deliver the commentary on the relevant topic
- Using delivery techniques effectively to maintain the interest of the group and enhance their enjoyment of the tour
- Drawing the attention of your group to the key features of your commentary

3. Improvements and monitoring may include:
- Feedback questionnaires compiling
- Analysing the data collected
- Further improvement based on the findings

ASSESSMENT GUIDE

Performance assessment must include:
1. At least three written commentaries developed as a basis for an itinerary
2. At least two written reports on how the commentary was monitored and improved

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the individual doing the commentary
- Use of case studies to assess ability to apply the requirements for developing a commentary
- Written or oral questioning to assess knowledge of requirements, specifics and basics for commentary development
- Naturally occurring evidence in the workplace, or from simulation, which must be carefully designed/undertaken to reflect reality of a true work environment

RELEVANT OCCUPATIONS

Heritage Specialist Guide, On-Site Tour Guide, Tour Guide, Tour Leader, Tour Guide Assistant

ACCSTP REF

D2.TTG.CL3.17

TGS3.8. UNIT TITLE: PLAN AND EVALUATE ON-SITE ENTERTAINMENT AND GUIDANCE

UNIT DESCRIPTOR

This unit describes the competencies required to plan and evaluate onsite entertainment within the guidance process.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan the entertainment

P1. Identify criteria for success of the planned entertainment, and the methods by which customer feedback is to be gathered, and then agree them with the relevant person(s)

P2. Suit the entertainment selected and planned to the venue

P3. Plan the layout and set-up of the venue to be safe and adequate to the entertainment

E2. Evaluate the entertainment

P4. Capture reliable customer feedback on the event and evaluate it to inform plans for future events

P5. Incorporate updated and expanded knowledge into work activities

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KNOWLEDGE REQUIREMENTS

K1. Explain how to set suitable, measurable criteria for the success of different events

K2. Explain the critical factors to consider when selecting and structuring the content of events to meet customers' requirements

K3. Explain the importance of leaving your customers with a positive impression at the close of events

K4. Define the criteria for evaluating your own performance and using this to inform changes to future events

K5. Define the impact criteria for organisation's specific requirements, standards and procedures relating to the provision of on-site entertainment by staff

K6. Explain the procedures for noting and forwarding immediate customer feedback

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Needs and expectations may include:
- The intended audience
- The organisation

2. Venue requirements may include:
- Location and access
- Type of venue
- Venue facilities
- Capacity of venue
- Customer facilities
- Health and safety
- Cost

3. Resources may include:
- Budget
- Equipment and materials
- People, publicity materials and channels

4. Success criteria may include:
- Attendance figures
- Timing
- Effectiveness of content and delivery
- Suitability of venue
- Level of customer satisfaction

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. Two reports of at least two on-site entertainment events planned, delivered and evaluated 2. At least five customer feedback questionnaires	**Suitable assessment methods may include:** • Questioning of group members about the individual's breadth of knowledge and ability to answer customer questions • Review of an entertainment portfolio prepared by the individual • Written or oral questioning to assess the way in which the feedback and improvement analysis has been compiled • Written or oral questioning to assess aspects of specialised knowledge

RELEVANT OCCUPATIONS	ACCSTP REF
Heritage Specialist Guide, On-site Tour Guide, Tour Guide, Tour Leader	D2.TTG.CL3.03

TGS3.9. UNIT TITLE: PROVIDE PRACTICAL ASSISTANCE TO CUSTOMERS AND HANDLE ON-SITE PROBLEMS

UNIT DESCRIPTOR

This unit describes the competencies required to provide practical assistance to customers and handle on-site problems.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare for practical assistance

P1. Develop a list of special requests and action taken

P2. Maintain full and accurate records of special requests, action taken and results

P3. Foresee problems and develop methods for their handling

P4. Review the organisational policy and procedures for problem handling

P5. List all emergency contacts

E2. Provide practical assistance

P6. Respond to customers' requirements for assistance promptly, sensitively and confidentially

P7. Communicate any passenger needs which exceed authority limits promptly

E3. Handle problems

P8. Balance priority needs of one passengers with general needs of remainder of group.

P9. Minimise likely causes of on-site problems by planning ahead.

P10. Resolve on-site problems and refer those outside on capacity for appropriate help.

KNOWLEDGE REQUIREMENTS

K1. Explain principles of decision making

K2. Explain own authority limits

K3. List ways of retaining confidentiality whilst providing assistance

K4. Detail how to balance needs of individual group members with those of whole group

K5. List situations which would require help from superiors and state the type of help which may be needed

K6. Explain how the keeping of accurate records could help avoid repetition of the same difficulties for future customers

K7. List and explain the organisational policy and procedures for problem handling

K8. List common problems and offer ranked solutions for each situation, which would minimise the effect on customers

K9. Detail the information to be kept on record which would help pre-empt and resolve future problems

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Requirements:
- Medical, physical, special needs and interests
- Transport, baggage, property, documents
- Sudden accidents and illness, loss

2. Communicate:
- To superiors
- To sources of assistance
- Verbally or in writing

3. Changes:
- To Itinerary
- To services provided
- Cancellations and delays

4. Affected parties:
- Customers
- Vehicles
- Guides

5. Problems especially regarding:
- Safety, comfort and welfare of customers
- Conflicts
- Documents
- Lost or stolen items
- Vehicle breakdowns
- Absence or incapacity of other tour staff
- Illness accident or incapacity of customers
- Weather turbulence/ hazard

6. Maintain:
- Morale
- Records

ASSESSMENT GUIDE

Performance assessment must include:
1. At least one tour or an activity conducted
2. At least three from cases, which have already taken place
3. At least one customer feedback report

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the individual providing practical assistance
- Use of case studies to assess ability to apply the knowledge and competences for providing practical assistance
- Written or oral questioning to assess knowledge of customer interaction, complaint handling, information structuring, guest relationship building

RELEVANT OCCUPATIONS

Tour Guide, Tour Guide Assistant

ACCSTP REF

D2.TTG.CL3.11; D2.TTG.CL3.12

TGS3.10. UNIT TITLE: HANDLE TRANSPORT AND FACILITIES

UNIT DESCRIPTOR

This unit describes the competencies required to handle transport and facilities.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Liaise with transport and facilities providers

P1.   Identify the transport and facilities necessary for the corresponding tour

P2.   Communicate the details in terms of schedule, duration, usage

P3.   Define the financial terms

P4.   Ensure the compliance with the customer's requirements

E2.   Develop tour guide

P5.   Check registration and compliance procedures

P6.   Meet the corresponding counterparts in advance and establish rapport before the tour

P7.   Double check sound systems, microphones, etc.

P8.   Check health and safety conditions and procedures

P9.   Make the counterparts familiar with the given itinerary before the tour starts

P10.   Double check things left behind inside the transportation vehicle/facility after the tour

P11.   Give due recognition to services being provided at the corresponding quality level

E3.   Handle unexpected events

P12.   Identify situation and undertake action promptly

P13.   Implement contingency plans without delay when unexpected events occur

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KNOWLEDGE REQUIREMENTS

K1.   Describe how to liaise with different transportation/facility providers

K2.   Explain how to ensure alternative sources of transport/facility provision

K3.   Explain how to ensure the positive rapport with the transport/facility provider/s

K4.   Describe the alternative sources of accommodation, used if needed

K5.   Explain how to act in emergency situations

K6.   Explain how to ensure a fully maintained condition of the technical and other types of equipment

K7.   List and describe the consequences of using meeting halls' and entertainment facilities in unsafe condition

K8.   Explain different equipment and facilities' conditions and how these could affect customers' satisfaction

K9.   List the safety and security hazards precaution measures

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Transport-related facilities:
- Vehicle with their facilities
- Train with its facilities
- Boats, motorboats and ships with their facilities
- Bicycles
- Car, cruise ship, yacht with their facilities, etc.
- Emergency equipment: first aid kit, fire extinguisher, radio/mobile.
- Driving conditions and regulations: Normal conditions, hazards such as ground condition and change of weather, sand storms, floods, extreme heat/cold, trip planning, signage, distances, stops, alternative routes, average speed, fuel stations, traffic, borders, international driving regulations, road conditions

2. Equipment and room facilities related:
- Staff exposure to unnecessary risks
- Guest exposure to unnecessary risks
- Equipment out of commission
- Insufficient equipment available for use
- Difficulties of organizing work
- Reduced standards of work

ASSESSMENT GUIDE

Performance assessment must include:
1. At least one tour guide programme on site
2. At least one customer feedback questionnaire/ complaint report

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the individual using knowledge to monitor vehicles, rooms, equipment and facilities
- Questioning of group members about the individual's breadth of knowledge and ability to react in hazardous and risky situations
- Written or oral questioning to assess the way in which the technical plan has been compiled
- Written or oral questioning to assess aspects of specialised knowledge

RELEVANT OCCUPATIONS

Tour Guide, Tour Guide Assistant

ACCSTP REF

D2.TTG.CL3.09; D2.TTG.CL3.13

TGS3.11. UNIT TITLE: BUILD, MAINTAIN AND DEVELOP RELATIONSHIPS WITH TOUR PROGRAMME STAKEHOLDERS

UNIT DESCRIPTOR

This unit describes the competencies required to build, maintain and develop relationships with tour programme stakeholders.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify tour programme stakeholders

P1. Analyse organisational requirements based on detailed review of all aspects towards relationships with tour programme stakeholders

P2. Develop an accurate summary of the different types of stakeholder in consultation with organisational superiors

P3. Incorporate safety and risk management issues into all planning documentation and processes to follow

E2. Establish contacts with identified tour programme stakeholders

P4. Communicate with identified tour programme stakeholders

P5. Organise meetings and discuss the issues of common interest

P6. Present a short report to the organisational superiors for the steps to follow

E3. Develop collaboration mechanisms with identified stakeholders

P7. Identify the need for collaboration and organise its implementation with confirmation in writing

P8. Negotiate adjustments to maintain the integrity and quality of the collaboration

P9. Evaluate work completed against tour programme requirements and time schedules, and take appropriate action

KNOWLEDGE REQUIREMENTS

K1. Describe the roles and responsibilities of different types of tour programme stakeholders

K2. Explain risk management issues to be considered for key areas of potential cooperation

K3. Describe the terminology, services and key technology in key areas of tour programme collaboration such as:
- Catering
- Venue decoration
- Audio-visual options
- Lighting
- Entertainment
- Security
- Electronic media coverage of events
- Safety equipment, etc.

K4. Explain how to analyse needs and expectations of tour programme stakeholders

K5. List reporting techniques and their applicability

K6. Describe the organisational communication and collaboration procedures

K7. Explain how to design success criteria for collaboration

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Tour programme stakeholders may include:
- Accommodation providers (hotels, tour resorts, cruise ships, motels, hostels, guest houses, etc.)
- F&B providers (restaurants, cafeterias, bars, confectionaries, etc.)
- Meeting halls' providers (conference, workshop, seminar venues; exhibition halls; etc.)
- Staging and audio visual suppliers
- Display suppliers
- Caterers
- Entertainers
- Equipment hire companies
- Transportation companies

2. Specifications for stakeholder services may include or relate to:
- Price
- Performance standards
- Timelines
- Technical specifications for equipment etc.
- Theme-related requirements
- Regulatory requirements
- Previous experience

ASSESSMENT GUIDE

Performance assessment must include:
1. At least three tour programme stakeholders' collaborations
2. At least two reports on collaboration
3. At least one analysis on potential collaboration

ASSESSMENT METHODS

Suitable assessment methods may include:
- Observation of practical candidate performance
- Interviews
- Role plays
- Oral and written questions

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader, Tour Guide Assistant	D2.TTG.CL3.13

TGS3.12. UNIT TITLE: PROCESS LANDSCAPES OF INTEREST WITHIN A LOCAL REGION

UNIT DESCRIPTOR

This unit describes the competencies required to process landscapes of interest within a local region and their general characteristics.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare specialised information on landscapes of interest

P1. Identify and collect key sources of specialised information about landscapes of interest

P2. Evaluate the credibility and reliability of information sources

P3. Organise information to support the ways in which it will be used and presented

E2. Process specialised information on landscapes of interest

P4. Sort the collected information for local stakeholder analysis preparation

P5. Systematise information to be used for tour commentaries and itinerary variations

P6. Make subjects of potential customer interest the focus of the information collected and systematised

E3. Update knowledge of specialised information on landscapes of interest

P7. Identify and use opportunities to maintain currency of knowledge about specialised topics

P8. Proactively seek opportunities to enhance and expand own knowledge base

P9. Incorporate updated knowledge into work activities

KNOWLEDGE REQUIREMENTS

K1. Define landscapes of interest within a local region and their general characteristics.

K2. Describe and explain the sources of information on landscapes of interest in the relevant geographic context

K3. Explain developmental processes related to the formation of the local landscapes

K4. Explain how to process into tour commentaries and itinerary variations the potentially complex and detailed information on landscapes of interest

K5. Describe how to proactively build own knowledge base

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Sources:
- Artworks
- Events
- Exhibitions
- Experiences and observations (of self or others)
- Films
- Images
- Internet
- Music
- Objects
- Traditional owners
- Performances
- Presentations
- Professional associations
- Printed texts (books, journals, magazines, newspapers)
- Special interest groups: geological societies, plant study groups, wildlife societies, technical information.

2. Landscapes:
- Alpine
- Coastal
- Desert
- Outback
- Temperate
- Tropical

ASSESSMENT GUIDE

Performance assessment must include:
1. At least two landscape information pack development
2. At least one itinerary developed based on the landscape of interest information collected
3. At least one tour commentary developed based on the landscape of interest information collected

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the individual using knowledge in processing information on landscapes of interest
- Questioning of working and staff members about the individual's breadth of knowledge and ability to develop landscapes of interest information
- Written or oral questioning to assess plans for improvement.

RELEVANT OCCUPATIONS

Tour Guide, Tour Leader

ACCSTP REF

D2.TTG.CL3.15

TGS3.13. UNIT TITLE: PREPARE, CONDUCT AND FINALIZE A SPECIAL INTEREST TOUR

UNIT DESCRIPTOR

This unit describes the competencies required to prepare, conduct and finalise a special interest tour.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Research specialised information for special interest tour conduction

P1. Develop methodology for research and determine scope of information to be collected

P2. Evaluate the credibility and reliability of information sources

P3. Use formal and informal research to access current and relevant information

E2. Prepare specialised interpretive content

P4. Educate colleagues about the special interest tour specifics

P5. Encourage appropriate behaviours through training and education.

P6. Use promotional and other materials to inform colleagues and customers about respective sites and issues

E3. Deliver a special interest tour

P7. Identify and use native interpreters where possible and within scope of individual responsibility

P8. Share accurate information with customers.

P9. Include reference to the diversity of the special interest tour sites when sharing information

P10. Share information in a manner which shows respect for local community values and customs.

E4. Update knowledge of specialised information

P11. Identify and use opportunities to maintain currency of knowledge about specialised topics

P12. Proactively seek opportunities to enhance and expand own knowledge base

P13. Incorporate updated knowledge into work activities

KNOWLEDGE REQUIREMENTS

K1. Explain the role of interpretation in creating a powerful customer experience

K2. List the sources of information on special interest tours and environmental concepts in the relevant geographic context

K3. Describe the special interest tours sites and sights as well as their general characteristics

K4. Explain the Vietnamese perspective on the respective special interest tour.

K5. Describe the interrelationships between parts of the ecosystem in a special interest tour context

K6. List the developmental processes related to the formation of different local environments and biogeography

K7. Explain the special interest tourism impacts that affect the local environment, culture, society and economy

K8. Describe the nature of human impact on the local environment, including positive and negative impacts

K9. Describe a varied range of information for practical workplace purposes

K10. List and explain key messages, themes and storylines for audiences

K11. Describe and explain the use of complex and detailed information on sites and sights, stakeholder interaction, minimal impacts

K12. Explain how to proactively build own knowledge base

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Sources:
- Experiences and observations (of self or others)
- Films
- Images
- Internet
- Objects
- Presentations
- Professional associations
- Printed texts (books, journals, magazines, newspapers)

2. Special interest groups:
- Geological societies,
- Plant study groups,
- Wildlife societies,
- Technical information.

3. Special interest tours may include:
- Marine
- Adventure
- Eco tours
- Safari tours
- Culture tours
- Religious tours
- Culinary (gourmet) tours
- Hunting tours
- Responsible tourism tours, etc.

4. Sites and sights:
- Man-made attractions and structures
- Natural locations
- Sites of historical events
- Religious and cultural festivals
- Conference and social events

5. Appropriate research methods:
- Desk research
- Personal contact with tourism authorities
- Product suppliers
- Distribution networks
- Ocular inspections and sharing of information with industry colleagues

6. Site or sight features:
- Extraordinary natural formations or exceptional architectural structures
- Special events or festivities
- Indigenous peoples
- Flora and fauna
- Remote and inaccessible places

ASSESSMENT GUIDE

Performance assessment must include:
1. At least two special interest tours developed
2. At least one special interest tour report
3. At least one customer feedback questionnaire/ complaint report on special interest tour/s

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the individual using knowledge in processing and analysing sites and sights for a specific special interest tour
- Questioning of working and staff members about the individual's breadth of knowledge and ability to develop special interest tour information and provision packs
- Written or oral questioning to assess the way in which the special interest tour environment and interaction stakeholders' plan has been compiled and implemented
- Written or oral questioning to assess plans for improvement.

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader	N/A

TGS3.14. UNIT TITLE: PREPARE A CLIENT AND TOUR REPORT

UNIT DESCRIPTOR

This unit describes the competencies required to process the entire tour documentation and present a complete client and tour report.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Handle and process tour documentation

P1. Identify and understand clearly tour documents for conducting a tour programme

P2. Gather and organise tour documents

P3. Use formal and informal research to access current and relevant information

P4. Make subjects of potential customer interest the focus of research activities

E2. Structure a client and tour report

P5. Process data base and customer profile sources

P6. Elaborate on the practicality of tour documents

P7. Describe practical implementation of the tour programme and supply basic information on the group after the tour

P8. Process usability of tour documentation used

P9. Provide recommendations for future improvement

E3. Update client and tour reporting system

P10. Analyse satisfaction rate

P11. Identify and use opportunities to maintain overview of customer regularity and further interest of cooperation

P12. Proactively seek opportunities to enhance and expand own knowledge base in terms of customer relationship management and tour reporting systems

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KNOWLEDGE REQUIREMENTS

K1. List reasons for careful reviewing of documents and consequences of failure to observe and correct discrepancies

K2. Explain practical ways of keeping and arranging specific documentation when on tour

K3. Explain records of documents issued which need to be kept and reasons for this

K4. Explain how to process and analyse the documentation collected

K5. Describe how to organise the relevance and validity of the information

K6. Describe and explain qualitative and quantitative methods for evaluation and assessment

K7. Define the criteria for customer relationship importance in terms of reporting

K8. Explain how to analyse and draw conclusions based on customer surveys/feedback

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Officials and suppliers:
- Tourism police
- Customs
- Immigration and border guards
- Banks
- Hotels
- Cruise ships
- Transport companies
- Local guides
- Attractions
- Museums
- Entertainment venues

2. Documents:
- Vouchers
- Tickets
- Reservation forms
- Rooming lists
- Copies of correspondence
- Receipts and tax invoices
- Service orders
- Itineraries
- Passenger lists

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. At least two customer and tour reports developed 2. At least one portfolio of documentation for a tour programme and/or a guided tour 3. At least one customer feedback questionnaire/ complaint report on entire tourism product/ service provision before, during and after the tour programme	**Suitable assessment methods may include:** • Direct observation of the individual using knowledge in processing and analysing a complete tour programme and/or a guided tour • Questioning of working and staff members about the individual's breadth of knowledge and ability to develop tour programme and customer reports • Written or oral questioning to assess the way in which the report has been compiled • Written or oral questioning to assess plans for improvement

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader, Tour Guide Assistant	D2.TTG.CL3.01; D2.TTG.CL3.02

TGS3.15. UNIT TITLE: PREPARE CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE

UNIT DESCRIPTOR

This unit describes the competencies required to prepare cultural and heritage environment experience.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Research specialised information on cultural and heritage environments

P1. Identify key sources of specialised information about cultural and heritage environments

P2. Evaluate the credibility and reliability of information sources

P3. Use formal and informal research to access and obtain current and relevant information

P4. Make subjects of potential customer interest the focus of research activities

E2. Prepare and present in tourism activities the specialised information on cultural and heritage environments

P5. Analyse information and develop themes and messages to meet customer needs and interests

P6. Organise information to support the ways in which it will be used and presented

P7. Present information accurately

P8. Deliver commentary within the time allowed

P9. Use presentation aids suitable for the immediate environment where necessary

P10. Maintain the interest of the group as well as enhance their enjoyment of the tour

P11. Encourage customers to ask questions, seek clarification and make comments at identified and suitable points

P12. Provide clear and accurate summaries and additional information points if requested

E3. Update knowledge of specialised information on cultural and heritage environments to improve the experience

P13. Identify and use opportunities to maintain currency of knowledge about specialised topics

P14. Proactively seek opportunities to enhance and expand own knowledge base

P15. Incorporate updated and expanded knowledge into work activities

KNOWLEDGE REQUIREMENTS

K1. Explain why and how questions should be encouraged and how to handle them

K2. Explain why, when and how presentation equipment is used

K3. Describe the characteristics of different types of client groups and their needs in relation to a presentation (e.g. deaf people, children, people with English as a second language, visually impaired)

K4. Describe how to use verbal and non-verbal communication skills to maintain interest and emphasise the importance of specific subject matter

K5. How to handle and use feedback

K6. Explain where to access the relevant information to update the cultural and heritage tourism activity

K7. How to explain the consequences of giving inadequate and inaccurate information

K8. Describe the current interpretive theory, methods and media

K9. List sources of information on cultural and heritage environments

KNOWLEDGE REQUIREMENTS

K10. Explain the nature and significance of one or more cultural or heritage environments including:
- How the environment developed and evolved
- Historically and culturally significant features, including details of any exhibits, displays or performances
- Individuals associated with the environment, their roles and impacts
- Role of the environment in the local community, both past and present
- Relationship of the environment to past and current Vietnamese culture and history

K11. Explain how to update knowledge of specialised information on cultural and heritage environments to improve the experience

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Cultural issues may include:**
   - Use of cultural information; access restrictions
   - Use of appropriate staff
   - Traditional/contemporary values and customs
   - Cultural differences in styles of negotiation and communication

2. **Impacts on community may include:**
   - Positive aspects such as economic benefits to local community; improved local facilities; employment opportunities; cultural benefits; visitor education; greater understanding between host and visitor cultures.
   - Negative aspects such as trivialisation of culture; effect on social structures

3. **Preparation may include:**
   - Developing a data base of all the heritage and culture information related to the tourism activity planned
   - Collecting and processing specific information and documentation (sites' portfolios)
   - Compiling culture and heritage commentaries for each and every step of the programme
   - Developing a feedback and rapport methodology

4. **Cultural and heritage tourism activity conduction may include:**
   - Positioning yourself and the group in the best possible position for them to see and hear your commentary
   - Using delivery techniques effectively to maintain the interest of the group and enhance their enjoyment of the tour
   - Drawing the attention of your group to the key features of your presentation/tourism activity
   - Cultural and heritage environments within the Vietnamese scope

5. **Vietnamese general geographic conditions may include:**
   - Geographic location, topography, climate, hydrology, land, sea and islands, flora and fauna
   - Local general geographic conditions
   - Detailed geographic conditions of the sites: Site's location, accessibility and tourism resources
   - Vietnamese history
   - History relating the localities and the sites

6. **General information on Vietnamese traditions, customs, habits may include:**
   - Being reflected in traditional festivals, way of life, lifestyles
   - Different legends, stories relating to localities and the sites

7. **Improvements and monitoring may include:**
   - Feedback questionnaires compiling
   - Analysing the data collected
   - Further improvement based on the findings

ASSESSMENT GUIDE

Performance assessment must include:

1. At least one tourism activity in relation to culture and heritage
2. At least three research reports on culture and heritage environment developed as a basis for a culture and heritage tourism activities
3. At least one feedback questionnaire

ASSESSMENT METHODS

Suitable assessment methods may include:

- Direct observation of the individual using knowledge to deliver interpretive tourism activities
- Questioning of group members about the individual's breadth of knowledge and ability to handle cultural and heritage information and tourism activity processing
- Review of a research portfolio prepared by the individual
- Written or oral questioning to assess the way in which the research process has been used
- Written or oral questioning to assess aspects of specialised knowledge
- Review of portfolios of evidence and third party workplace reports of on the job performance by the individual

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader, On site Tour Guide, Heritage Specialist Guide	D2.TTG.CL3.07

HRS7. UNIT TITLE: PROVIDE ON-THE-JOB COACHING

UNIT DESCRIPTOR

This unit covers the competencies required to helping individuals – either in your own team or from another work group – to develop and maintain their performance through coaching.

Coaching involves helping individuals improve their performance by:

- Identifying their strengths and how they can use these most effectively
- Analysing areas of their work where they are less than fully effective and developing a coaching plan to address weaknesses and gaps
- Coaching individuals in technical, practical skills, customer service, interpersonal/communication skills or other areas of the business operation

This standard is relevant to supervisors and managers who have a specific responsibility for coaching individuals.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify coaching requirements

P1. Work with individuals to identify and prioritise their needs for coaching

P2. Ensure that individuals' coaching requirements are in line with your organisation's objectives

P3. Establish with individuals what they expect from the coaching

P4. Confirm with individuals what coaching that will be provided

P5. Explore with individuals the knowledge and skills they need to develop, and the behaviours they need to change, in order to meet the desired standard of performance

P6. Explore with individuals obstacles which could hinder their progress and how to remove these obstacles

E2. Prepare and deliver the coaching sessions

P7. Plan with individuals how they can develop new skills and behaviours in a logical step-by-step sequence

P8. Prepare the coaching sessions and confirm the content and desired outcomes

P9. Deliver technical, practical or other coaching sessions to help individual develop new skills and behaviours or enhance existing skills and behaviours

E3. Monitor progress & provide feedback

P10. Monitor the individuals' progress in a systematic way

P11. Provide specific feedback designed to improve individuals' skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance

P12. Agree with individuals when they have achieved the desired standard of performance, or when they no longer require coaching

P13. Encourage and empower individuals to take responsibility for their continuing professional development

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KNOWLEDGE REQUIREMENTS

K1. Describe relevant coaching models, tools and techniques, and how to apply these

K2. Define the skills effective coaches require, and how to apply these skills

K3. Review how to establish a coaching contract with individuals and what the contract should cover

K4. Describe how to help individuals identify the skills they need to develop and the behaviours they need to change

K5. Explain how to help individuals identify and remove obstacles that could hinder their progress

K6. Explain how to help individuals prepare a plan to develop their skills and/or adapt their behaviours

K7. Describe how to help individuals try out new skills and behaviours and how to reflect on their progress

KNOWLEDGE REQUIREMENTS

K8. Explain the importance of monitoring individuals' progress in developing new skills and behaviours and how to do this

K9. Discuss how to give individuals specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation

K10. Explain how to empower individuals to take responsibility for their own development

K11. Review industry requirements for supporting individuals to improve their performance

K12. Identify sources of information, resources and advice in your organisation

K13. Describe your organisation's policies and practices in relation to on-the-job coaching

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Identifying coaching requirements includes:
- Establishing the specific area(s) in which they want to develop their performance
- Establishing their current standard of performance
- Establishing the standard of performance they wish to achieve
- Establishing why they want to develop their performance
- Clarifying the support they can expect from you, and the commitment you expect from them
- Confirming the coaching you will provide
- Confirming the timescale
- Confirming the location, frequency and duration of coaching sessions
- Confirming points at which progress will be reviewed
- Confirming how progress will be measured and assessed

2. Obstacles which could hinder staff progress could include:
- Work pressures
- Shift patterns
- Resistance to change
- Lack of facilities, equipment or resources
- Lack of support from colleagues or others
- Lack of proper training

3. Skill deficiencies that could be addressed by coaching should include:
- Skills which do not require formal or extended training sessions for example:
  - Customer service or interpersonal/communication skills
  - Technical or practical skills such as operating equipment
  - Selling or promoting products and servicing

4. Suitable time and place may include:
- On-the-job during work hours
- Before or after work
- In a simulated location away from the actual workplace

5. Specific job skills may relate to:
- Skills required to support introduction of new equipment
- Skills required to support introduction of new processes
- Skills required to support introduction of new procedures
- Skills required to complete a job or task effectively and efficiently

Important behaviours of coaches (supervisors/managers) include:
1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
4. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
5. Support others to make effective use of their abilities
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Inspire others with the desire to learn
9. Address performance issues promptly and resolve them directly with the people involved
10. Check individuals' commitment to their roles and responsibilities
11. Communicate clearly the value and benefits of a proposed course of action
12. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on coaching activities for staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two examples of work records to show your work with individuals to identify and prioritise their needs for coaching and to confirm the coaching that will be provided, the skills or behaviours they need to change and any obstacles that might hinder their progress
2. Two examples or cases of the outlines or content of the coaching sessions and the delivery of the technical, practical or other coaching sessions to help individual develop new skills and behaviours or enhance existing skills and behaviours
3. Two examples or cases of the outcomes of coaching, the progress of individual staff and how they reached the desired standard of performance
4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HHR.CL8.06

HRS8. UNIT TITLE: DELIVER A GROUP TRAINING SESSION

UNIT DESCRIPTOR

This unit covers the competencies required to devise and implement training for your team members, balancing the developmental needs of the individual with the skills and knowledge needed by them to fulfil their role within the organisation.

Within many hospitality organisations, particularly those that are small, there may be little human resources support, therefore as a team manager you may identify and/or provide relevant training for staff yourself.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Establish training and development requirements
P1. Identify current competencies of trainees/staff
P2. Identify required competencies for trainees/staff
P3. Confirm the identified training gap with relevant personnel
P4. Determine support available for training provision

E2. Prepare training
P5. Plan training requirements
P6. Develop training content
P7. Develop training resources and materials

E3. Facilitate training session
P8. Prepare the training venue
P9. Introduce training and assessment activities
P10. Conduct training session
P11. Provide opportunities for trainees/staff to practice skills
P12. Provide feedback to trainees/staff

E4. Evaluate and follow up training session
P13. Complete evaluation with trainees/staff
P14. Ensure further training sessions incorporate feedback

KNOWLEDGE REQUIREMENTS

K1. Explain how the training needs of individuals and teams fit in with the needs of the organisation
K2. Explain how to carry out training needs analysis
K3. Explain how to identify appropriate training, and what learning outcomes are achieved via different types of training

K4. Describe how to ensure training outcomes meet identified training needs
K5. Explain what sort of feedback is required from the individual on the training, and how to evaluate the effectiveness of the training
K6. Explain why it is important to look at long-term goals as well as the short-term benefits

CONDITIONS OF PERFORMANCE AND VARIABLES

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance

1. Identify current competencies may be related to:
- Observing workers' practices
- Reviewing data contained in workplace staff performance systems/databases
- Seeking input from managers, supervisors and co-workers
- Obtaining feedback from customers
- Checking currency of qualifications, certificates and licenses
- Identifying individual trainees/staff preferences for training delivery

2. Identify required competencies may include:
- Reviewing relevant training programs
- Verifying plans for the business
- Reviewing relevant policies and procedures
- Reviewing existing job analysis sheets
- Specifying product and service criteria
- Describing the workplace context, including the conditions under which tasks are to be completed

CONDITIONS OF PERFORMANCE AND VARIABLES

3. Describe the training gap may include:
- Specifying the difference between organisational expectations of staff/trainees' performance
- Actual level of workplace performance for each/ staff/trainees
- Confirming identified training gaps with individual staff/trainees

4. Support available for training provision may include:
- Time
- Physical resources
- Human resources
- Financial resources
- Training venues
- Training resources and materials
- Management support for the initiative
- Established internal career paths based on internal training delivery

5. Develop training content may include:
- Ensuring accuracy and comprehensiveness of proposed content
- Identifying topics and sub-topics for training delivery
- Identifying the underpinning attitudes, skills and knowledge for each area of proposed content
- Mapping training content against identified competencies required by staff/trainees
- Emphasising workplace safety at all stages of training delivery and in all training content

6. Develop training resources and materials may include:
- Matching training resources and materials against identified workplace need
- Identifying specific materials and resources, including manuals, texts, work books, workshop guides, hand-outs, standard operating procedures, posters, videos, sample items etc
- Preparing establishment-specific training materials and resources to address identified workplace need

7. Facilitate training session may include:
- Adhering to the prepared training/delivery plan, including coverage of content/objectives, and implementation of activities
- Adjusting the prepared delivery plan to effectively accommodate issues arising during the training session
- Applying appropriate interpersonal skills to facilitate the training
- Using effective verbal communication skills to deliver training, provide supplementary information, and monitor the training session
- Using suitable types of training: job talk or job demonstration

8. Provide feedback to staff/trainees may include:
- Ensuring feedback is provided sensitively
- Using positive feedback to motivate and encourage staff/trainees
- Recognising effort and not just success
- Being sincere in the giving of feedback
- Being open as a trainer to feedback from staff/ trainees
- Using verbal and non-verbal techniques to provide feedback

9. Complete evaluation with learners could include:
- Providing evaluation forms that ensure objective evaluation of training content, training delivery, training facilities and learning outcomes are met
- Ensuring further training sessions incorporate feedback from the training session

Important behaviours for (supervisors/ managers) include:
1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
4. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
5. Support others to make effective use of their abilities
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Inspire others with the desire to learn
9. Address performance issues promptly and resolve them directly with the people involved
10. Check individuals' commitment to their roles and responsibilities
11. Communicate clearly the value and benefits of a proposed course of action
12. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This Unit may be assessed holistically by means of a portfolio of evidence or report on a training session for staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two examples of training needs analysis that identifies the skills or behaviours required by staff in order to plan a training session
2. Two examples of the outlines, training plan and content of the training sessions which demonstrates how individuals developed new skills and behaviours or enhanced existing skills and behaviours
3. Two examples of the outcomes of the training session, the progress of individual staff and how they reached the desired standard of performance (based on evaluation of the training courses)
4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HHR.CL8.07-09

HRS10. UNIT TITLE: PLAN, ALLOCATE AND MONITOR WORK OF A TEAM

UNIT DESCRIPTOR

This unit covers the competencies required to ensure that the work required of your team is effectively and fairly allocated and involves monitoring the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan the work for your team

P1. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues

P2. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources

E2. Allocate work to team members

P3. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development

P4. Brief team members on the work they have been allocated and the standard or level of expected performance

P5. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated

E3. Supervise progress and quality of work of team members

P6. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance

P7. Provide prompt and constructive feedback

P8. Support team members in identifying and dealing with problems and unforeseen events

P9. Motivate team members to complete the work they have been allocated and provide any additional support and/or resources to help completion

P10. Monitor the team for conflict, identify the cause(s) when it occurs and deal with it promptly and effectively

E4. Review performance of team members

P11. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members

P12. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager

P13. Use information collected on the performance of team members in any formal appraisal of performance

KNOWLEDGE REQUIREMENTS

K1. Describe different ways of communicating effectively with members of a team

K2. Explain the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively

K3. Discuss how to plan the work of a team, including how to identify any priorities or critical activities and the available resources

K4. Explain how to identify and take due account of health and safety issues in the planning, allocation and checking of work

K5. Explain why it is important to allocate work across the team on a fair basis and how to do so

K6. Explain why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so

K7. Summarize the ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated

K8. List the most effective ways of regularly and fairly checking the progress and quality of the work of team members

K9. Explain how to provide prompt and constructive feedback to team members

K10. Explain how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements

KNOWLEDGE REQUIREMENTS

K11. List the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this

K12. Explain why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively

K13. Explain why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members

K14. List the type of problems and unforeseen events that may occur and how to support team members in dealing with them

K15. Describe how to log information on the on-going performance of team members and use this information for performance appraisal purposes.

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Performance management may be defined as:**
   - A process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing individuals in a way which increases the probability it will be achieved in both the short and longer terms

2. **Performance standards may include:**
   - Key Performance Indicators (KPIs) used to measure actual performance against set targets
   - Performance standards, defining the level of performance sought from an individual or group that are expressed quantitatively or qualitatively, and which may relate to:
     - Productivity
     - Punctuality
     - Personal presentation
     - Levels of accuracy in work
     - Adherence to procedures
     - Customer service standards
     - Team interaction
     - Response times
     - Waste minimization
     - Cost minimization
     - Others

3. **Systems to ensure staff performance is monitored may include:**
   - Any regularly applied and formalized system where all staff have their actual workplace practice evaluated and assessed against predetermined goals/targets with a view to determining their individual level of performance or achievement
   - Evaluation based on factual evidence
   - Feedback on the identified performance
   - Support for the individual to continue acceptable performance and redress unacceptable performance
   - Counselling and disciplinary action for staff unable or unprepared to bring their performance in line with expectations and standards

4. **Appraise staff should include:**
   - Conducting appraisals at regular, pre-determined intervals
   - Application of appraisals across all staff, including management, full-time staff, part-time staff and casual staff
   - Establishing initial targets for performance and notifying individual staff of these
   - Gathering evidence of actual staff performance which should include consideration of:
     - Type of assessment/appraisal which may include peer assessment, self-assessment
     - Team assessment, use of productivity indicators including feedback from patrons
     - Methods of collecting performance data to ensure data is reliable, indicative and relevant
     - Methods of interpreting performance data, including prioritizing results and understanding
     - The data within individual contexts

CONDITIONS OF PERFORMANCE AND VARIABLES

5. Advise staff of the result should include:
- Providing evidence-based feedback of staff performance
- Agreeing on the level of concurrence between actual and required workplace performance
- Determining revised action, timelines and targets for the next phase/cycle of the appraisal process

6. Action to take to underpin attainment of the revised targets may include:
- Proving necessary support, such as mentoring, coaching, training, resources, information
- Providing support for out-of-work problems encountered by staff
- Re-allocation of duties and adjustment of workload
- Re-organisation of work practices
- Agreement on short-term goals for improvement
- Revisions to required workloads and/or standards
- Counselling

7. Supporting and motivating team members may include:
- Informal but structured discussions between management and staff
- Timely delivery of support to minimize the negative impact of delays and enable linking of discussion and outcomes to recent and identified performance
- Application of suitable strategies to meet individual and company needs
- Providing the appropriate level of support during the counselling commensurate with the issues being dealt with
- Referring the staff member to external professional services, where appropriate

Important behaviours for (supervisors/managers) include:
1. Make time available to support others
2. Clearly agree what is expected of others and hold them to account
3. Prioritise objectives and plan work to make best use of time and resources
4. State your own position and views clearly and confidently in conflict situations
5. Integrity, fairness and consistency in decision-making
6. Seek to understand people's needs and motivations
7. Take pride in delivering high quality work
8. Take personal responsibility for making things happen
9. Encourage and support others to make the best use of their abilities
10. Be vigilant for possible risks and hazards

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on allocating and monitoring the work of a team in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two examples or cases of how you planned how your team will undertake its work, including detailed work schedules, timetables and other plans for individual and team work activities, tasks, production targets
2. Two examples of how you allocated work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development
3. Two examples of how you checked the progress and quality of the work of team members and provided prompt and constructive feedback
4. Two examples of how you identified unsatisfactory performance, how you discussed the causes and agreed ways of improving performance with team members
5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:

- Detailed work schedules, timetables and other plans for individual and team work activities
- Notes of team briefings to allocate individual and team work activities, tasks, targets, etc
- Personal statements (reflections on the process and reasoning behind work allocation)
- Witness statements (comments on the process of work allocation and perceptions of its fairness)
- Records of individual and team work output or production records, production/operational reports
- Notes, reports, recommendations to managers or other records of problems or critical incidents
- Health, safety or security; customers; or team members' work performance
- Notes, emails, memos or other records of formal or informal feedback or performance appraisal
- Personal statement (reflections on your own role in dealing with problems or critical incidents)
- Witness statements (comments on your own role in dealing with problems or critical incidents)

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.03

GAS5. UNIT TITLE: PLAN, MANAGE AND CONDUCT MEETINGS

UNIT DESCRIPTOR

This unit covers the competencies required to plan, manage and conduct meetings in order to achieve their objectives, which may be to solve problems, take decisions, and consult with people or to exchange information and knowledge.

This standard is relevant to managers and supervisors who are required to lead meetings to achieve objectives.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan and prepare for the meeting

P1. Establish the purpose and objectives of the meeting

P2. Confirm that a meeting is the best way to achieve the objectives

P3. Prepare carefully how you will lead the meeting and identify who needs to participate

P4. Invite participants, giving them sufficient notice to enable them for attendance stating the importance of the meeting, the role they will be expected to play, and the preparation they need to do

P5. Circulate relevant information in advance and, if required, brief participants individually on the content and purpose of the meeting and their roles

P6. Set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item

E2. Conduct the meeting

P7. State the purpose of the meeting at the start and check that all participants understand why they are present and what is expected of them

P8. Clarify specific objectives at the beginning of each agenda item

P9. Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants

P10. Discourage unhelpful comments and digressions, refocusing attention on the objectives of the meeting

P11. Manage time flexibly; giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda

P12. Summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item

P13. Take decisions within the meeting's authority, remit or terms of reference

E3. Follow up the meeting

P14. Check that decisions and action points are accurately recorded and promptly communicated to those who need to know

P15. Evaluate whether the purpose and objectives of the meeting have been achieved

P16. Identify how future meetings could be

KNOWLEDGE REQUIREMENTS

K1. Explain the importance of establishing the purpose and objectives of the meeting and how to do so

K2. Explain the purpose of informing participants of the role they will be expected to play, the preparation they need to do and the importance of the meeting

K3. Explain how to run the meeting to ensure the meeting meets specific objectives at the beginning of each agenda item

K4. Explain how to encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants, and how to do so

K5. Explain how you will discourage unhelpful comments and digressions and refocus attention on the objectives of the meeting

KNOWLEDGE REQUIREMENTS

K6. Explain the importance of summarising the discussion at appropriate times and allocating action points to participants at the end of each agenda item and how to do so	K7. Explain how to evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Meetings may relate to:
- One-off meetings
- Regular meetings
- Group dynamics
- Teleconferences
- Video conferences
- Committee meetings
- Board meetings
- Staff meetings
- Client meetings
- Others

2. Style of the meeting may be:
- Formal
- Informal

3. Arrangements for the meeting may include organising:
- Venue
- Refreshments
- Travel arrangements for participants
- Audio-visual hire
- Supporting information and other agenda items to be discussed such as letters, submissions and reports
- Others

4. Meeting papers may relate to:
- Agendas
- Minutes
- Written submissions
- Documents relating to the purpose of the meeting

Important behaviours of coaches (supervisors/ managers) include:

1. Address multiple demands without losing focus or energy
2. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Show respect for the views and actions of others
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Show integrity, fairness and consistency in decision-making
7. Prioritise objectives and plan work to make the effective use of time and resources
8. Clearly agree what is expected of others and hold them to account
9. Make effective use of existing sources of information
10. Check the accuracy and validity of information
11. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
12. Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
13. Specify the assumptions made and risks involved in understanding a situation
14. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
Evidence of the following is essential: 1. Planning and preparation for at least 3 meetings – including examples of agendas and supporting documentation 2. Minutes of at least 3 meetings showing meeting decisions, follow-up action etc	A range of assessment methods should be used to assess practical skills and knowledge. **The following methods are appropriate for this unit:** • Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • Review of final printed documents • Demonstration of techniques • Oral or written questioning to assess knowledge of planning and conducting meetings

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HGA.CL6.05

CMS4. UNIT TITLE: MANAGE SPECIAL EVENTS

UNIT DESCRIPTOR

This unit covers the competencies required to manage a special event, either in-house or at a remote location, on behalf of the host organisation or on behalf of a client/event principal.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop event concept and proposal
P1. Identify event objectives and scope
P2. Establish event concept, theme, format and protocols
P3. Prepare event brief
P4. Develop event proposal/bid details, where necessary

E2. Determine event venue/location
P5. Identify potential event venues and sites
P6. Analyse alternative event venues and sites
P7. Select event venue/site
P8. Confirm arrangements for selected venue/site

E3. Plan and deliver event management
P9. Liaise with event stakeholders
P10. Prepare event management plan
P11. Manage event set up in-line with event management plan
P12. Monitor conduct and implementation of event in-line with event management plan
P13. Manage finalisation of event and event breakdown in-line with event management plan

E4. Conduct post-event evaluation
P14. Meet with client to discuss the event and finalise outstanding issues
P15. Meet with sponsors to analyse their thoughts
P16. Meet with staff to debrief the event
P17. Calculate the financial outcome of the event
P18. Determine the extent to which the event attained the identified objectives that were set for it

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KNOWLEDGE REQUIREMENTS

K1. Explain how to identify key stakeholders
K2. Describe internal and external factors impacting on events
K3. Explain key management issues including role of appropriate event/project management software
K4. Describe how to apply creativity in event development and execution
K5. List and describe technical and operational requirements for staging events
K6. Describe identification of differential event venues and sites highlighting their comparative advantages and disadvantages

K7. List sources of information in relation to venue and site options, availability, facilities and costs
K8. Describe typical operational facilities and equipment within event venues and sites
K9. Explain event management practices and techniques – including time management, stress management, negotiation skills, communication skills, risk management and contingency management
K10. Describe event registration procedures and protocols
K11. Explain roles and responsibilities of event contractors, suppliers, agencies involved, internal staff and delegates/clients

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Special event management plan development:**
   - Developing a content plan in terms of programme and finance
   - Compiling a summary of the presentations of each and every element to be included
   - Compiling a financial plan
   - Elaborating an event daily and hourly schedule
   - Collecting and processing specific information and documentation (customer portfolios)
   - Event management plan
   - Staffing requirements
   - Security
   - Management of external contractors
   - Running sheets
   - Briefing papers
   - Staging elements or requirements – including set ups, rigging, room preparation, seating
   - Tables, audio visual equipment, catering, security, sound and lighting
   - Displays and signage
   - Liaison with stakeholders, dignitaries, delegates and guests, media, sponsors
   - Guest/delegate management on arrival, during the event and on departure
   - Risk management
   - Emergency management
   - Performance standards and guidelines
   - Traffic management – including vehicular control and foot traffic within the venue/site
   - Specification of control, command and communication structures – including lines of authority
   - Scopes of responsibility, identification of key contact details for event managers
   - Use of technology
   - Timing and co-ordination of services, facilities
   - Contingency plans – including contingency plans for adverse weather, and other identified potential risks
   - Event concept, theme, format and protocols
   - Venue decoration, talent, stage and table set ups, catering needs, technical effects and
   - Technical support required, collateral materials needed or preferred
   - Publicity to be given to the event
   - Facilities, equipment and areas to be used as part of event implementation
   - Restrictions and limitations that apply to the event

   - Level of formality to be adhered to
   - Event liaison and management structure and lines of authority, contact persons for event decisions
   - Access restrictions, security arrangements, marketing and promotional issues
   - Identification of key stakeholders – who may include event principal, local community, organizing committees, local authorities (including police and fire), external contractors, entertainers, talent, staff from host businesses

2. **Event materials:**
   - Guest and delegate lists and name cards
   - Delegate kits and reports
   - Promotional and give-away materials
   - Display materials
   - Stationery
   - Spare supplies
   - Materials for sale – including cash register/credit card facilities
   - Audio visual aids
   - Infrastructure requirements
   - Power and water supply
   - Environmental control – including air conditioning, sound and lighting, privacy and screening from public gaze/access
   - Toilet facilities and the erection of various temporary facilities
   - Emergency services
   - Car and coach parking – including use and/or integration with other transport options, including
   - Public transport system
   - Disabled access
   - Signage and other arrangements to meet the needs of people who may have language
   - Difficulties/barriers
   - Waste management

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. At least one event management plan developed 2. At least three from cases of special events, which have already taken place 3. At least one Customer satisfaction report	**Suitable assessment methods may include:** • Observation of practical candidate performance • Feedback from key stakeholders • Evaluation of the financial outcome of the event • Extent and nature of media coverage received • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
All staff	D1.HML.CL10.08

FMS4. UNIT TITLE: PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS

UNIT DESCRIPTOR

This unit covers the competencies required to generate financial statements required to monitor business performance and to prepare and analyse financial statements and reports.

ELEMENTS AND PERFORMANCE CRITERIA	
E1. Prepare specific financial reports P1. Produce the revenue report P2. Produce the balance sheet P3. Produce the profit and loss statement P4. Produce specific reports to meet departmental requirements **E2. Analyse financial statements and reports** P5. Analyse financial statements P6. Analyse financial reports P7. Ensure internal requirements are met P8. Validate the financial statements that have been prepared	**E3. Distribute updated records** P9. Update internal records P10. Distribute the prepared financial statements and reports

KNOWLEDGE REQUIREMENTS	
K1. Describe the organisation's policies and procedures in regard to preparation, presentation and distribution of financial statements including identification of the statements to be prepared K2. Describe relevant accounting and financial terminology Identify the financial statements that need to be produced K3. List the relevant legislated accounting provisions that apply to the host country K4. Explain the accepted principles and standards of account preparation and presentation	K5. Identify the frequency with which financial statements need to be produced K6. Identify the responsibilities and authorities that attach to the preparation of financial statements K7. Identify the internal requirements in relation to financial statements K8. Identify the format for the preparation of financial statements K9. Identify the distribution requirements for financial statements

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Financial statements may include:
- Balance sheet
- Profit and loss statement
- Revenue statements
- Bank reconciliations

2. Revenue report should:
- Reflect the operating profit for the reporting period
- Comply with organisational policy and procedures
- Align with designated accounting requirements

3. Balance sheet should:
- Reflect the financial position of the business at the end of the reporting period
- Comply with organisational policy and procedures
- Align with designated accounting requirements

4. Profit and loss statement should:
- Reflect transactions over a period of time and business performance
- Comply with organisational policy and procedures
- Align with designated accounting requirements

5. Specific departmental financial reports may include:
- Statement of cash flow
- Daily, weekly and monthly revenue reports
- Sales and occupancy report
- Restaurant and banquets summary
- F&B sales
- Travel receipts report
- Advance deposit report
- Guest credit report
- Refund documentation report
- Cash transaction report
- Non-cash transaction report
- Account receivable and payable transaction report
- Vouchers for payment of/in lieu of payment report
- Credit card imprints transaction report

6. Validate the financial statements may include:
- Ensuring statements, data and explanatory notes are error free
- Ensuring all provided information is clear, accurate, easy to understand and complete
- Ensuring statements meet necessary reporting requirements
- Making necessary additions and/or corrections

7. Update internal records may include:
- Entering data to reflect the current status of the financial statements
- Printing and archiving copies of the financial statements

Important behaviours for (supervisors/ managers) include:
1. Find practical ways to overcome obstacles
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Balance risks against the benefits that may arise from taking risks
4. Identify and seize opportunities to obtain resources
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority to communicate clearly the value and benefits of a proposed course of action
7. Use a range of legitimate strategies and tactics to influence people
8. Work towards win-win solutions
9. Identify the range of elements in a situation and how they relate to each other
10. Specify the assumptions made and risks involved in understanding a situation
11. Test a variety of options before taking a decision

ASSESSMENT GUIDE	ASSESSMENT METHODS
Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.	**Suitable methods will include:** · Portfolio of workplace evidence · Observation · Personal statements · Witness testimony · Professional discussion
This unit may be assessed holistically by means of a portfolio of evidence or report on preparing a budget for a department or project in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.	Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly. A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.
Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.	
Evidence must include: 1. At least two financial statements developed 2. At least two financial reports developed 3. At least one updated internal record based on financial statements prepared and/or financial reports developed 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions.	

RELEVANT OCCUPATIONS	ACCSTP REF
All Managers or Supervisors in tourism organisations	D2.TFA.CL7.02

SCS2. UNIT TITLE: MANAGE INCIDENTS AND EMERGENCIES

UNIT DESCRIPTOR

This unit covers the competencies required to ensure safety and security in hotels by managing incidents and emergencies professionally. Incidents and emergencies could include fire, flood or other environmental incidents, scenes of crime, accidents and medical emergencies, health and safety and security incidents.

It is important that procedures are in place to deal with incidents and emergencies and that these are communicated to those who need to know, including what to do; how to use appropriate emergency equipment; how to contact emergency services and other relevant sources of assistance; and how to record and report details of incidents and emergencies.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Ensure procedures are developed and communicated

P1. Ensure procedures are in place to deal with incidents and emergencies

P2. Ensure that procedures are communicated to those that need to be informed

E2. Respond to incidents or emergencies

P3. Take responsibility in the event of an incident or emergency and respond quickly with a proposed course of action

P4. Seek and clarify information about the incident or emergency

P5. Where necessary summon the help of the appropriate emergency services or other relevant sources of assistance, giving full and accurate details of the incident or emergency

E3. Ensure the safety of guests and personnel

P6. Ensure everyone involved or affected by the incident and emergency is given relevant information including any information on potential risks

P7. Provide support and direction to others involved in the incident or emergency

P8. Ensure that the integrity of evidence is preserved where this could be required by the emergency services or other parties e.g. insurance company

P9. Maintain your own safety while dealing with incidents or emergencies

E4. Evaluate and report on the incident or emergency

P10. Collect information about the incident or emergency that might help to establish the cause and prevent reoccurrence

P11. Ensure the procedure for recording and reporting incidents and emergencies is followed and the required documentation is completed in line with procedures and timescales

KNOWLEDGE REQUIREMENTS

K1. Describe the procedures and specific instructions for dealing with incidents and emergencies, including evacuation procedures and contingency plans

K2. Describe appropriate ways to communicate procedures and instructions to those that need to be informed

K3. Explain the importance of responding quickly to an incident or emergency and providing direction

K4. Explain the importance of clarifying information about the incident or emergency to inform course of action

K5. Identify the procedures for contacting emergency services or other relevant sources of assistance and the information to give them

K6. Explain the importance of keeping those involved or affected by the incident or emergency informed of the situation and any potential risks

K7. Explain the importance of preserving the integrity of evidence

K8. Describe the safe practices which should be used when dealing with emergencies

K9. Explain the importance of investigating the cause of incidents and emergencies

K10. Identify the legislative requirements for recording and reporting incidents and emergencies and procedures for the completion of documentation

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Procedures could include:**
   - Handing fire alarms
   - Dealing with fires
   - Property damage
   - Gas leak or explosion
   - Medical situation, such as injury, collapse, assault victim
   - Contacting police, including contracted security services
   - Contacting medical assistance, including ambulance, in-house doctors, hospitals
   - Contacting fire service

2. **Respond to incidents or emergencies could include:**
   - Identifying cause and seriousness of incident or emergency
   - Making announcements to staff and guests
   - Evacuating premises
   - Calling emergency services
   - Ensuring safety of staff, guests and self

3. **Ensure the safety of guests and personnel could include:**
   - Providing relevant information including any information on potential risks
   - Providing support and direction to others involved in the incident or emergency
   - Ensuring that the integrity of evidence is preserved for follow up
   - Maintaining your own safety while dealing with incidents or emergencies

4. **Evaluate and report on the incident or emergency could include:**
   - Collecting information about the incident or emergency that might help to establish the cause and prevent reoccurrence
   - Ensuring the procedure for recording and reporting incidents and emergencies is followed
   - Ensuring the required documentation is completed in line with procedures

Important behaviours for (supervisors/ managers) include:

1. Seek opportunities to improve performance
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Refer issues outside the limits of your authority to appropriate people
6. Watch out for potential risks and hazards
7. Make appropriate information and knowledge available promptly to those who need it and have a right to it
8. Make effective use of available resources
9. Identify the range of elements in a situation and how they relate to each other
10. Specify the assumptions made and risks involved in understanding a situation
11. Take timely decisions that are realistic for the situation
12. Take decisions in uncertain situations or based on incomplete information when necessary

ASSESSMENT GUIDE

This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Assessment evidence should include:

1. At least 3 procedures developed to deal with incidents and emergencies, with evidence of communication to others in the hotel
2. At least two examples or cases of incidents or emergencies that were responded to, and the course of action taken to address them
3. At least two reports provided that show how you evaluated and reported on the incident or emergency, what information you collected to help to establish the cause and prevent reoccurrence
4. Fully completing the knowledge assessment satisfactorily

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:
- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc (without named individuals)
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

Assessing knowledge and understanding:

Knowledge and understanding are key components of competent performance. Where knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence such as:

- Documented answers to oral questioning
- Written examination

RELEVANT OCCUPATIONS	ACCSTP REF
All supervisory or management staff with responsibility for security	D1.HSS.CL4.01 and D1.HSS.CL4.04

TGS4.1. UNIT TITLE: ASSESS AND IMPROVE A TOUR PRODUCT

UNIT DESCRIPTOR

This unit describes the competencies required to assess and improve a tour, which includes multiple products, services and sites in order to maximise tour efficiency and customer service quality.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Research reports on the tours conducted

P1. Develop methodology for research and determine scope of tour reports to be analysed

P2. Evaluate the credibility and reliability of analytical tools

P3. Use formal and informal research techniques to access the tour reports

E2. Develop and provide recommendations based on the research findings

P4. Systematise the findings based on the research on the tours conducted

P5. Analyse critically the existing and potential tour components

P6. Present recommendations for tour improvements

E3. Update and improve tours

P7. Identify and use opportunities to maintain regularity of analysis about tours conducted

P8. Seek proactive opportunities to enhance and expand the tour's components in terms of customer satisfaction guarantee

P9. Incorporate updated knowledge into work activities

KNOWLEDGE REQUIREMENTS

K1. Explain the specifics of all operational elements of a commercial tour

K2. Explain the impact of tour durations and itineraries on local industry practice and product

K3. Explain how to analyse commercially-acceptable and current tour documentation

K4. Describe how to develop a system of tour analysis and improvement

K5. Explain how to develop and apply customer care policies throughout a tour implementation

K6. List and describe research methodologies and techniques

K7. Describe types of findings and their specific impact on tour conduction

K8. Explain how to interpret potentially complex and detailed research output on tours conducted

K9. Describe how to proactively improve tour reports' analysis data base

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Tours of varying durations:**
   - Half and single-day and extended tours
   - Single-day tours
   - Multi-day tours

2. **Tour, including multiple products, services and sites:**
   - City or local communities
   - Sea and island tours
   - Cultural and heritage tours
   - Eco-tours
   - Adventure tours
   - Special interest tours

3. **Briefing information or documentation:**
   - Customer information
   - Itinerary information
   - Supplier information
   - Special request notes
   - Tickets/vouchers or other travel documentation for guide and/or group
   - Supplier contact details
   - Optional tour information
   - Financial documents
   - Promotional materials

4. **Specific issues for customer needs:**
   - Type of customers
   - Customer special needs
   - Size of tour group
   - Length of tour
   - Specific itinerary requirements
   - Special requests
   - Style of commentary required
   - Location of tour
   - Climate
   - Equipment and resources required
   - Environmental and cultural considerations
   - Language considerations
   - Tour itinerary including route, schedule and highlights
   - Health and safety procedures
   - Local regulations
   - Specific site procedures
   - Procedures at tour stops
   - Any group rules and regulations

5. **Tour risk issues:**
   - Customers (e.g. health issues)
   - Tour routes
   - Climate/weather
   - Crowd-related issues
   - Potential service delivery difficulties
   - Tight timing or scheduling

6. **Research methodology and techniques:**
   - Comparison
   - Analysis
   - Qualitative and quantitative methods
   - Sampling
   - Interviewing
   - Collaborative sessions
   - Surveys
   - Questionnaires
   - Focus groups
   - Mobile interviews

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. At least one tour report analysis developed 2. At least three from improvement/recommendation plans for tour update	**Suitable assessment methods may include:** • Review of tour report notes and analysis prepared by the trainee • Problem solving/case studies to assess ability to apply research methodology skills to a range of different tour components and issues • Oral or written questions to assess knowledge of tour conducting procedures and legal issues impacting on tour management • Review of portfolios of evidence and third party workplace reports of on-the-job performance by the trainee

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader	D2.TTG.CL3.14

TGS4.2. UNIT TITLE: ASSESS AND IMPROVE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES

UNIT DESCRIPTOR

This unit describes the competencies required to assess and improve responsible and sustainable tourism activities.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Analyse data base on responsible and sustainable tourism activities

P1. Define the scope of responsible and sustainable tourism activities to be analysed

P2. Develop criteria for responsible and sustainable tourism activities' analysis

P3. Develop methodology for research and analysis

E2. Provide recommendations based on the analysis

P4. Critically analyse the responsible and sustainable tourism activities versus the criteria developed

P5. Organise the findings based on the responsible and sustainable tourism activities implemented and analysed and provide recommendations for improvements

E3. Update and improve responsible and sustainable tourism activities

P6. Advise of environmental and social components to be included into the existing responsible and sustainable activities

P7. Search for opportunities to maintain regularity of analysis about responsible and sustainable tourism activities implemented

P8. Incorporate updated knowledge into work activities

KNOWLEDGE REQUIREMENTS

K1. Explain the specifics of operating tourism activities in multiple environments with minimal negative environmental and social impact

K2. Explain the trends and developments of environmental issues, including those specific to tourism and in particular operating environments

K3. Describe how to develop a system of responsible and sustainable tourism activities' analysis

K4. List and explain research methodologies and techniques

K5. Describe types of findings and their specific impact on tour conduction

K6. Explain how to interpret potentially complex and detailed research output on responsible and sustainable tourism activities

K7. Describe how to proactively improve tour reports' analysis data base

K8. Explain how to update and improve responsible and sustainable tourism activities

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Responsibility for environmental and social sustainability that relate to:**
   - Negative environmental aspects
   - Negative social aspects
   - Positive environmental aspects
   - Positive social aspects

2. **Minimal impact techniques and procedures that relates to:**
   - Restricting or limiting access
   - Site hardening
   - Staged authenticity
   - Technological solutions
   - Heritage preservation

3. **Changes in the natural environment that include:**
   - Breeding events
   - Changes to fauna
   - Changes to flora
   - Erosion
   - Species sighting

4. **Research methodology and technique:**
   - Comparison
   - Analysis
   - Qualitative and quantitative methods
   - Sampling
   - Interviewing
   - Collaborative sessions
   - Surveys
   - Questionnaires
   - Focus groups
   - Mobile interviews

ASSESSMENT GUIDE

Performance assessment must include:

1. At least one responsible and sustainable tourism activity analysed
2. At least three reports on responsible and sustainable tourism activity improvements
3. At least one environmental or/and social improvement plan implemented

ASSESSMENT METHODS

Suitable assessment methods may include:

- Use of case studies to assess ability to apply appropriate minimal impact approaches to different environments within sustainable tourism activity analysis
- Review of responsible and sustainable tourism activity report notes and analysis developed by the trainee
- Problem solving/case studies to assess ability to apply research methodology skills to a range of different responsible and sustainable tourism activity components

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader	D2.TTG.CL3.16

TGS4.3. UNIT TITLE: MONITOR A TOUR PROGRAMME

UNIT DESCRIPTOR

This unit describes the competencies required to monitor: the working discipline, the observation of the quality requirements, the execution of the daily events according to the initially set programme.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Ensure the delivery of the tour

P1. Understand clearly and ensure the programme, timing and costing agreed between the organiser and suppliers

P2. Facilitate and supervise the delivery of services to the standards and quality agreed by the organiser

P3. Provide relevant, clear and accurate information to customers at key points throughout the tour

P4. Implement contingency arrangements as necessary in response to any problems and disruptions

P5. Handle unforeseen events to minimise disruption and reassure staff and customers

P6. Maintain the goodwill of external suppliers and customers' positive image of the organiser

E2. Care for working and supporting staff

P7. Maintain a welcoming, calm, available and professional approach to working and supporting staff

P8. Ensure working and supporting staff comfort and well-being and create a positive impression of the organisation

P9. Avoid initially identified hazards that present an unacceptable risk to staff and supporting members

P10. Take prompt action in case of problems to minimise the effects and maintain goodwill

E3. Handle tour administration

P11. Complete and keep safe and secure all required tour records and customer information

P12. Smooth and efficient check-in and check-out of customer and baggage

P13. Provide clear and accurate information bulletins at suitable times and places

P14. Ensure that all procedures comply with local, national and organisational requirements

P15. Promptly report any factors likely to affect future tours to relevant person(s)

KNOWLEDGE REQUIREMENTS

K1. List the detailed job descriptions and working instructions for the staff engaged in the itinerary of the tour(s) and procedures for leading it

K2. Describe the features of the itinerary in terms of what will be seen and what will be visited

K3. Describe the type(s) of documentation necessary for the particular tour(s) you are managing and how to complete them

K4. Explain how to make use of the suppliers and their contractual arrangements

K5. List the quality standards agreed by the organiser and the way these are to be monitored and measured

K6. Define the background information you should give to working and supporting staff for the tour(s) you are managing (i.e. basic local practical information, local customs)

K7. List the options available and extent of your authority to deal with unforeseen events

K8. Describe the health and safety advice, guidance and procedures relevant to the tour, which is being conducted

K9. List and explain the courses of action to take in the event of problems and emergencies and the local facilities available to deal with them and how to access them

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Tour programme:**
   - Route
   - Breaks
   - Visits
   - Timings
   - Accommodation
   - Refreshments

2. **Information:**
   - Organisational policies and special notices
   - Tour programme
   - Local practical, local customs, local environment, basic local history, basic local socio- economic

3. **Procedures:**
   - Organisational code of conduct
   - Vehicle difficulties
   - Minor accidents
   - Supporting and working staff illness
   - Fail to follow the leaders' instructions

4. **Working and supporting staff safety and precautions:**
   - Cultural
   - Social
   - Environmental

ASSESSMENT GUIDE

Performance assessment must include:

1. At least one tour guide programme on site
2. At least one working and supporting staff feedback questionnaire/complaint report

ASSESSMENT METHODS

Suitable assessment methods may include:

- Direct observation of the individual using knowledge to control working discipline, staff and customer interaction and satisfaction
- Questioning of working and staff members about the individual's breadth of knowledge and ability to react in hazardous and risky situations
- Written or oral questioning to assess the way in which the working plan has been compiled and implemented
- Written or oral questioning to assess plans for improvement

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader, Tour Guide Assistant	D2.TTG.CL3.14

TGS4.4. UNIT TITLE: EVALUATE AND IMPROVE A TOUR PROGRAMME

UNIT DESCRIPTOR

This unit describes the competencies required to evaluate and improve a tour programme.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Evaluate the delivery of a tour

P1. Analyse the process of timing between organisers and suppliers in terms of potential improvements possible.

P2. Evaluate the service delivery process in terms of quality and standard compliance

P3. Assess the customer information flow and provide recommendations for improvement

P4. Develop a data base of unforeseen events, which took place in order to minimise disruption and enhance the reassuring process of staff and customers

E2. Evaluate and improve the relation towards the working and supporting staff

P5. Assess the working atmosphere and provide recommendations for working and supporting staff comfort and well-being

P6. Develop a system for tackling risks and hazards, which could affect staff and supporting members

E3. Evaluate and improve tour administration handling processes

P7. Analyse the safety and security tour records and reports.

P8. Provide recommendations on customer information improvements in relation to arrival/departure procedures

P9. Assess whether the procedures comply with local, national and organisational requirements

P10. Promptly provide regular reports on improving factors likely to affect future tours to relevant person(s)

KNOWLEDGE REQUIREMENTS

K1. Explain the specifics of the detailed job descriptions and working instructions for the staff engaged in the itinerary of the tour(s) and procedures for leading it

K2. Explain how to monitor the suppliers and the contractual arrangements with them

K3. Explain the quality standards agreed by the organiser and the way these are to be monitored and measured

K4. Explain the importance of handling unforeseen events

K5. List and explain the courses of action to take in the event of problems and emergencies and the local facilities available to deal with them and how to access them.

K6. List and explain research methodologies and techniques

K7. Describe types of findings and their specific impact on the tour programme

K8. Explain how to interpret potentially complex and detailed research output on tour programmes

K9. Describe how to proactively improve tour programmes' analysis data base

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Tour programme:
- Route
- Breaks
- Visits
- Timings
- Accommodation
- Refreshments

2. Information:
- Tour report and customer's feedback report
- Organisational policies and special notices
- Tour programme
- Local practical, local customs, local environment, basic local history, basic local socio-economic

3. Procedures:
- Vehicle difficulties
- Minor accidents
- Supporting and working staff illness
- Fail to follow the leaders' instructions

4. Working and supporting staff safety and precautions:
- Cultural
- Social
- Environmental

5. Research methodology and techniques:
- Comparison
- Analysis
- Qualitative and quantitative methods
- Sampling
- Interviewing
- Collaborative sessions
- Surveys
- Questionnaires
- Focus groups
- Mobile interviews

ASSESSMENT GUIDE

Performance assessment must include:
1. At least one tour guide programme evaluation
2. At least one tour programme assessment report
3. At least one recommendation report

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the individual using knowledge to control working discipline, staff and customer interaction and satisfaction
- Questioning of working and staff members about the individual's breadth of knowledge and ability to react in hazardous and risky situations
- Written or oral questioning to assess the way in which the working plan has been compiled and implemented
- Written or oral questioning to assess plans for improvement

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader	D2.TTG.CL3.10 and D2.TTG.CL3.11

TGS4.5. UNIT TITLE: ANALYSE LANDSCAPES OF INTEREST WITHIN A LOCAL REGION

UNIT DESCRIPTOR

This unit describes the competencies required to analyse landscapes of interest within a local region and their general characteristics and then critically apply that information to develop interpretive themes and messages.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Research collected information on landscapes of interest

P1. Develop methodology for research and determine scope of information to be analysed

P2. Evaluate the credibility and reliability of analytical tools

P3. Use formal and informal research techniques to access current, accurate and relevant information

E2. Develop landscape analysis based on the research conducted

P4. Define key landscape criteria for the tour programmes/itineraries to be organised within a given local region

P5. Systematise the findings based on the research for the tour programme/itinerary provision

P6. Critically analyse the existing and potential landscape interaction

P7. Present recommendations for landscape improvement plans

E3. Update and improve analytical methodology related to landscapes of interest

P8. Identify and use opportunities to maintain regularity of analysis about specialised topics.

P9. Proactively seek opportunities to enhance and expand the landscape of interest analysis findings

P10. Incorporate updated knowledge into work activities

KNOWLEDGE REQUIREMENTS

K1. Explain the role of interpretation in creating a powerful customer experience

K2. Explain current interpretive theory, methods and media

K3. Explain the specifics of landscapes of interest in the relevant geographic context

K4. Explain the Vietnamese perspective on landscapes.

K5. Describe how to evaluate and adapt a varied range of analysis findings for practical workplace purposes

K6. List and explain key messages, themes and storylines for landscape compliance

K7. Explain how to interpret potentially complex and detailed research output on landscapes of interest

K8. Describe how to proactively build landscapes of interest analysis data base

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Research methodology and techniques:
- Comparison
- Analysis
- Qualitative and quantitative methods
- Sampling
- Interviewing
- Collaborative sessions
- Surveys
- Questionnaires
- Focus groups
- Mobile interviews

2. Sources:
- Artworks
- Events
- Exhibitions
- Experiences and observations (of self or others)
- Films
- Images
- Internet
- Music
- Objects
- Traditional owners
- Performances
- Presentations
- Professional associations
- Printed texts (books, journals, magazines, newspapers)
- Special interest groups: geological societies, plant study groups, wildlife societies, technical information

3. Landscapes:
- Alpine
- Coastal
- Desert
- Outback
- Temperate
- Tropical

ASSESSMENT GUIDE

Performance assessment must include:
1. At least two landscape analysis developed
2. At least one landscape impact and interaction report
3. At least one methodological tools' analysis

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the individual using knowledge in processing and analysing landscapes of interest
- Questioning of working and staff members about the individual's breadth of knowledge and ability to develop landscapes of interest analytical reports
- Written or oral questioning to assess the way in which the stakeholder interaction plans have been compiled and implemented
- Written or oral questioning to assess plans for improvement

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader	D2.TTG.CL3.13

TGS4.6. UNIT TITLE: ANALYSE AND IMPROVE RELATIONS TO LOCAL STAKEHOLDERS

UNIT DESCRIPTOR

This unit describes the competencies required to analyse and improve relations to local stakeholders.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Review existing stakeholders' profile

P1. Identify the local stakeholders' interaction and current procedures existing

P2. Develop criteria for stakeholders' analysis

P3. Develop an accurate assessment of the different types of stakeholders and the impact they have on the organisational efficiency

E2. Assess the contacts established with identified local stakeholders

P4. Analyse the processes of establishing contacts with local stakeholders

P5. Develop a report on the findings of the local stakeholders' relation evolvement processes

E3. Improve collaboration mechanisms with identified stakeholders

P6. Assess the need for collaboration and analyse its implementation with confirmation in writing

P7. Develop recommendations to maintain the integrity and quality of the collaboration with the local stakeholders

P8. Provide appropriate recommendations to address action towards collaboration developments

P9. Update stakeholders' profile

KNOWLEDGE REQUIREMENTS

K1. Explain the roles and importance of the different local stakeholders

K2. Explain risk management issues to be considered for key areas of potential cooperation

K3. Explain how to analyse stakeholders' interaction, using the Power-Interest Matrix

K4. Explain reporting techniques and their applicability

K5. Explain the success criteria for organisational communication and collaboration efficiency

K6. Explain how to design success criteria for collaboration

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Tour programme stakeholders may include:**
   - Accommodation providers (hotels, tour resorts, cruise ships, motels, hostels, etc.)
   - F&B providers (restaurants, guest houses, cafeterias, bars, confectionaries, etc.)
   - Meeting halls' providers (conference, workshop, seminar venues; exhibition halls; etc.)
   - Staging and audio visual suppliers
   - Display suppliers
   - Caterers
   - Entertainers
   - Equipment hire companies

2. **Tour programme collaboration areas:**
   - Catering
   - Venue decoration
   - Audio-visual options
   - Lighting
   - Entertainment
   - Security
   - Electronic media coverage of events
   - Safety equipment, etc.

3. **Specifications for stakeholder services may include or relate to:**
   - Price
   - Performance standards
   - Timelines
   - Technical specifications for equipment etc.
   - Theme-related requirements
   - Regulatory requirements
   - Previous experience.

4. **Analysis criteria development process:**
   - Stakeholder profiling
   - Power-Interest Matrix compiling – analysing the stakeholders, identifying those, who would have interest in implementing a specific activity/project and those, who would have the power, determining the above activity/project implementation
   - Current and future collaboration improvement and development

5. **Analysis and findings process:**
   - Basic research methodologies: qualitative and quantitative
   - Findings' structure
   - Findings' validity

ASSESSMENT GUIDE

Performance assessment must include:
1. At least three reports for stakeholders' collaborations
2. At least two recommendation proposals
3. At least one Power-Interest Matrix developed

ASSESSMENT METHODS

Suitable assessment methods may include:
- Interviews
- Role plays
- Oral and written questions

RELEVANT OCCUPATIONS

Tour Guide, Tour Leader

ACCSTP REF

D2.TTG.CL3.13

TGS4.7. UNIT TITLE: MONITOR TRANSPORT AND FACILITIES

UNIT DESCRIPTOR

This unit describes the competencies required to monitor the technical equipment in the transportation vehicle, the facilities in the hotel rooms as well as the meeting halls' and entertainment facilities.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Check the initial status

P1. Prepare and ensure the vehicle's safety, usability and functionality

P2. Prepare a list of equipment used in different departments

P3. Read safety and security instruction of equipment used in different departments and present it

E2. Identify areas requiring attention

P4. Ensure the health and safety conditions

P5. Follow-up and monitor the technical equipment maintenance

P6. Report faults promptly

KNOWLEDGE REQUIREMENTS

K1. Explain the consequences of operating vehicles in an unsafe condition

K2. Explain different road conditions and how these could affect customers' satisfaction

K3. Explain the consequences of not liaising properly with the driver

K4. Describe the emergency equipment carried

K5. Define the consequences of accommodating in rooms in an unsafe condition

K6. Explain different hotel room conditions and how these could affect customers' satisfaction

K7. Explain the consequences of not liaising properly with the hotel management and administration

K8. Describe the consequences of using meeting halls' and entertainment facilities in unsafe condition

K9. Explain how to ensure alternative sources of meeting halls' and entertainment facilities if needed

K10. Explain different equipment and facilities' conditions and how these could affect customers' satisfaction

K11. Explain the importance of safety and security hazards

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Transport-related facilities:
- Vehicle with their facilities
- Train with its facilities
- Boats, motorboats and ships with their facilities
- Bicycles
- Car, cruise ship, yacht with their facilities, etc
- Emergency equipment: first aid kit, fire extinguisher, radio/mobile
- Driving conditions and regulations: Normal conditions, hazards such as ground condition and change of weather, sand storms, floods, extreme heat/cold, trip planning, signage, distances, stops, alternative routes, average speed, fuel stations, traffic, borders, international driving regulations, road conditions

2. Equipment and room facilities related:
- Staff exposure to unnecessary risks
- Guest exposure to unnecessary risks
- Equipment out of commission
- Insufficient equipment available for use
- Difficulties of organising work
- Reduced standards of work

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. At least one report on liaison with transport and facility suppliers/providers 2. At least one report for improvement based on areas, which would require attention	**Suitable assessment methods may include:** • Direct observation of the individual using knowledge to monitor vehicles, rooms, equipment and facilities • Questioning of group members about the individual's breadth of knowledge and ability to react in hazardous and risky situations • Written or oral questioning to assess the way in which the technical plan has been compiled • Written or oral questioning to assess aspects of specialised knowledge

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader	D2.TTG.CL3.13

TGS4.8. UNIT TITLE: MANAGE A CLIENT AND TOUR REPORT

UNIT DESCRIPTOR

This unit describes the competencies required to manage a complete client and tour report.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Ensure the process of tour documentation handling

P1. Assess adequately the tour programme documentation

P2. Analyse the existing research on current and relevant information regarding the customer satisfaction/complaints in order to improve the tour guiding process and services

P3. Manage the process of customer-organiser relationship building

E2. Evaluate the structure of a client and tour report and provide recommendations for improvement

P4. Propose changes on the tour documents in order to ensure practicality and efficiency in usability

P5. Analyse the preparation, implementation and post-departure reporting stages of the tour programme experience development

P6. Manage the customer satisfaction surveys on the tour programmes implemented

P7. Ensure the application of the recommendations for future improvement

E3. Analyse and update the client and tour reporting system

P8. Improve the success factors for customer satisfaction analysis

P9. Identify and manage potential new stakeholders/customer relations

P10. Proactively seek and manage opportunities to enhance and expand the customer relationship management tools and tour reporting systems' efficiency

KNOWLEDGE REQUIREMENTS

K1. Explain the process and criteria for reviewing documents and consequences of failure to observe and correct discrepancies

K2. Describe and explain the significance and relevance of the records of documents collected and analysed

K3. Describe and explain qualitative and quantitative methods for evaluation and assessment

K4. Define the criteria for customer relationship importance in terms of management

K5. Explain how to manage and improve tour programmes based on conclusions out of the client and tour report

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Officials and suppliers:
- Tourism police
- Customs
- Immigration and border guards
- Banks
- Hotels
- Cruise ships
- Transport companies
- Local guides
- Attractions
- Museums
- Entertainment venues

2. Documents:
- Vouchers
- Tickets
- Reservation forms
- Rooming lists
- Copies of correspondence
- Receipts and tax invoices
- Service orders
- Itineraries
- Passenger lists

3. Clients:
- Individual clients
- Group clients
- Corporate clients
- Regular clients
- Random users
- New clients

4. Information:
- Organisational policies and special notices
- Tour programme
- Local practical, local customs, local environment, basic local history, basic local socio-economic

5. Procedures:
- Vehicle difficulties
- Minor accidents
- Supporting and working staff illness
- Fail to follow the leaders' instructions

6. Assessment Criteria development process:
- Customer profiling
- Target orientation
- Current and future product improvement and development
- Analysis and findings process
- Basic research methodologies: qualitative and quantitative
- Findings' structure
- Findings' validity

ASSESSMENT GUIDE

Performance assessment must include:
1. At least two customer and tour reports analysed
2. At least one portfolio of documentation for a tour programme and/or a guided tour improvement plans
3. At least one recommendation and improvement report on entire tourism product/service provision before, during and after the tour programme

ASSESSMENT METHODS

Suitable assessment methods may include:
- Questioning and assessing the trainee's knowledge in processing and analysing a complete tour programme and/or a guided tour
- Questioning of working and staff members about the individual's breadth of knowledge and ability to provide recommendations and manage a tour programme and customer reports
- Written or oral questioning to assess the way in which the report has been analysed
- Written or oral questioning to assess plans for improvement

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader	D2.TTG.CL3.01; D2.TTG.CL3.02

RTS4.1. UNIT TITLE: ADOPT GREEN OFFICE PRINCIPLES

UNIT DESCRIPTOR

This unit covers the competencies required to adopt green office principles.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Reduce energy consumption
P1. Contribute to energy saving following the organisation policy
P2. Switch off computers and lights when not in use
P3. Use natural ventilation or keep air-conditioning between 24-26° C

E2. Reduce paper and printing and increase recycling
P4. Print double-sided
P5. Use recycled paper and printer cartridges
P6. Use scrap paper for notes
P7. Edit documents on screen

E3. Minimize waste
P8. Use crockery, not disposables
P9. Order food for meetings carefully
P10. Provide recycle bins for staff

E4. Save water
P11. Use water saving mechanisms
P12. Report and act on leaks
P13. Ensure taps are completely turned off after use

KNOWLEDGE REQUIREMENTS

K1. List and explain the importance of adopting green office principles
K2. Describe the procedures for energy consumption reduction within an organisation
K3. List and describe the ways of reducing paper and printing
K4. Explain the meaning of increasing the recycling

K5. Define the significance of water saving and minimising waste at an organisational level
K6. Explain how to apply responsible tourism principles to practice
K7. List and describe responsible tourism information sources

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Principles of responsible tourism include:
- Use natural resources optimally
- Respect and conserve socio-cultural authenticity
- Ensure viable, long-term economic benefits to all stakeholders

2. Organisational procedures and themes may include:
- Use of solar or renewable energies where appropriate
- Reducing emissions of greenhouse gases
- Reducing use of non-renewable resources
- Making more efficient use of resources, energy and water
- Maximising opportunities to re-use, recycle and reclaim materials
- Identifying strategies to offset or mitigate environmental impacts:
  - Energy conservation
  - Reducing chemical use
  - Reducing material consumption
- Expressing purchasing power through the selection of suppliers with demonstrated environmental performance e.g. purchasing renewable energy
- Eliminating the use of hazardous and toxic materials

Important behaviours for supervisors/managers include:
1. Encourage, generate and recognise innovative solutions
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Keep people informed of plans and developments in a timely way
5. Balance the diverse needs of different customers
6. Continuously improve products and services
7. Take repeated or different actions to overcome obstacles
8. Identify and raise ethical concerns
9. Take personal responsibility for making things happen
10. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
11. Communicate a vision that inspires enthusiasm and commitment
12. Communicate clearly the value and benefits of a proposed course of action
13. Present ideas and arguments convincingly in ways that engage people

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in an office environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Performance assessment must include:
1. At least two responsible green office principles applied
2. At least two cases of responsible green office procedures seen by assessor

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader, Tour Operator, Travel and Tour Manager, Agency Manager, Hotel Manager, Food and Beverage Supervisor	N/A

RTS4.5. UNIT TITLE: ENSURE CUSTOMERS ARE AWARE OF RESPONSIBLE TOURISM POLICIES

UNIT DESCRIPTOR

This unit covers the competencies required to ensure customers are aware of responsible tourism policies.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Provide customers with information on responsible tourism behaviour

P1. Develop dissemination channels for interaction with customers

P2. Provide customers with "Do's and Don'ts" in terms of responsible behaviour for suppliers and destinations

P3. Ensure the regular dissemination flow of information on responsible tourism to customers

E2. Develop a company code of conduct for customers

P4. Develop organisational guidelines and procedures for following responsible tourism behaviour for customers

P5. Disseminate to customers in a pre-departure information pack or directly communicate to them when presenting the tour products and services

E3. Ensure the cultural and environmental integrity of destinations is accurately promoted

P6. Ensure that company communication materials refer to the cultural and environmental integrity of destinations

P7. Enable tourists to choose the most appropriate destination for their needs and interests

E4. Ensure the quality standards of suppliers are accurately promoted

P8. Ensure that the customers are fully informed of suppliers' quality standards

P9. Specify quality assurance in such areas as sanitation and hygiene, food safety, equipment and appliances, and vehicle maintenance

E5. Ensure the privacy of customer data is maintained

P10. Provide secure handling of customer data

P11. Ensure storage of private personal and financial data

E6. Provide opportunities for customers to give feedback on services and destination quality

P12. Develop feedback communication tools for customers to provide feedback on services and destination quality, including the environmental and social aspects of the holiday experience

P13. Improve feedback communication tools based on organisational requirements and customers' interaction

KNOWLEDGE REQUIREMENTS

K1. List and describe the types and specifics of different dissemination channels for interaction with customers

K2. Explain the importance of developing a company code for responsible behaviour of customers

K3. Define the characteristics of efficient dissemination flow of information

K4. Explain how to develop organisational guidelines and procedures for following responsible tourism behaviour for customers

K5. Describe the role of a pre-departure information pack for customers

K6. Define and explain the cultural and environmental integrity of destinations

K7. Explain how to identify and assess customers' needs

K8. Describe and explain the specific quality standards of suppliers related to responsible tourism practices

K9. Explain the importance of customer data protection

K10. Identify and explain customer interaction and feedback analysis

K11. List and describe the data and information sources on improving communication tools with customers

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Information on responsible tourism behaviour may relate to:
- Water and energy use
- Waste
- Laundry
- Supporting locally made products
- Environmental and social information on the destination
- Commercial and sexual exploitation of children
- Appropriate behaviour towards local people
- Dress codes

2. Feedback communication tools may include:
- Questionnaires
- Interviews
- Written feedback forms

3. Principles of responsible tourism:
- Use natural resources optimally
- Respect and conserve socio-cultural authenticity
- Ensure viable, long-term economic benefits to all stakeholders

4. Organisational procedures and themes may include:
- Usage of solar or renewable energies where appropriate
- Reducing emissions of greenhouse gases
- Reducing use of non-renewable resources
- Making more efficient use of resources, energy and water
- Maximising opportunities to re-use, recycle and reclaim materials
- Identifying strategies to offset or mitigate environmental impacts:
  - Energy conservation
  - Reducing chemical use
  - Reducing material consumption
- Expressing purchasing power through the selection of suppliers with demonstrated environmental performance e.g. purchasing renewable energy
- Eliminating the use of hazardous and toxic materials
- Ethical policy/code of conduct regarding commercial and sexual exploitation of children

5. Analysis and improvement/update process may refer to:
- Basic research methodologies: qualitative and quantitative
- Findings' structure
- Findings' validity
- Data and Information collection process
- Data collection
- Information gathering
- Sampling
- Interviewing
- Surveys
- Questionnaires
- Focus groups
- Collaborative sessions
- Assessment criteria development process
- Customer profiling
- Target orientation
- Current and future product improvement and development

Important behaviours for supervisors/ managers include:
1. Encourage, generate and recognise innovative solutions
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Keep people informed of plans and developments in a timely way
5. Balance the diverse needs of different customers
6. Continuously improve products and services
7. Take repeated or different actions to overcome obstacles
8. Identify and raise ethical concerns
9. Take personal responsibility for making things happen
10. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
11. Communicate a vision that inspires enthusiasm and commitment
12. Communicate clearly the value and benefits of a proposed course of action
13. Present ideas and arguments convincingly in ways that engage people

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Performance assessment must include:

1. At least one information pack on responsible tourism policies developed
2. At least one company code on responsible tourism policies developed
3. At least one protected customer data base developed
4. At least one feedback/communication tool developed

ASSESSMENT METHODS

Suitable assessment methods will include:
- Case studies
- Observation of practical trainee performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Project and assignment work

RELEVANT OCCUPATIONS

Tour Guide, Tour Leader, Tour Operator, Travel and Tour Manager, Agency Manager, Hotel Manager, Food and Beverage Supervisor

ACCSTP REF

N/A

RTS4.6. UNIT TITLE: MAINTAIN RESPONSIBLE TOURISM PRACTICES

UNIT DESCRIPTOR

This unit covers the competencies required to maintain responsible tourism practices.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Define the role and the functions of the responsible tourism practices in the tourism industry

P1. Describe the role of the responsible tourism practices

P2. List the responsible tourism practices' applicability and usability

P3. Identify the functions of the responsible tourism practices

E2. Source and interpret the responsible tourism practices for the tourism industry

P4. Identify information and specific guidelines, which need to be incorporated into the responsible tourism practices

P5. Facilitate and enable the tourism industries to apply the responsible tourism practices

P6. Interpret feedback on the responsible tourism practices received from tourism industries

E3. Improve and update the responsible tourism practices

P7. Monitor the content and application of the responsible tourism practices

P8. Input updates and other information changes as they arrive

P9. Verify completeness, accuracy and currency of updates and amendments made

E4. Evaluate the process on the responsible tourism practices' maintenance

P10. Develop key evaluation indicators

P11. Solicit and record feedback from stakeholders from the tourism industries

P12. Compare projected outcomes against actual outcomes

P13. Define and implement changes, if any, to maintain or revise the responsible tourism practices

KNOWLEDGE REQUIREMENTS

K1. List and explain the responsible tourism practices in regard to sourcing and maintaining responsible tourism information both internally and externally

K2. Describe the role of responsible tourism practices in the tourism industries

K3. List and explain the key functions of the responsible tourism practices

K4. Explain industry terminology, jargon and abbreviations

K5. Describe and explain the ways of applying the responsible tourism practices by the tourism industries

K6. Explain how to produce and interpret responsible tourism practices' improvement and update reports

K7. Explain reporting techniques and their applicability

K8. Explain how to design key evaluation indicators

K9. Describe how to proactively build responsible tourism practices' analysis data base

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Role of responsible tourism practices may be related to:**
   - Environmental protection
   - Economic sustainability
   - Socio-cultural and socio-structural tourism impact balance

2. **Principles of responsible tourism:**
   - Use natural resources optimally
   - Respect and conserve socio-cultural authenticity
   - Ensure viable, long-term economic benefits to all stakeholders

3. **Responsible tourism practices' functions may include:**
   - Usage of solar or renewable energies where appropriate
   - Reducing emissions of greenhouse gases
   - Reducing use of non-renewable resources
   - Making more efficient use of resources, energy and water
   - Maximising opportunities to re-use, recycle and reclaim materials

4. **Identifying strategies to offset or mitigate environmental impacts:**
   - Energy conservation
   - Reducing chemical use
   - Reducing material consumption
   - Expressing purchasing power through the selection of suppliers with demonstrated environmental performance e.g. purchasing renewable energy
   - Eliminating the use of hazardous and toxic materials

5. **Feedback communication tools may include:**
   - Questionnaires
   - Interviews
   - Written feedback forms

6. **Analysis and improvement/update process may refer to:**
   - Basic research methodologies: qualitative and quantitative
   - Findings' structure
   - Findings' validity
   - Data and Information collection process
   - Data collection
   - Information gathering
   - Sampling
   - Interviewing
   - Surveys
   - Questionnaires
   - Focus groups
   - Collaborative sessions

7. **Key evaluation indicators' development process may include:**
   - Target orientation
   - Current and future product improvement and development

8. **Monitor the maintenance may include:**
   - Seeking and analysing feedback on the responsible tourism practices from customers and partners
   - Personal observation
   - Monitoring and recording unanticipated operational issues that arise as a result of the introduction of the responsible tourism practices
   - Determining decisions relating to the need to proceed and/or the need to amend the evaluation/feedback processing

Important behaviours for supervisors/ managers include:

1. Encourage, generate and recognise innovative solutions
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Keep people informed of plans and developments in a timely way
5. Balance the diverse needs of different customers
6. Continuously improve quality of products and services
7. Take repeated or different actions to overcome obstacles
8. Identify and raise ethical concerns
9. Take personal responsibility for making things happen
10. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
11. Communicate a vision that inspires enthusiasm and commitment
12. Communicate clearly the value and benefits of a proposed course of action
13. Present ideas and arguments convincingly in ways that engage people

ASSESSMENT GUIDE	ASSESSMENT METHODS
Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation. Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. **Performance assessment must include:** 1. At least one from defining the role and functions of responsible tourism practices 2. At least two reports on responsible tourism practices' improvement 3. At least one report/analysis on responsible tourism practices' evaluation indicators' development	**Suitable assessment methods will include:** • Case studies • Role plays • Portfolio of reports, database up-dates, responsible tourism practices documentation and resources to support the oral and written questions • Third party reports completed by a supervisor • Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader, Tour Operator, Travel and Tour Manager, Agency Manager, Hotel Manager, Food and Beverage Supervisor	N/A

HRS1. UNIT TITLE: IDENTIFY STAFF DEVELOPMENT NEEDS

UNIT DESCRIPTOR

This unit covers the competencies required to help staff identify the knowledge, skills and competence they need to develop in order to meet the demands of their current and future work roles and to fulfil their personal aspirations.

This standard is relevant to managers and supervisors who have people reporting to them.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Agree individual staff development needs

P1. Agree with individuals the knowledge, skills and competence required to meet the demands of their current and potential future work roles

P2. Encourage individuals to seek feedback on their performance from those who are able to provide objective, specific and valid feedback

P3. Provide opportunities for individuals to make an accurate assessment of their current levels of knowledge, skills and competence and of their potential

P4. Evaluate with individuals any additional, or higher levels of, knowledge, skills and competence they need for their current work roles, potential future work roles and their personal aspirations

P5. Identify and evaluate any learning difficulties or particular needs individuals may have

E2. Support staff in setting their own learning objectives

P6. Support individuals in prioritising their needs and specifying their learning objectives

P7. Encourage individuals to focus on their prioritised learning needs and to take account of their learning styles when selecting learning activities and planning their development

P8. Seek advice and support from HR training and development specialists, when required

KNOWLEDGE REQUIREMENTS

K1. Explain the differences between knowledge, skills and competence

K2. Explain the importance of objective, specific and valid feedback in identifying learning needs

K3. Describe how to analyse the gaps between current levels of knowledge, skills and competence and the levels required

K4. Describe how to prioritise learning needs

K5. Explain how to establish SMART (Specific, Measurable, Agreed, Realistic, Time-bound) learning objectives

K6. Describe learning styles and how to identify individuals' preferred learning styles

K7. Describe the tools used in your organisation to identify individual learning needs and styles

K8. List the types of learning activities appropriate for different learning styles

K9. Explain how to develop learning and development plans based on a sound analysis of learning needs and styles

K10. Describe the knowledge, skills and competence requirements for different roles within your area of responsibility

K11. Describe your organisation's personal and professional development policy and practices

K12. Describe the learning opportunities available in your organisation

K13. List the sources of specialist advice and support in your organisation

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Knowledge, skills and competence required to meet the demands of current and potential future work roles could include:
- Job-related knowledge, including technical or industry knowledge
- Skills development, including technical skills
- Supervisory or management development

2. Those who are able to provide objective, specific and valid feedback on their performance feedback could include:
- Managers
- Colleagues
- HR Department
- Guests

3. Learning difficulties or particular individual needs may include:
- Availability for training and development due to job demands
- Language level, relevant experience or technical limitations

4. Learning styles would include:
- Activist learner – prefers to take part in practical learning followed by learning the theory
- Reflective learner – prefers to take part in learning and reflecting on the experience
- Theorist learner – prefers to study and understand the learning before putting into practice
- Pragmatist learner – prefers learning and putting learning into practice

Important behaviours for supervisors/ managers include:
1. Seize opportunities presented by the diversity of people
2. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
3. Support others to make effective use of their abilities
4. Support others to realise their potential and achieve their personal aspirations
5. Develop knowledge, understanding, skills and performance in a systematic way
6. Inspire others with the desire to learn
7. Check the accuracy and validity of information
8. Identify the implications or consequences of a situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of identifying staff development needs in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation. Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. This unit should be assessed by portfolio evidence of performance and oral or written questioning. **Evidence must include:** 1. Two documented examples or cases when the manager helped identify staff development needs 2. Two documented examples or cases when the manager provided opportunities for individuals to take further learning, training or development opportunities to gain knowledge, skills or competence to enhance their job performance 3. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions	Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. **Suitable methods will include:** • Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc (without named individuals) • Personal statements • Witness testimony • Professional discussion Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly. A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HHR.CL8.05

HRS4. UNIT TITLE: INITIATE AND FOLLOW DISCIPLINARY PROCEDURES

UNIT DESCRIPTOR

This unit covers the competencies required to help members of your team address problems affecting their performance. These may be work-related problems or problems arising from their personal circumstances.

The unit involves identifying problems affecting people's performance and discussing these in a timely way with the team members concerned to help them find a suitable solution to their problem. Sometimes you may need to refer the team member to HR Department or senior manager for further action.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Communicate with subordinates and colleagues

P1. Keep individuals fully informed about the standards of conduct and performance expected of them and your organisation's current procedure for dealing with misconduct or unsatisfactory performance

P2. Seek support from colleagues or human resources specialists on any aspects of implementing disciplinary procedures about which you are unsure

E2. Carry out investigations and take preventative measures

P3. Carry out necessary investigations promptly to establish the facts relating to any misconduct or unsatisfactory performance

P4. Take preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance informally, where you consider that an informal approach is likely to resolve the situation effectively

E3. Follow disciplinary procedures and maintain records

P5. Follow your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance

P6. Keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer as, necessary

KNOWLEDGE REQUIREMENTS

K1. Explain the importance of fully informing individuals about the standards of conduct and performance expected of them and your organisation's current procedure for dealing with misconduct or unsatisfactory performance

K2. Describe how to carry out investigations to establish facts relating to any misconduct or unsatisfactory performance

K3. Discuss informal approaches to dealing with cases of minor misconduct or unsatisfactory performance, and when this type of approach is likely to resolve the situation effectively

K4. Compare the differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled

K5. Discuss the importance of following your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance

K6. Illustrate the importance of communicating clearly, concisely and objectively, and how to do so

K7. Describe how to keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary

K8. Summarise your organisation's procedures for dealing with misconduct or unsatisfactory performance

K9. Identify the standards of conduct and performance expected of individuals

K10. List the sources of advice, guidance and support from colleagues, human resources or others

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Communication with subordinates and colleagues could be by:
- Email, telephone, SMS, face-to-face, instant messaging or other means

2. Support from colleagues or HR specialists could include:
- Advice on legal procedures
- Advice on organisational procedures
- Support in planning coaching sessions
- Help with resources for coaching sessions

3. Investigations measures could include:
- Investigations with HRD, senior managers or others to establish the facts relating to any misconduct or unsatisfactory performance

4. Preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance could include:
- Informal discussion with staff
- Appraisal or performance review
- Warning letter if the issue has occurred frequently
- Referral to HR department

5. Disciplinary procedures could include:
- Verbal warning
- Written warning
- Internal transfer
- Suspension from the workplace

6. Confidential records could include:
- Minutes of meetings
- Appraisal forms
- Incident report forms
- Letters and emails
- Other documents

Important behaviours for supervisors/managers include:
1. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Refer issues outside the limits of your authority to appropriate people
8. Show integrity, fairness and consistency in decision making
9. Say no to unreasonable requests
10. Address performance issues promptly and resolve them directly with the people involved
11. Protect the confidentiality and security of information
12. Take and implement difficult and/or unpopular decisions, if necessary

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing disciplinary procedures in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of performance review meetings etc (without named individuals)
- Personal statements
- Witness testimony
- Professional discussion

ASSESSMENT GUIDE	ASSESSMENT METHODS
Evidence must include: 1. Two documented examples or cases of communications to staff and colleagues about disciplinary conduct 2. Two documented examples of carrying out investigations to establish facts about misconduct or unsatisfactory performance 3. One documented example of a preventative measures taken to resolve issues and deal with cases of minor misconduct or unsatisfactory performance 4. One documented example of a formal disciplinary procedure in a serious cases of misconduct or unsatisfactory performance 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions **Possible examples of evidence** Records of your involvement in disciplinary procedures: • Notes of briefings and meetings; e-mails and memos; handbooks, procedure manuals and other guidance which you have prepared for team members on disciplinary procedures and systems • Notes of meetings with individuals such as performance reviews, supervision meetings, notes of disciplinary investigations • Memos, e-mails from specialists on conduct of disciplinary procedures • Letters, memos, e-mails from, and notes of conversations with colleagues or managers regarding an individual's performance and behaviour • Notes, records of disciplinary procedures in which you have been involved • Personal statement (your reflections on your role in initiating and following disciplinary procedures)	Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly. A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.04

HRS5. UNIT TITLE: RECRUIT, SELECT AND RETAIN STAFF

UNIT DESCRIPTOR

This unit covers the competencies required to recruit and select people to undertake identified activities or work roles within your area of responsibility.

This standard is not intended for human resources specialists. It is relevant to managers and supervisors who are responsible for recruiting and selecting people for their organisation or their particular area of responsibility.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan recruitment of appropriate people

P1. Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of people or their knowledge, skills and competence

P2. Identify and evaluate the options for addressing any identified shortfalls and decide on the best options to follow

P3. Engage appropriate HR professionals within your organisation in recruiting and selecting people

P4. Ensure you comply with your organisation's recruitment and selection policies and procedures

E2. Prepare for recruitment and selection

P5. Ensure the availability of up-to-date job descriptions and person specifications where there is a need to recruit

P6. Establish the stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved

P7. Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants

P8. Draw up fair, clear and appropriate criteria for assessing and selecting applicants, taking into account their knowledge, skills and competence and their potential to work effectively with colleagues

P9. Ensure the recruitment and selection process is carried out fairly, consistently and effectively

E3. Manage the selection process

P10. Keep applicants fully informed about the progress of their applications, in line with organisational policy

P11. Offer positions to applicants who best meet the selection criteria

P12. Provide clear, accurate and constructive feedback to unsuccessful applicants, in line with organisational policy

P13. Evaluate whether the recruitment and selection process has been successful and identify any areas for improvements

E4. Optimise staff retention activities

P14. Seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential

P15. Review individuals' performance and development systematically and provide feedback designed to improve their performance

P16. Recognise individuals' performance and recognise their achievements in line with your organisation's policy

P17. Identify when individuals are dissatisfied with their work or development and seek with them solutions that meet both the individual's and organisation's needs

P18. Recognise when individuals' values, motivations and aspirations are incompatible with your organisation's vision, objectives and values and seek alternative solutions with the individuals concerned

P19. Discuss their reasons with individuals planning to leave your organisation and seek to resolve any issues or misunderstandings

KNOWLEDGE REQUIREMENTS

K1. Discuss how to engage employees and other stakeholders in recruitment, selection and retention activities

K2. Describe how to review the workload in your area in order to identify shortfalls in the number of colleagues and the pool of knowledge, skills and competence

K3. Explain what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them

K4. Discuss the different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved

K5. Evaluate the different recruitment and selection methods and their associated advantages and disadvantages

K6. Explain why it is important to give fair, clear and accurate information on vacancies to potential applicants

K7. Discuss how to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy

K8. How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues

K9. Explain the importance of keeping applicants informed about progress and how to do so

K10. Discuss the importance of providing opportunities for individuals to discuss issues with you alternative solutions that may be deployed when individuals' values, motivations and aspirations are incompatible with their work or your organisation's vision, objectives and values

K11. Discuss the importance of understanding the reasons why individuals are leaving an organisation

K12. Describe the specialist resources available to support recruitment, selection and retention, and how to make use of them

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Policies and procedures in relation to the recruitment and selection process may include:**
   - Details of information that may and may not be used in a job advertisement
   - Staff promotion policies, especially internal promotions
   - Staff training
   - Remuneration
   - Probationary periods
   - Terms and conditions of employment
   - Benefits
   - Individual staff policy, such as uniform, personal presentation, smoking, tact and diplomacy, sickness, attendance and punctuality, use of company property
   - Composition of interview and selection panels

2. **Job specification refers to:**
   - All the information about the type of employee needed to do a particular job effectively

3. **The job description refers to:**
   - All the information about the job tasks

4. **Key selection criteria may relate to:**
   - Experience
   - Competencies
   - Qualifications
   - Compatibility
   - References
   - Attitudes

5. **Sources of staff recruitment may include:**
   - Media advertisements
   - Job and recruitment agencies
   - Online recruitment
   - Internal advertising including internal promotions
   - Schools and trade colleges
   - Industry network contacts
   - Other employers

6. **Selection interview may include:**
   - One-on-one and face-to-face interviews
   - Panel interviews
   - Group interviews
   - Over-the-phone interviews
   - First, second and/or third interviews
   - Applying appropriate questioning and listening techniques
   - Recording answers supplied by applicants
   - Responding to applicant questions
   - Equity and compliance issues
   - Devising questions to be asked of all applicants

7. **Selection may relate to:**
   - Rating applicants against selection criteria
   - Obtaining feedback and consensus from all interviewers
   - Considering test results
   - Ranking interviewees

8. **Follow up successful applicants may relate to:**
   - Obtaining original copies of documents presented at interviews
   - Explaining details of the job offer, contract or employment instrument
   - Confirming acceptance of the job offer
   - Offering the job to another applicant if the first choice refuses the offer

9. **Retention policies can include:**
   - Provision of work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential
   - Review of individuals' performance and development systematically
   - Methods of feedback designed to improve staff performance
   - Recognition of individuals' performance and achievements in line with your organisation's policy
   - Identification of work roles that meet both the individual's and organisation's needs
   - Recognition of incompatibility of staff with work roles
   - Staff exit policies

Important behaviours for supervisors/ managers include:
1. Identify people's information needs
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Show integrity, fairness and consistency in decision-making
8. Protect the confidentiality and security of information
9. Check the accuracy and validity of information
10. Take and implement difficult and/or unpopular decisions, where necessary

ASSESSMENT GUIDE	ASSESSMENT METHODS
Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing recruitment, selection and retention of staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation. Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. **Evidence must include:** 1. Two documented examples or cases of recruitment and selection of staff to meet organisational staffing needs 2. Two documented examples or cases of retention activities 3. One documented example of an exit interview to establish reasons for staff leaving a job 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions	**Suitable methods will include:** • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly. A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.10

HRS6. UNIT TITLE: HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS

UNIT DESCRIPTOR

This unit covers the competencies required to initiate and follow your organisation's grievance procedure in response to a concern, problem or complaint raised by a member of your team.

This unit describes the minimum standard of performance expected of managers when they are implementing grievance procedures in line with legal and organisational requirements. To meet this standard, managers need both sound technical knowledge of the procedures and well-developed cognitive and interpersonal skills.

The unit is for line managers who have to deal with potential or actual grievances raised by members of their team. It is not designed for human resources specialists.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Inform staff about grievance procedures

P1.   Keep individuals fully informed about your organisation's current procedure for raising grievances

P2.   Seek support from colleagues or human resources or legal specialists on any aspects of implementing grievance procedures about which you are unsure

E2.   Implement grievance procedures

P3.   Identify potential grievances and take preventative measures to resolve issues where possible

P4.   Respond to concerns, problems or complaints from individuals and seek to resolve the situation informally if possible

P5.   Follow your organisation's formal grievance procedure, if an individual raises a grievance with you in writing

E3.   Maintain accurate records

P6.   Keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary

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KNOWLEDGE REQUIREMENTS

K1.   Explain the importance of fully informing individuals about your organisation's current procedure for raising grievances

K2.   Explain informal approaches to dealing with concerns, problems or complaints raised with you, and when this type of approach is likely to resolve the situation effectively

K3.   Explain the importance of following your organisation's formal grievance procedure, and when to do so

K4.   Describe how to conduct a meeting with an individual to discuss their grievance

K5.   Describe how to investigate the grievance fully

K6.   Explain the importance of communicating clearly, concisely and objectively, and how to do so

K7.   Describe how to keep full and accurate records throughout the grievance process and store these confidentially as long required

K8.   Summarise your organisation's procedure for dealing with grievances

K9.   Identify sources of advice, guidance and support from colleagues, human resources or legal specialists

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Informing staff about grievance procedures involves:
- Keeping individuals fully informed about current procedure for raising grievances
- Seeking support from colleagues or human resources or legal specialists

2. Implementing grievance procedures includes:
- Identifying potential grievances before they become an issue
- Taking preventative measures to resolve issues where possible
- Responding to concerns, problems or complaints informally to resolve the situation if possible
- Considering whether an informal approach is likely to resolve the situation effectively
- Following your organisation's formal grievance procedure, if an individual raises a grievance with you in writing

3. Keeping full and accurate records includes:
- Ensuring that full records are kept throughout the grievance process
- Ensuring records are stored confidentially for as long as required

Important behaviours for supervisors/ managers include:
1. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Refer issues outside the limits of your authority to appropriate people
8. Show integrity, fairness and consistency in decision making
9. Say no to unreasonable requests
10. Address performance issues promptly and resolve them directly with the people involved
11. Protect the confidentiality and security of information
12. Take and implement difficult and/or unpopular decisions, if necessary

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This Unit may be assessed holistically by means of a portfolio of evidence or report on initiating and following grievance procedures of staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/ managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:
1. One documented example of handling an informal grievance procedure
2. One documented examples or cases handling a formal grievance procedure
3. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	N/A

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	N/A

HRS11. UNIT TITLE: IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES

UNIT DESCRIPTOR

This unit covers the competencies required to manage the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision-making processes and the 'culture' of your area of responsibility. The 'area of responsibility' may be, for example, a department or functional area or an operating site such as a hotel or tour company office.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Implement health and safety policy

P1. Identify your personal responsibilities and liabilities under health and safety legislation

P2. Ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties

P3. Ensure that the health and safety policy statement is put into practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration

E2. Ensure consultation with health & safety personnel

P4. Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues

P5. Seek and make use of specialist expertise in relation to health and safety issues

E3. Ensure systems are in place for identifying and monitoring risk

P6. Ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks

P7. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility

E4. Develop & improve health and safety performance

P8. Show continuous improvement in your area of responsibility in relation to health and safety performance

P9. Make health and safety a priority area in terms of informing planning and decision-making in your area of responsibility

P10. Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement

P11. Ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues

P12. Develop a culture within your area of responsibility which puts 'health and safety' first

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KNOWLEDGE REQUIREMENTS

K1. Explain why health and safety in the workplace is important

K2. Describe how and where to identify your personal responsibilities and liabilities under health and safety legislation

K3. Explain how to keep up with legislative and other developments relating to health and safety

K4. Summarise the requirement for organisations to have a written health and safety policy statement

K5. Explain how to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties

K6. Describe how and when to review the application of the written Health and safety policy statement in your area of responsibility and produce/provide findings to inform development

K7. Explain how and when to consult with people in your area of responsibility or their representatives on health and safety issues

K8. Identify sources of specialist expertise in relation to health and safety

K9. List ways of developing a culture in your area of responsibility which puts 'health and safety' first

KNOWLEDGE REQUIREMENTS

K10. Describe the type of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them

K11. Explain how to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility

K12. Explain why and how health and safety should inform planning and decision-making

K13. Explain the importance of setting a good example to others in relation to health and safety

K14. Define the type of resources required to deal with health and safety issues

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Relevant health and safety information may include:
- Roles and responsibilities of personnel
- Legal obligations
- Participative arrangements for health and safety
- Location of relevant health and safety information, procedures and policies
- Specific risks and necessary control measures
- Codes of practice

2. Hazards and risks may include:
- Fire and emergency
- Crowd related risks
- Bomb scares
- Theft and armed robbery
- Equipment failure
- Pests
- Equipment related hazards
- Manual handling
- Slips, trips and falls
- Drugs and alcohol in the workplace
- Violence in the workplace
- Hazardous substances
- Others

3. Records may include:
- Health and safety injury register
- Number of near-misses
- Health and safety improvement ideas submitted by team members
- Medical records
- Health and safety training records
- Team member hazards reports
- Others

4. Developing and improving health and safety performance may include:
- Workshops
- Information sessions
- Fact sheets and other literature
- Mentoring
- Lectures
- Practical demonstrations
- Health and safety team meetings

Important behaviours for supervisors/managers include:

Behaviours which underpin effective performance:
1. Respond quickly to crises and problems with a proposed course of action
2. Identify people's information needs
3. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
4. Be vigilant for possible risks and hazards
5. Take personal responsibility for making things happen
6. Identify the implications or consequences of a situation
7. Act within the limits of your authority
8. Constantly seek to improve performance
9. Treat individuals with respect and act to uphold their rights

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on implementing occupational health and safety in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. At least one record of actions you have taken to ensure health and safety policies are implemented appropriately
2. At least two minutes of meetings you have organised with people in your area of responsibility, or their representatives, and those with specialist expertise, to discuss, review and agree the implementation of workplace policies on health and safety
3. At least one briefing or presentation you have made or commissioned to people in your area of responsibility on the implementation of workplace policies on health and safety
4. At least one record of training activity you have organised for people in your area of responsibility on the implementation of workplace policies on health and safety
5. One personal statement (reflection on your role in ensuring that health and safety policies are implemented and reviewed in your area of responsibility)
6. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HSS.CL4.01, 02 & 04

FMS1. UNIT TITLE: PREPARE BUDGETS

UNIT DESCRIPTOR

This unit covers the competencies required for managers with responsibility for preparing budgets for their departments.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare budget information

P1. Identify and interpret sources of data required for budget preparation

P2. Review and analyse data

P3. Obtain other stakeholder input into budget plan

P4. Provide relevant colleagues with the opportunity to contribute to the budget planning process

E2. Draft budget

P5. Draft budget, based on analysis of all available information

P6. Estimate income and expenditure using valid, reliable and relevant information

P7. Review income and expenditure for previous time periods to help with budget forecast

E3. Present budget recommendations

P8. Present recommendations clearly, concisely and in an appropriate format

P9. Circulate draft budget to relevant colleagues for comment

P10. Adjust budget and complete the final budget within designated timelines

P11. Inform colleagues of final budget decisions

KNOWLEDGE REQUIREMENTS

K1. Explain how to engage stakeholders in identifying and justifying requirements for financial resources.

K2. Explain how to identify and interpret sources of data required for budget preparation

K3. Explain how to provide relevant colleagues with the opportunity to contribute to the budget planning process

K4. Explain how you present budget recommendations to others

K5. Describe how to calculate fixed and variable costs of activities.

K6. Describe cost-benefit analysis techniques

K7. Explain the importance of developing alternative solutions as fullback positions.

K8. Explain the importance of obtaining feedback on your presentation of the budget and how to use this feedback to improve future proposals

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Data and data sources required for budget preparation may include:
- Performance data from previous periods
- Financial proposals from key stakeholders
- Financial information from suppliers
- Customer or supplier research
- Competitor research
- Management policies and procedures
- Organisational budget preparation guidelines

2. Internal and external issues that could impact on budget development may include:
- Organisational and management re-structures
- Enterprise/organisational objectives
- New legislation or regulation
- Growth or decline in economic conditions
- Significant price movement for certain commodities or items
- Shift in market trends
- Scope of the project
- Venue availability (for events)
- Human resource requirements
- Others

3. Budgets may include:
- Cash budgets
- Departmental budgets
- Wages budgets
- Project budgets
- Event budgets
- Sales budgets
- Cash flow budgets
- Grant funding budgets
- Others

4. Input may include:
- Budget restrictions
- Client expectations
- Owners/stakeholders expectations
- Others

5. Recommendations may include:
- Budget restrictions
- Operational budgets
- Contingency plan

6. Budget decisions may refer to:
- Increase/decrease in allocations
- Cost-cutting decisions, such as redundancy, closing departments or outlets, etc
- Expansion decisions, such as employing more staff, opening new outlets/departments, etc

7. Financial commitments may relate to:
- Contracts related to expenditure
- Contracts related to income

Important behaviours for supervisors/ managers include:
1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Find practical ways to overcome obstacles
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Balance risks against the benefits that may arise from taking risks
5. Identify and seize opportunities to obtain resources
6. Take repeated or different actions to overcome obstacles
7. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
8. Act within the limits of your authority communicate clearly the value and benefits of a proposed course of action
9. Use a range of legitimate strategies and tactics to influence people
10. Work towards win-win solutions
11. Respond positively and creatively to setbacks
12. Identify the range of elements in a situation and how they relate to each other
13. Specify the assumptions made and risks involved in understanding a situation
14. Test a variety of options before taking a decision

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on preparing a budget for a department or project in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. At least one minute of meetings you have organised with people in your area of responsibility and those with specialist expertise, to discuss, review and agree the budget for your department or team
2. One draft budget prepared for your department
3. One approved and implemented budget for your department
4. Notes of a meeting or email/letter in which you received approval for the prepared budget
5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:

- Portfolio of workplace evidence
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
Supervisors or Manager in tourism occupations	D1.HFA.CL7.07

FMS3. UNIT TITLE: MANAGE BUDGETS

UNIT DESCRIPTOR

This unit covers the competencies required in managing the budget for your area of responsibility or for specific projects or activities. This standard is relevant to managers and leaders with budget responsibility for an operational area or for specific projects or activities.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Monitor and control budget activity

P1.   Use the agreed budget to actively monitor and control performance for your area of responsibility, activity or project

P2.   Engage appropriate colleagues and other key stakeholders in managing budgets

P3.   Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from those with decision-making responsibility, if required

E2.   Review and adjust budget as necessary

P4.   Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with those with decision-making responsibility

P5.   Provide on-going information on performance against the budget to those with decision-making responsibility

P6.   Advise relevant people promptly if you have identified evidence of potentially fraudulent activities

P7.   Gather information from implementation of the budget to assist in the preparation of future budgets

KNOWLEDGE REQUIREMENTS

K1.   Explain how to engage colleagues and stakeholders in managing budgets

K2.   Explain the purposes of budgetary systems

K3.   Explain how to use a budget to actively monitor and control performance for a defined area or activity of work

K4.   Define the main causes of variances and how to identify them

K5.   Evaluate the different types of corrective action which could be taken to address identified variances

K6.   Describe how unforeseen developments can affect a budget and how to deal with them

K7.   Explain the importance of agreeing revisions to the budget and communicating the changes

K8.   Explain the importance of providing regular information on performance against the budget to other people

K9.   Identify types of fraudulent activities and how to identify them

K10. Describe what to do and who to contact if you suspect fraud has been committed

K11. Identify who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Internal and external issues that could impact on budgets may include:
- Organisational and management re-structures
- Enterprise/organisational objectives
- New legislation or regulation
- Growth or decline in economic conditions
- Significant price movement for certain commodities or items
- Shift in market trends
- Scope of the project
- Venue availability (for events)
- Human resource requirements
- Others

2. Budget may include:
- Cash budgets
- Departmental budgets
- Wages budgets
- Project budgets
- Event budgets
- Sales budgets
- Cash flow budgets
- Grant funding budgets
- Others

3. Input may include:
- Budget restrictions
- Client expectations
- Owners/stakeholders expectations
- Others

4. Recommendations may include:
- Budget restrictions
- Operational budgets
- Contingency plan

5. Budget decisions may refer to:
- Increase/decrease in allocations
- Cost-cutting decisions, such as redundancy, closing departments or outlets, etc.
- Expansion decisions, such as employing more staff, opening new outlets/departments, etc.

6. Financial commitments may relate to:
- Contracts related to expenditure
- Contracts related to income

7. Fraud could include:
- Account takeover
- Application fraud
- Exploiting assets and information
- Fake invoice scams
- False accounting
- Payment fraud
- Procurement fraud
- Receipt fraud
- Travel and subsistence fraud

Important behaviours for supervisors/ managers include:
1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Act within the limits of your authority
6. Identify and raise ethical concerns
7. Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
8. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
9. Make effective use of existing sources of information
10. Check the accuracy and validity of information
11. Communicate clearly the value and benefits of a proposed course of action
12. Work towards win-win solutions

ASSESSMENT GUIDE

This unit may be assessed holistically by means of a portfolio of evidence or report. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation and in the case of budgets, no names of companies or individuals should be included in portfolio or documentary evidence.

1. Two examples/cases demonstrating how you monitored and controlled budget activity for your area of responsibility, activity or project. Examples should show how you engaged appropriate colleagues and other key stakeholders in managing budgets
2. One example/case where you identified causes of any significant variances between what was budgeted and what actually happened and the corrective action you took
3. One example of how you proposed revisions to the budget in response to variances and/or significant or unforeseen developments

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:
- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc. (without named individuals)
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

Assessing knowledge and understanding:

Knowledge and understanding are key components of competent performance. Where knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence such as:

- Documented answers to oral questioning
- Written examination

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HFI.CL8.03

GAS1. UNIT TITLE: MANAGE PHYSICAL RESOURCES

UNIT DESCRIPTOR

This unit covers the competencies required for managing the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in your area of responsibility.

This unit is relevant to all managers and supervisor who are responsible for the physical resources in their area of responsibility.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan the use of resources

P1. Engage those who use resources in planning how they can be used most efficiently and monitoring their actual use

P2. Plan to use resources in ways that are effective, efficient and minimise any adverse impact on the environment

E2. Secure and dispose of resources

P3. Take appropriate action to ensure the security of resources and that they are used safely

P4. Ensure that resources no longer required are disposed of in ways that minimise any adverse impact on the environment

E3. Share and monitor resources

P5. Negotiate with colleagues over the use of shared resources, taking into account the needs of the different parties involved and the overall objectives of your organisation

P6. Monitor the quality of resources and patterns of resource use systematically

P7. Take timely corrective action to deal with any significant variances between actual and planned resource use

KNOWLEDGE REQUIREMENTS

K1. Explain why it is important to engage those who use resources in managing how they are used, and how to do so

K2. Explain how to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full

K3. Describe how to negotiate the use of shared resources with colleagues to optimise resource use for all concerned

K4. Discuss the potential environmental impact of resource use/disposal and actions you can take to minimise any adverse impact

K5. Describe the risks associated with the types of resources used and actions you can take to ensure resources are secure and used safely

K6. Explain the importance of monitoring the quality and use of resources continuously, and how to do so

K7. Describe the types of corrective actions (e.g. changing planned activities, changing the ways in which resources are used for activities, renegotiating the availability of resources) you can take in case of significant discrepancies between actual and planned resource use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Physical resources may include:
- Buildings
- Equipment
- Fixtures, fittings and furnishings
- Vehicles
- Gardens
- Pools

2. Monitoring resources may include:
- Maintenance
- Repair
- Replacement

3. Systems to monitor condition and performance of physical resources may include:
- Integration of reporting into day to day operating procedures
- Regular management reports
- Internal/external inspections and audits
- Regular staff feedback
- Analysis of maintenance costs over a period of time

Important behaviours for supervisors/ managers include:
1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
3. Act within the limits of your authority
4. Prioritise objectives and plan work to make the effective use of time and resources
5. Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
6. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
7. Make effective use of existing sources of information
8. Seek to understand people's needs and motivations
9. Create a sense of common purpose
10. Communicate clearly the value and benefits of a proposed course of action
11. Work towards win-win solutions

ASSESSMENT GUIDE

This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Performance evidence should include:

1. At least two work plans that show how you plan to use resources in ways that are effective, efficient and minimise any adverse impact on the environment. The work plan should also indicate how you engage others in planning how to use resources efficiently
2. One example of how you disposed of resources in ways that minimised any adverse impact on the environment
3. Two examples of how you monitored the quality and patterns of resource use and took timely corrective action to deal with any significant variances between actual and planned resource use

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:
- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of actions taken and record of feedback etc (without named individuals)
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

Resource Implications

Training and assessment to include access to a real or simulated workplace that provides the manager with an opportunity to demonstrate application of knowledge of financial and legal issues that impact on the management of physical resources to specific tourism and hospitality workplace situations and problems; and access to workplace standards, procedures, policies, guidelines, tools and current financial data and regulations

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.11

GAS6. UNIT TITLE: MANAGE DAILY OPERATIONS

UNIT DESCRIPTOR

This unit covers the competencies required to perform daily operations in a hotel, tourism or travel organisation.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inspect key areas and equipment
P1. Ensure main areas are clean and ready for use
P2. Ensure all equipment and materials are in place

E2. Perform daily requisition procedures
P3. Review all stocks and supplies
P4. Ensure requisition orders are completed
P5. Make purchase requests

E3. Review schedules
P6. Ensure staffing schedules are up to date
P7. Check schedules for any issues
P8. Input data and backup

E4. Monitor performance standards
P9. Review daily reports
P10. Interpret data
P11. Diagnose problems

E5. Monitor productivity standards
P12. Review customer feedback
P13. Review financial reports

E6. Maintain the security of premises and personnel
P14. Ensure security records are maintained
P15. Ensure personnel records are up to date
P16. Review security and safety reports

KNOWLEDGE REQUIREMENTS

K1. Explain your method for carrying out daily inspection to key areas and equipment
K2. Describe the daily requisitions procedure
K3. Explain how you use guest's comments for quality improvement

K4. Describe the organisations' security arrangements for the premises and personnel
K5. Explain how performance and productivity data is used for planning and improvement

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Inspection of key areas could include:
- Restaurant, bar premises and bar equipment
- Floral displays
- Food and beverage promotional displays
- Lighting
- Windows, mirrors and polished surfaces
- Station cleanliness
- Ventilation
- Cellars
- Kitchens and stewarding
- Stores, pantry and room service
- C&B Stores
- Waste areas
- Staff locker and wash rooms
- Fire escapes and stair wells
- Service elevators
- Others

2. Daily requisition would include:
- Linen
- Chemical
- Stationery
- Operating supplies
- Food & beverage items

3. Schedules would include:
- Duty manager schedule
- Manager on Duty
- Patrolling security
- Staffing schedule

4. Performance standards would include:
- Preparing financial reports
- Calculating averages, ratios and percentages
- Interpreting specific results
- Identifying the difference between reports
- Diagnosing probable causes
- Calculating and monitoring a RevPAR

CONDITIONS OF PERFORMANCE AND VARIABLES

5. Productivity standards could include:
- Quality control manual
- Customer feedback
- On-line reviews
- Staff feedback

6. Maintain the security of premises and personnel could include:
- Protecting database and documents
- Human resource records and headcount
- Ensuring access to premises
- Ensuring fire protection system is in good condition

Important behaviours for supervisors/ managers include:

1. Constructively challenge the status quo and seek better alternatives
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Give feedback to others to help them maintain and improve their performance
4. Continuously improve products and services
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
7. Develop systems to gather and manage information and knowledge effectively, efficiently and ethically
8. Use a range of legitimate strategies and tactics to influence people
9. Make effective use of available resources
10. Recognise stakeholders' needs and interests and manage these effectively
11. Build a plausible picture from limited data
12. Specify the assumptions made and risks involved in understanding a situation

ASSESSMENT GUIDE

Performance assessment must include:

1. At least two requisition records and purchase orders
2. At least one security report
3. At least one customer feedback questionnaire and/or survey analysis
4. At least two completed inspection checklists
5. At least two staffing schedules
6. At least two financial reports

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation
- Written or oral questioning to assess aspects of specialised knowledge
- Naturally occurring evidence in the workplace
- Review of portfolios of evidence
- Review of third party workplace reports of on the job performance by the individual

RELEVANT OCCUPATIONS	ACCSTP REF
Head of Department, Manager, Manager on Duty	D1.HRM.CL9.03

CMS1. UNIT TITLE: MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION

UNIT DESCRIPTOR

This unit covers the competencies required to manage the delivery of quality customer services in a hotel, travel or tour company.

This standard is relevant to managers and supervisors who are required to manage the delivery of customer service as part of a broader management role.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Communicate quality customer service standards

P1. Engage people within your organisation and other key stakeholders in managing customer service

P2. Establish clear and measurable standards of customer service, taking into account customers' expectations, your organisation's resources and any legal or regulatory requirements

E2. Ensure people and resources deliver customer service quality

P3. Organise people and other resources to meet customer service standards, taking account of varying levels of demand and likely contingencies

P4. Ensure people delivering customer service are competent to carry out their duties, and provide them with any necessary training, support and supervision

P5. Ensure people understand the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems

E3. Handle customer service requests and problems

P6. Take responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary

P7. Ensure customers are kept informed about the actions you are taking to deal with their requests or problems

E4. Enhance the quality of customer service

P8. Encourage staff and customers to provide feedback on their perceptions of the standards of customer service

P9. Continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers

P10. Analyse customer service data to identify the causes of problems and opportunities for improving customer service

P11. Make or recommend changes to processes, systems or standards order to improve customer service

KNOWLEDGE REQUIREMENTS

K1. Explain how you engage people within your organisation and other stakeholders in managing customer service

K2. Describe how to establish clear and measurable standards of customer service, taking into account customers' expectations and your organisation's resources

K3. Explain how to organise staffing and other resources to meet customer service standards, and the importance of taking account of varying levels of demand and likely contingencies

K4. Review how to identify likely contingencies when organising staffing and other resources

K5. Explain how to identify sustainable resources and ensure their effective use when organising the delivery of customer service

K6. Explain the importance of ensuring customer service staff are competent to carry out their duties, and providing them with any necessary support, and how to do so

K7. Explain the importance of ensuring staff understands the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems

K8. Explain the importance of taking responsibility for dealing with customers' requests and problems referred to you

K9. Explain the importance of keeping customers informed about the actions you are taking to deal with their requests or problems

K10. Describe how to identify and manage potential issues before they develop into problems

K11. Describe how you normally deal with customers' requests and/or problems

K12. Explain the importance of encouraging staff and customers to provide feedback on their perceptions of the standards of customer service

K13. Explain how to monitor the standards of customer service delivered customers' requests and problems and feedback from staff and customers, and the importance of doing so continuously

K14. Review the types of customer service data available and how to analyse such data to identify the causes of problems and opportunities for improving customer service

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Communicate quality customer service standards may include:**
   - Meetings to discuss managing customer service
   - Briefings to staff
   - Discussion about customer service issues

2. **Ensuring people and resources are available to deliver customer service quality may include:**
   - Planning and forecasting human resources
   - Planning and forecasting customer seasonal demands or other variables
   - Budgeting for other resources

3. **Research may include:**
   - Interviewing colleagues and clients
   - Focus groups
   - Data analysis
   - Product sampling
   - Sales data review
   - Others

4. **Customer service data may include:**
   - Data sampling
   - Statistical analysis
   - Comparison between current and previous research

5. **Service levels may relate to:**
   - Service quality
   - Customer satisfaction
   - Staff attitude
   - Appearance of venue, staff, etc.
   - Atmosphere of venue
   - Responsiveness of staff to customer requests
   - Delivery times
   - Prices/costs
   - Product/service availability
   - Courtesy/politeness
   - Others

6. **Customers' needs may relate to:**
   - Advice or general information
   - Specific information
   - Complaints
   - Purchasing organisation's products and services
   - Returning organisation's products and services
   - Accuracy of information
   - Fairness/politeness
   - Prices/value
   - Others

7. **Appropriate methods to monitor customer/ guest satisfaction may include:**
   - Mystery guest
   - Customer satisfaction survey
   - Customer/guest interviews
   - Representative sampling activities
   - Industry benchmarking
   - Web-based comments
   - Face to face comments
   - Others

8. **Evaluate and report on customer service may relate to:**
   - Service quality evaluations
   - Customer satisfaction evaluations
   - Industry benchmarking

Important behaviours for supervisors/ managers include:

1. Respond promptly to crises and problems with a proposed course of action
2. Seek opportunities to improve performance
3. Encourage others to take decisions autonomously, when appropriate
4. Demonstrate a clear understanding of different customers and their real and perceived needs
5. Empower staff to solve customer problems within clear limits of authority
6. Take personal responsibility for resolving customer problems referred to you by other staff
7. Recognise recurring problems and promote changes to structures, systems and processes to resolve these
8. Encourage and welcome feedback from others and use this feedback constructively
9. Prioritise objectives and plan work to make the effective use of time and resources
10. Take personal responsibility for making things happen
11. Clearly agree what is expected of others and hold them to account
12. Honour your commitments to others
13. Identify the implications or consequences of a situation
14. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to onfidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report managing quality in customer/guest services in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two examples or cases of how you engage people within your organisation and other key stakeholders in managing customer service and establishing clear and measurable standards of customer service
2. Two examples of how you organise people and other resources to meet customer service standards, and ensure people delivering customer service are competent to carry out their duties and understand the standards of customer service they are expected to deliver
3. Two examples of how you have taken responsibility for dealing with customers' requests and problems referred to you and ensured customers were kept informed about the actions you were taking to deal with their requests or problems
4. Two examples of how you continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers and make or recommend changes to processes, systems or standards order to improve customer service
5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable evidence could include:

- Customer service data
- Personal statements (reflections on the process and reasoning behind quality service activities)
- Witness statements (comments on the quality customer service practices)
- Notes, reports, recommendations to managers of customer service problems or critical incidents
- Notes, emails, memos or other records of customer service improvements
- Personal statement (reflections on your own role in dealing with customer service challenges)

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.06

CMS2. UNIT TITLE: COORDINATE MARKETING ACTIVITIES

UNIT DESCRIPTOR

This unit describes the competencies required for managing the marketing of products and services for which you are responsible. The unit is relevant to managers with responsibility to market hospitality or tourism products or services to identified groups of customers.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Evaluate market situation

P1. Evaluate existing and potential markets, market segments and customers for your products and services

P2. Evaluate competitors' products and services to identify the unique features and potential benefits of your products and services

P3. Evaluate competitors' pricing, promotion and distribution strategies for their products and services

E2. Implement marketing strategies

P4. Engage people within your organisation and other key stakeholders in marketing products and services

P5. Implement pricing strategies that take account of:
- Features and potential benefits of your products and services
- Customers' ability and willingness to pay, and
- Competitors' pricing strategies

P6. Implement reliable and cost-effective distribution strategies to make your products and services available to customers

P7. Implement cost-effective strategies to promote your products and services to customers, emphasising their unique features and potential benefits

E3. Brief others and monitor demand

P8. Ensure those involved in selling your products and services are fully briefed on their unique features and potential benefits and committed to achieve target sales

P9. Monitor demand for your products and services systematically

P10. Adapt your pricing, distribution and promotional strategies in response to variances in demand and feedback from customers and those involved in selling

KNOWLEDGE REQUIREMENTS

K1. Explain how to engage people within your organisation and other key stakeholders in marketing products and services

K2. Explain how to evaluate competitors' products and services in order to identify the unique features of your products and services and the unique benefits they offer to customers

K3. Explain how to develop competitive pricing strategies

K4. Explain how to develop distribution strategies to make your products and services available to customers cost-effectively

K5. Explain how to promote your products and services to customers cost- effectively

K6. Explain how to train and motivate a sales force

K7. Explain how to monitor demand for your products/services and to adapt them in response to variances in demand

K8. Explain how to use feedback from customers and your sales force to optimise your product/service, pricing, distribution, promotion and sales strategies

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Existing and potential markets, segments or customers could include:
- Domestic customers
- International customers
- Different age groups
- Different social/economic groups
- Leisure or business travellers etc.

2. Evaluate competitors' products and services could include:
- Products offered, depth and breadth of product line, and product portfolio balance
- New products developed, new product success rate, and R&D strengths
- Brands, strength of brand portfolio, brand loyalty and brand awareness
- Pricing strategies
- Promotional strategies
- Distribution strategies

3. Engaging people within your organisation and other key stakeholders in marketing products and services could include:
- Staff reporting to you
- Marketing department
- Sales teams
- Customers (through recommendations)

4. Monitor demand could include:
- Market surveys
- Customer feedback
- Sales figures

Important behaviours for supervisors/ managers include:
1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Keep people informed of plans and developments in a timely way
5. Demonstrate a clear understanding of different customers and their real and perceived needs
6. Develop and tailor products and services to ensure customers' needs are met
7. Balance the diverse needs of different customers
8. Continuously improve quality of products and services
9. Seek out and act on new business opportunities
10. Show integrity, fairness and consistency in decision making
11. Make effective use of existing sources of information
12. Check the accuracy and validity of information
13. Communicate clearly the value and benefits of a proposed course of action
14. Present ideas and arguments convincingly in ways that engage people
15. Identify the range of elements in a situation and how they relate to each other
16. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE

This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Performance assessment must include:

1. A strategic marketing plan (including competitive analysis of competitor products and services as well as competitor pricing, promotion and distribution strategies) that demonstrates your analysis of markets, segments and customers
2. Two documented examples of how you marketed your products/services and examples of people within your organisation and other key stakeholders involved in marketing products and services
3. Two examples of how you implement reliable and cost-effective promotion and distribution strategies to make your products and services available to customers
4. Two examples of evaluation and monitoring of your marketing strategies and how you adapted your pricing, distribution and promotional strategies

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:

- Portfolio of workplace evidence to include notes of meetings, samples of marketing plans, promotional materials and other information
- Personal statements
- Witness testimony
- Professional discussion

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility for marketing in hospitality and tourism occupations

ACCSTP REF

D2.TTA.CL2.09

TGS5.1. UNIT TITLE: COORDINATE TOUR PROGRAMME MARKETING STRATEGIES

UNIT DESCRIPTOR

This unit describes the competencies required to seek responsibility for, or provide advice for, developing the strategic direction and scope of marketing activities.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Analyse and assess marketing performance and current strategic position

P1. Evaluate markets for a specific product in terms of current competitive position and market attractiveness

P2. Assess competition in market segments

P3. Assess selected marketing strategies for their impact upon profit

P4. Examine external environmental factors for impact upon marketing strategies

P5. Analyse marketing resource utilisation and assess resource issues for their potential impact upon strategic marketing position

E2. Provide contribution to the development and evaluation strategic options to meet specific marketing objectives

P6. Provide contribution to the development of strategic options that meet agreed marketing objectives

P7. Provide contribution to the evaluation of strategic options in terms of compatibility with marketing objectives

E3. Select marketing strategies

P8. Use the information gained from the evaluation of strategic options to rank options

P9. Balance risks and returns associated with strategies against the feasibility of achieving marketing objectives

P10. Select marketing strategies that provide the best fit between the organisation's goals and capabilities, and marketing opportunities

P11. Identify gaps in capability between current performance and new objectives and recommend corrective measures

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KNOWLEDGE REQUIREMENTS

K1. Explain how to analyse and assess marketing performance

K2. List the specifics and importance of a strategic position

K3. Explain how to contribute to the development and evaluation of strategic options to meet specific marketing objectives

K4. List and describe types of marketing strategies

K5. Explain how to contribute to the development of a strategic marketing plan that meets organisational and marketing objectives

CONDITIONS OF PERFORMANCE AND VARIABLES

1. External environmental factors:
- Social, economic, demographic, cultural, ethnic, natural, political, legal, regulatory, technological, competitive

2. Tour programme marketing objectives:
- Target market, demand, product, pricing, distribution, promotion
- Marketing tour options
- Tour product attributes, usage and users, product class, consumer needs and benefits, competition

3. Marketing approaches:
- Mass marketing and distribution, product variety marketing, differentiated target marketing, concentrated target marketing

4. Agreed parameters and benchmarks may include:
- Volume
- Price
- Territory
- Customer accounts
- Trading terms
- Market share

ASSESSMENT GUIDE

Performance assessment must include:
1. A record of at least one marketing strategy coordinated
2. At least one competitors' analysis developed

ASSESSMENT METHODS

Suitable assessment methods may include:
- Observation of practical candidate performance
- Portfolio of documentation that may support planning and on tour activities
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work
- Simulations

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Leader	D2.TCS.CL5.06

TGS5.2. UNIT TITLE: MANAGE AND FACILITATE AN EXTENDED TOUR EXPERIENCE

UNIT DESCRIPTOR

This unit describes the competencies required to manage and facilitate an extended tour experience.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Manage the tour

P1. Ensure the preparation and conduction of the tour in accordance with the itinerary

P2. Adjust touring arrangements in response to issues arising on the tour

P3. Implement arrangements regarding catering, accommodation and transport in accordance with advertised criteria

P4. Liaise and negotiate with third party providers to maximise operational efficiency and service levels to tour group members

P5. Cope with the long hours and variety of tasks associated with extended tours

E2. Optimize tour member experiences on the tour

P6. Demonstrate principles of tour guiding

P7. Introduce tour group members to each other, where appropriate and explain the objectives and opportunities provided by participating in the tour

P8. Use techniques to build and maintain group cohesion on tour

P9. Resolve person-to-person conflict

E3. Resolve service-related problems that arise on tour

P10. Identify and analyse sub-standard operational and customer service issues.

P11. Monitor and respond to operational issues and service provision

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KNOWLEDGE REQUIREMENTS

K1. List and explain the organisational policies and procedures in regard to the co-ordination and operation of extended tours

K2. Explain the specifics of the local tourism industry where tour occurs

K3. List and describe the principles of guiding

K4. Explain how to analyse specific information regarding the tour being conducted

K5. List and explain the legal liability issues

K6. Explain how to identify and deal with hazard and risk management

K7. Describe how to manage the process of coordination, communication, leadership, negotiation, conflict resolution and problem-solving

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. **An extended tour is a tour that exceeds one day's duration and contains an extended touring program that may include:**
   - General sightseeing tours
   - Eco-tours
   - Adventure and recreational tours
   - Cultural, educational and historic tours
   - Cruise programs
   - Four-wheel drive tours

2. **Supplies that can be obtained on tour may be related to:**
   - Undertaking a cost-benefit analysis regarding the decision to take supplies or buy them en route
   - Verifying availability of supplies identified for purchase en route
   - Ensuring cash, credit or pre-paid arrangements have been made with identified suppliers
   - Verifying availability of suppliers en route in cases of an emergency

3. **Identifying group numbers may include:**
   - Listing the number of tour members/participants, including identification of those who will depart and/or join the tour along the way
   - Differentiating between and quantifying individual classifications of tour members, including men and women; infants, children and adults; different age groups
   - Assessing potential usage of participants for each activity, at each location and for every service and/or product advertised

4. **Identifying special needs may include:**
   - Factoring in variations to standard equipment and supplies traditionally packed for similar tours
   - Purchasing additional or new equipment and supplies
   - Accommodating the needs of special needs customers, including people with disabilities, elderly, children and infants
   - Meeting promises in regard to service delivery on tour

5. **Tour-related documents will vary depending on the type of tour and may include:**
   - Manufacturer's instructions for equipment
   - Repair manuals
   - Warranties and guarantees relating to new items purchased for the tour
   - Copies of standard operating procedures and contingency plans
   - Itineraries, including tour itinerary and operational itinerary
   - Maps
   - Passenger lists
   - Rooming lists
   - Passenger profiles
   - Details of special requests
   - Hand-out material for distribution at nominated locations, sites and interpretive activities
   - Tour brief
   - Catering information, including meal schedules and recipes
   - Checklists
   - Insurance documentation
   - Voluntary Assumption of Risk forms, where applicable

6. **Demonstrate principles of tour guiding must include:**
   - Safety and security, including people and property and the development of standard and contingency plans which must place the safety of persons above the safety of property
   - Care and respect, including for the tour group, locals and the environment
   - Skills, knowledge and ability to conduct/lead the tour
   - Relevant knowledge in relation to the tour, including sites, destinations, environment and activities
   - Providing an interesting and engaging experience
   - Ethical conduct
   - Catering for the needs of those with special needs and individual differences

7. **Techniques to build and maintain group cohesion may include:**
   - Encouraging interaction between group members
   - Utilising the skills of individual tour group members within the tour
   - Focusing the group on shared experiences
   - Creating opportunities for individual interaction
   - Accommodating individual preferences, where possible
   - Facilitating attempts at group cohesion
   - Creating and supporting attempts to optimise goodwill and group morale

CONDITIONS OF PERFORMANCE AND VARIABLES

8. Monitor operational issues and service provision may include:
- Observing activities and service provided
- Speaking with tour group members to obtain their immediate feedback
- Liaising with tour staff

9. Respond to sub-standard operational and customer service issues may include:
- Negotiating with third party suppliers and providers to rectify situations
- Negotiating possible solutions with those affected
- Acting to minimize the negative impact of the sub-standard service provision

10. Analyse service related problems may include:
- Determining the cause of the problem
- Assessing the impact of the problem, including the long-term impact on business and the effect on the image of the agency
- Identifying ways and taking on tour action to prevent the recurrence of sub-standard service provision

11. Unexpected events may include:
- Systems failure, including technical and equipment failure
- Injury, accident or death
- Adverse weather conditions, including the impact of adverse weather conditions in a near-by or associated area
- Failure of tour group member to be at designated meeting point on time
- Inappropriate customer behaviour
- Unpredictable animal behaviour
- Closures of sites and unannounced restricted access to traditional areas

ASSESSMENT GUIDE

Performance assessment must include:
1. At least one tour programme report
2. At least one operational plan implemented
3. At least one extended experience plan for improvement

ASSESSMENT METHODS

Suitable assessment methods may include:
- Observation of practical candidate performance
- Portfolio of documentation that may support planning and on tour activities
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work
- Simulations

RELEVANT OCCUPATIONS

Tour Guide, Tour Leader

ACCSTP REF

D2.TTG.CL3.14

RTS5.5. UNIT TITLE: SUPERVISE THE APPLICATION OF RESPONSIBLE TOURISM PRINCIPLES

UNIT DESCRIPTOR

This unit covers the competencies required to supervise the application of responsible tourism principles.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Operate responsibly within the tourism sector

P1. Develop organisational policies on responsible and sustainable tourism practices

P2. Develop tour itineraries and tour programmes that ensure viable and long-term benefits to all stakeholders

P3. Develop sustainability policy and standards for suppliers

E2. Follow guidelines for responsible tourism

P4. Describe the impacts of tourism

P5. Participate in responsible work practices

P6. Encourage responsible behaviour

P7. Conduct activities responsibly

P8. Follow guidelines for cross-cultural awareness

P9. Monitor impacts and changes

P10. Develop plans for greater responsibility

E3. Ensure customers are aware of responsible tourism principles

P11. Provide customers with information on responsible tourism behaviour

P12. Develop a company code of conduct for customers

P13. Ensure the cultural and environmental integrity of destinations is accurately promoted

P14. Ensure the quality standards of suppliers are accurately promoted

P15. Ensure the privacy of customer data is maintained

P16. Provide opportunities for customers to give feedback on services and destination quality

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KNOWLEDGE REQUIREMENTS

K1. Explain the role of interpretation in creating a powerful responsible and sustainable customer experience

K2. Identify sources of information on responsible tourism and environmental concepts in the relevant geographic context

K3. Explain developmental processes related to the formation of environmental and socially responsible regions

K4. Analyse the Vietnamese perspective on responsible tourism

K5. Explain how to evaluate and adapt a varied range of information for practical workplace purposes

K6. Explain how to raise awareness and build capacity of staff in sustainable tourism principles that relate to their day-to-day responsibilities

K7. Explain how to develop sustainability indicators and criteria to tour itinerary and/or programme development

K8. Describe how to set supplier sustainability targets for improvement

K9. Explain how to develop a company code of conduct for customers to follow in responsible tourism behaviour

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Principles of sustainable tourism include:
- Use natural resources optimally whilst still conserving the natural heritage and biodiversity
- Respect and conserve socio-cultural authenticity including built and living cultural heritage and traditional values
- Ensure viable, long-term economic benefits to all stakeholders, including fair distribution of benefits

2. Major species of flora and fauna:
- Nature of species and where it is found
- Roles of individual species
- Characteristics
- Commonalities
- Interactions between species and the environment
- Nutrition and life cycles
- Species harmful to humans

3. Responsibility for environmental and social sustainability that relate to:
- Negative environmental aspects
- Negative social aspects
- Positive environmental aspects
- Positive social aspects

4. Minimal impact techniques and procedures that relates to:
- Restricting or limiting access
- Site hardening
- Staged authenticity
- Technological solutions
- Heritage preservation

5. Changes in the natural environment that include:
- Breeding events
- Changes to fauna
- Changes to flora
- Erosion
- Species sighting

6. Potential negative impacts may include:
- Restricted economic development
- Economic leakage
- Erosion of social values and cultural conflict
- Compromise visitor safety and security
- Entrench friction, distrust and disharmony between private sector and local community
- Destruction of natural environment
- Depletion of natural resources

Important behaviours for supervisors/ managers include:
1. Encourage, generate and recognise innovative solutions
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Keep people informed of plans and developments in a timely way
5. Balance the diverse needs of different customers
6. Continuously improve products and services
7. Take repeated or different actions to overcome obstacles
8. Identify and raise ethical concerns
9. Take personal responsibility for making things happen
10. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
11. Communicate a vision that inspires enthusiasm and commitment
12. Communicate clearly the value and benefits of a proposed course of action
13. Present ideas and arguments convincingly in ways that engage people

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Performance assessment must include:

1. At least one tour itinerary and/or tourism programme developed based on the responsible tourism principles
2. At least two cases of supplier-company contractual agreements based on responsible tourism principles
3. At least one customer feedback report on tourism responsible practices applied

ASSESSMENT METHODS

Suitable assessment methods will include:

- Questioning and assessing a tour itinerary or a tourism programme developed based on the responsible tourism principles
- Use of case studies to assess ability to apply appropriate minimal impact approaches to different environments
- Written or oral questioning to assess knowledge of responsible tourism procedures, impacts, minimal impact techniques and regulatory requirements

RELEVANT OCCUPATIONS	ACCSTP REF
All staff in Management or Supervisory positions in tourism environments	D2.TTG.CL3.12

HRS2. UNIT TITLE: PLAN THE WORKFORCE

UNIT DESCRIPTOR

This unit covers the competencies required to take a lead in identifying the workforce requirements of your department and how these will be satisfied. This standard is not intended for human resources specialists. It is relevant to managers who are responsible for planning the workforce across their department or their team.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Evaluate your future staffing needs

P1. Engage appropriate people within your organisation and other key stakeholders in planning workforce requirements

P2. Seek and make use of HR resources to assist in workforce planning activities, where necessary

P3. Evaluate your organisation's strategic objectives and plans to obtain information needed for workforce planning purposes and identify any key issues for further consideration

E2. Review and identify the competences required

P4. Identify the knowledge, skills and competence required to deliver your organisation's strategic objectives and plans

P5. Review the capacity and capability of the current workforce to meet identified knowledge, skills and competence requirements

P6. Identify any learning or development needs of the current workforce to meet requirements

P7. Make sure that the diversity of the workforce provides a suitable mix of people to achieve its objectives

E3. Develop workforce and contingency plans

P8. Develop workforce plans that meet the organisation's long, medium, and short-term requirements, making effective use of people from inside and from outside the organisation

P9. Ensure employment contracts are appropriate to the needs of the organisation

P10. Make sure that resources needed to recruit, develop, retain and redeploy people are available

P11. Develop contingency plans to deal with unforeseen circumstances and maintain business continuity

P12. Identify any recurring issues that cause people to leave your organisation and seek to address these

E4. Communicate and review workforce plans

P13. Communicate workforce plans to relevant people

P14. Review your workforce plans periodically and in the light of changes to your organisation's strategic objectives and plans

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KNOWLEDGE REQUIREMENTS

K1. Explain how to engage employees and other stakeholders in workforce planning

K2. Describe what an effective workforce plan should cover

K3. Identify the information required to undertake workforce planning

K4. Identify the legislation and requirements relating to employment, workers' welfare and rights, equality and health and safety

K5. Explain how to take account of equality, diversity and inclusion issues in workforce planning

K6. Describe the strategies and/or services which need to be in place for when people leave, including redundancy counselling

K7. Explain the importance of putting contingency plans in place and how to do so effectively

K8. Describe the different ways in which workforce requirements can be met, their advantages and disadvantages, costs and benefits

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Evaluate your future staffing needs could include review of:
- Staff appraisals
- Job descriptions
- Training audits
- Identified training needs
- Skills shortages

2. Review and identify the competences required could include:
- Identify the knowledge, skills and competence required
- Review the capacity and capability of the current workforce
- Identify any learning or development needs

3. Workforce and contingency plans can include:
- Succession planning
- Adjusting to new business challenges

4. Communicate and review workforce plans
- Initial discussions with key stakeholders
- Regular updates on manpower planning

Important behaviours for supervisors/ managers include:
1. Seize opportunities presented by the diversity of people
2. Identify people's preferred ways of communicating
3. Use communication media and styles appropriate to different people and situations
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Watch out for potential risks and hazards
6. Make effective use of existing sources of information
7. Identify systemic issues and seek to mitigate their impact on performance
8. Anticipate likely future scenarios based on realistic analysis of trends and developments
9. Work towards a clearly defined vision of the future
10. Take decisions in uncertain situations or based on incomplete information when necessary
11. Take and implement difficult and/or unpopular decisions, where necessary

ASSESSMENT GUIDE

This Unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/ managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

1. Two examples/cases/reports of how you evaluated your future staffing needs and reviewed and identified the competences required
2. Two examples of workforce planning and contingency plans to address future business needs and challenges
3. Two reports/examples of how you communicated workforce plans to relevant people

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:
- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc. (without named individuals)
- Observation
- Personal statements
- Witness testimony
- Professional discussion

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

Assessing knowledge and understanding:
Knowledge and understanding are key components of competent performance. Where knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence such as:

- Documented answers to oral questioning
- Written examination.

RELEVANT OCCUPATIONS	ACCSTP REF
Department or Division Managers in tourism organisations	D1.HML.CL10.10

GAS2. UNIT TITLE: OPTIMISE EFFECTIVE USE OF TECHNOLOGY

UNIT DESCRIPTOR

This unit covers the competencies required to ensure those working in your organisation or area of responsibility use technology to enhance business performance – for example, information or communications technology, equipment, machinery.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify opportunities to use technology effectively

P1. Engage appropriate colleagues in identifying and developing effective approaches to the use of technology in your hospitality or tourism/travel company

P2. Seek and make use of specialist expertise to assist in developing, implementing and reviewing your strategy for using technology and monitoring performance in relation to the use of technology

P3. Identify the current approaches to the use of technology within your organisation or area of responsibility and any plans to discard or introduce technology or to use existing technology for different purposes

P4. Identify opportunities for introducing new technology, adapting existing technology or using existing technology for different purposes

E2. Introduce new technology into the organisation

P5. Communicate the strategy for using technology to colleagues and to other key stakeholders

P6. Check that any new technology is compatible with existing technology

P7. Monitor the introduction of any technology or adaptation of existing technology carefully and take prompt and effective action to address any problems

E3. Ensure support for new technology introduced

P8. Ensure that resources and support are provided to enable colleagues to make effective use of the available technology

P9. Ensure that contingency plans are in place in case technology fails

P10. Maintain systems to monitor implementation of the strategy and report on the technology performance of your organisation or area of responsibility

KNOWLEDGE REQUIREMENTS

K1. Define the different types of technology suitable for a hospitality or tourism organisation

K2. List the main factors to consider when assessing the use and/or introduction of new technology, including the full costs and benefits

K3. Explain the importance of consulting with colleagues and other relevant parties in relation to technology

K4. Describe what an effective strategy for using technology should cover

K5. Explain the importance of contingency planning in relation to the on-going use and/or introduction of technology and how to do this effectively

K6. Define the different techniques and methods for communicating the organisation's approach to and strategy for using technology

K7. Explain how to check the compatibility of new technology with existing technology

K8. Describe how to establish systems for reviewing the implementation of the strategy for using technology and identifying areas for improvement

K9. Define the types of resources and support needed to enable colleagues to make the best use of the available technology

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Opportunities to use technology effectively could include:**
   - Analysis of business needs to identify areas where technology could help productivity and save cost
   - Analysis of service areas to identify areas where technology could help efficiency and save time

2. **Seeking and making use of specialist expertise in relation to the use of technology could include:**
   - IT staff in the organisation
   - External suppliers
   - Consultants

3. **Communicate the strategy for using technology to colleagues and to other key stakeholders could include:**
   - Presentations or meetings
   - Email or internal messaging
   - Others

4. **Monitor the introduction of any technology or adaptation of existing technology could include:**
   - Liaison with IT department
   - Liaison with users and user department

Important behaviours for supervisors/managers include:

1. Seek opportunities to improve performance
2. Constructively seek and recommend better alternatives
3. Try out new ways of working
4. Present information clearly, concisely, accurately and in ways that promote understanding
5. Reflect on your experiences and use the lessons to guide your decisions and actions
6. Balance risks against the benefits that may arise from taking risks
7. Take personal responsibility for making things happen
8. Create a sense of common purpose
9. Anticipate likely future scenarios based on realistic analysis of trends and developments
10. Specify the assumptions made and risks involved in understanding a situation
11. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on optimising the use of technology in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. At least one occasion where you engaged appropriate colleagues and specialist advice in identifying and developing effective approaches to the use of technology in your hospitality or tourism/travel company

2. At least one occasion when you identified the current approaches to the use of technology within your organisation or area of responsibility and discussed plans to discard or introduce technology or to use existing technology for different purposes

3. At least one record of how you introduced new technology into the organisation, monitored the introduction of technology or adaptation of existing technology and took action to address any problems

4. At least one occasion when you provided resources, support (including monitoring & maintenance) to enable colleagues to make effective use of the available technology

5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Suitable methods will include:
- Portfolio of workplace evidence (This could be minutes or notes of meetings, reports or recommendations from others)
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
Managers in tourism occupations	D1.HGA.CL6.12 & D1.HRM.CL9.13

GAS3. UNIT TITLE: ESTABLISH POLICIES AND PROCEDURES

UNIT DESCRIPTOR

This unit covers the competencies required to establish policies and procedures relating to legal, regulatory, ethical and social requirements, and to communicate these policies and procedures to relevant people.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop operational policies

P1. Develop operational polices and strategies based on monitoring of workplace needs and identification of opportunities for improvement and innovation

P2. Develop scope and objectives of the required initiative based on enterprise goals, staff and customer feedback

P3. Identify and analyse internal and external factors that may impact on the policy

P4. Consult appropriate stakeholders during the development of the policy

P5. Develop appropriate and financially-sound resource strategies

P6. Develop administrative framework and systems capable of supporting the planned initiative

P7. Identify and communicate clearly all priorities, responsibilities and timelines

P8. Develop evaluation systems in consultation with appropriate colleagues

E2. Administer and monitor operational policy

P9. Implement and evaluate identified actions in accordance with agreed priorities

P10. Monitor performance indicators

P11. Provide progress and other reports as required

P12. Make assessment of the need for additional resource requirements and take appropriate action

E3. Conduct on-going evaluation

P13. Review the operational policy to assess effectiveness in the workplace

P14. Monitor performance

P15. Identify problems and make adjustments accordingly

P16. Incorporate the results of evaluation into on-going planning

KNOWLEDGE REQUIREMENTS

K1. Explain the key planning concepts and techniques including the structure of operational polices and steps in the planning process

K2. Explain how to develop operational polices and strategies based on monitoring of workplace needs

K3. Identify some of the internal and external factors that may impact on the policy

K4. Explain the factors in developing appropriate and financially-sound resource strategies

K5. Describe the administrative framework and systems capable of supporting the planned initiative

K6. Describe the best channels to communicate priorities, responsibilities and timelines

K7. Describe the progress and other reports used for monitoring policy implementation

K8. Explain how the operational policy is evaluated to assess effectiveness in the workplace

K9. Explain how you would incorporate the results of evaluation into on-going planning

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Policies requiring development could include:
- Environment
- Products and services
- Training
- Workplace relations
- Finance
- Asset management
- Others

2. Strategies may include:
- Client development
- Geographic expansion
- Organisational growth
- Service growth
- Debt reduction
- Income development
- Others

3. Objectives may include:
- Sales figures
- Revenues
- Delivery times
- Service standards
- Client numbers
- Sales figures and targets
- Booking levels
- Customer or staff feedback
- Productivity gains
- Guest satisfaction

4. Analyse internal and external factors may relate to:
- Capabilities and resources
- Trends and developments in the marketplace
- Comparative market information
- Legal and ethical constraints

5. Stakeholders may include:
- Customers
- Employees
- Government agencies
- Owners
- Suppliers
- Strategic alliance partners

6. Evaluate may include:
- Key performance indicators
- Gap analysis
- Customer feedback
- Compliance reports
- Employee feedback

7. Performance indicators may include:
- Sales
- Return on investment
- Customer service
- Debt servicing costs

8. Review the operational plan may relate to:
- Quarterly reviews
- Business plan cycle
- Major events triggering a review, e.g. change in market-place

9. Performance may relate to:
- Market share
- Sales figures
- Customer satisfaction
- Staff retention

Important behaviours for supervisors/ managers include:
1. Seek opportunities to improve performance
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Present information clearly, concisely, accurately and in ways that promote understanding
5. Reflect on your experiences and use the lessons to guide your decisions and actions
6. Balance risks against the benefits that may arise from taking risks
7. Take personal responsibility for making things happen
8. Create a sense of common purpose
9. Anticipate likely future scenarios based on realistic analysis of trends and developments
10. Specify the assumptions made and risks involved in understanding a situation
11. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on planning and implementing responsible tourism policies and procedures in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation. Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. **Evidence must include:** 1. Example of at least two operational policies/strategies developed based on monitoring of workplace needs and identification of opportunities for improvement and innovation 2. Example of one operational policy implemented and evaluated in accordance with agreed priorities and performance indicators 3. Example of one operational policy monitored for performance, adjusted and incorporating the results of evaluation into on-going planning 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions	**Suitable methods will include:** • Portfolio of workplace evidence (This could be minutes or notes of meetings, reports or recommendations from others) • Personal statements • Witness testimony • Professional discussion Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly. A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
Managers in tourism occupations	D1.HGA.CL6.01

COS1. UNIT TITLE: USE THE TELEPHONE IN THE WORKPLACE

UNIT DESCRIPTOR

This unit describes the competencies required to use the phone in the workplace. It includes preparation to answer the phone effectively to handle all telephone situations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Communicate effectively on the telephone
P1. Prepare to answer the phone
P2. Ensure the appropriate greeting style is applied
P3. Speak clearly and slowly

E2. Initiate a telephone call
P4. Prepare content for telephone conversation
P5. Dial the number correctly
P6. End the call courteously

E3. Transfer a call
P7. Check if the transfer request is allowed or not
P8. Inform the caller that the call will be transferred if applicable
P9. Connect with a third party
P10. Ensure the call is transferred promptly

E4. Place a call on hold
P11. Inform the caller of the call status
P12. Offer alternative contacts if the called party is engaged

E5. Take a message
P13. Check if the caller wants to leave a message or voice mail message
P14. Complete the message form after reconfirming all the details with the caller
P15. Pass the message to the person concerned

KNOWLEDGE REQUIREMENTS

K1. List things that need to be ready for an effective telephone communication
K2. State the property's greeting standard
K3. Explain the importance of speaking clearly and slowly
K4. Identify the information needed to prepare for the call

K5. Describe how to end the call courteously
K6. Explain how the call could be transferred
K7. Explain how the call could be placed on hold
K8. Identify what information is needed to complete a message form

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Communicate effectively on the telephone includes:**
   - Using a telephone/switch board/headphone sets
   - Greeting standards

2. **Initiate a telephone call requires:**
   - Paper/note pad
   - Pen
   - Telephone directory
   - Telephone number
   - Conversation content

3. **Transfer a call requires:**
   - Extension number list
   - Telephone directory

4. **Take a call message requires:**
   - Message form
   - In-house guest/expected arrival list
   - Message envelope

ASSESSMENT GUIDE

1. At least four telephone calls should be observed and monitored to ensure the standard is met
2. Assessment should ensure the property's standards and procedures in using the phone in the workplace are followed

ASSESSMENT METHODS

- Observation of practical candidate performance
- Oral test, written questions and/or multiple choice test
- Third party reports completed by a supervisor
- Role play

RELEVANT OCCUPATIONS

Food & Beverage, Waiter/Waitress, Receptionist/ Front Desk Agent, Guest Service Agent, Housekeeping Attendant, Kitchen, Security, Engineer, Tour Operator

ACCSTP REF

D1.HRS.CL1.04 & D1.HOT.CL1.07

COS3. UNIT TITLE: COMPLETE ROUTINE ADMINISTRATIVE TASKS

UNIT DESCRIPTOR

This unit covers the competencies required to perform routine clerical and administrative tasks in a hospitality or tourism business.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare business documents

P1. Prepare and process documents with appropriate office equipment in accordance with organisational procedures and within designated timelines

P2. Draft basic communications using appropriate office equipment

E2. Read and respond to different business documents

P3. Receive, clarify and assess requirements of instructions and/or directions in accordance with organisational policies and procedures

P4. Read and interpret relevant details from instructions, directions and/or diagrams for application to particular jobs

P5. Comply with directions or instructions within designated timelines

E3. Maintain information and filing systems

P6. Maintain information and filing systems in accordance with organisational requirements

P7. Update reference and index systems in accordance with organisational requirements

P8. Retrieve files in response to information requests

P9. Follow security and confidentiality procedures

KNOWLEDGE REQUIREMENTS

K1. Explain how to prepare and process different types of documents using different equipment

K2. Describe the range of communication methods used in your work environment

K3. List the organisational procedures used for different business documents

K4. Describe the types of instructions, directions and/or diagrams used in your workplace

K5. List the information and filing systems used in your organisation

K6. List the reference and index systems used in your organisation

K7. Describe the file retrieval system used in your organisation

K8. Describe your organisation's security and confidentiality procedures

CONDITIONS OF PERFORMANCE AND VARIABLES

The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between different hospitality and tourism organisation.

1. Documents may include:
- Mail, such as incoming and outgoing correspondence, guest mail and courier
- Files, such as customer records, correspondence, financial records, receipts, invoices and orders
- Correspondence, such as letters, facsimiles, memos and reports and others
- Menus

2. Office equipment may include:
- Computer
- Photocopier
- Facsimile
- Printer or scanner
- Others

3. Procedures may relate to:
- Hazard policies and procedures
- Emergency, fire and accident procedures
- Personal safety procedures
- Use of motor vehicles
- Job procedures and work instructions

CONDITIONS OF PERFORMANCE AND VARIABLES

4. Instructions, directions and/or diagrams may include:
- Work instructions
- Directions on how to use equipment safely
- Directions on how to complete a task safely
- Diagrams that show safe working procedures
- Policies and procedures
- Manuals

5. Information/documentation may include:
- Workplace procedures, checklists and instructions
- Goods identification numbers and codes
- Manufacturer's specifications
- Workplace policies
- Supplier and/or client instructions
- Legislation, regulations and related documentation
- Emergency procedures
- Others

6. Instructions and/or directions may relate to:
- Letters
- Memos
- Faxes
- Emails
- Invoices and purchase orders
- Policies and procedures
- Manuals
- Others

7. Information may include:
- Correspondence, such as faxes, memos, letters, email and other documents
- Computer databases, customer records
- Sales records, including monthly forecasts, targets achieved
- Forms, including insurance forms, membership forms
- Invoices, such as from suppliers, to debtors
- Personnel records, including personal details, salary rates
- Information on training needs
- Marketing reports/plans/budgets
- Financial figures
- Others

8. Organisational requirements may include:
- Security and confidentiality requirements
- Legal and organisational policy/guidelines and requirements
- Management and accountability channels
- Others

ASSESSMENT GUIDE

Performance assessment must include:
1. Three examples of documents prepared and processed with appropriate office equipment in accordance with organisational procedures and within designated timelines
2. Three examples of processes that required following instructions and/or directions in accordance with organisational policies and procedures
3. Three examples of interpreting relevant details from instructions, directions and/or diagrams for application to particular jobs
4. Two examples of maintaining information and filing systems, retrieving files and archiving files in accordance with organisational requirements

ASSESSMENT METHODS

The following methods may be used to assess competency for this unit:
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Third party reports completed by a supervisor

RELEVANT OCCUPATIONS

Front Office Staff, Travel and Tour Operator Companies

ACCSTP REF

D1.HOT.CL1.05 & 06;
D1.HGA.CL6. 03, 06, 07 & 12

COS4. UNIT TITLE: USE ENGLISH AT A BASIC OPERATIONAL LEVEL

UNIT DESCRIPTOR

This unit describes the competencies required to converse orally in English in the workplace at a basic operational level.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Make simple conversation
P1. Respond to opening comments
P2. Comment on familiar topics
P3. Conclude a conversation

E2. Respond to simple requests
P4. Confirm understanding of instructions or requests
P5. Request clarification of instructions or requests

E3. Make simple requests
P6. Use polite forms to make simple requests
P7. Thank the person responding to your request

E4. Express preferences
P8. Talk about likes and dislikes
P9. Discuss preferences and give reasons

KNOWLEDGE REQUIREMENTS

K1. Respond to opening comments and make simple conversation
K2. Comment on familiar topics and conclude a conversation
K3. Make and respond to simple requests
K4. Confirm understanding and request clarification of instructions or requests

K5. Describe routine procedures and explain a sequence of routine job tasks
K6. Make suggestions on how to improve routine procedures or in communication with guests
K7. Express likes, dislikes and preferences and give preferences and reasons

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CONDITIONS OF PERFORMANCE AND VARIABLES

This unit applies where conversing in English at a basic operational level is required within all divisions of the hospitality and tourism industry and includes all staff with guest contact.

1. Opening comments may include:
- How are you? Did you have a good trip? How can I help you?
- Others

2. Familiar topics may include:
- Giving directions; providing advice on the best places to shop, eat, visit etc; providing advice about a customer's special needs; providing information; referring a customer complaint to a supervisor; safety & healthy related information
- Others

3. Closing remarks may include:
- I hope you enjoy your stay/tour; Goodbye and I hope we see you again soon; Thank you for staying here; Please enjoy your tour
- Others

4. Ways to seek clarification may include:
- Asking the person to repeat themselves, e.g. would you mind saying that again? Would you mind spelling it? Sorry I didn't catch that. Sorry I missed that, Can you go over that again? Can you say that again please?
- Seeking clarification, e.g. Can you please confirm you want to check out tomorrow? Are you looking for an all-day or half-day tour?

5. Polite forms used for making requests may include:
- Please can you provide your driving licence for the hired car? Would you mind waiting for five minutes while I deal with this guest?

6. Avoiding jargon in conversations with guests:
- Your room rate is US$100 plus plus/net
- We are pleased to offer you FOC breakfast

ASSESSMENT GUIDE	ASSESSMENT METHODS
Assessment should ensure that the person can communicate effectively in the following situations: 1. Respond to opening comments and make simple conversation 2. Comment on familiar topics and conclude a conversation 3. Make and respond to simple requests 4. Confirm understanding and request clarification of instructions or requests 5. Describe routine procedures and explain a sequence of routine job tasks 6. Make suggestions on how to improve routine procedures 7. Express likes, dislikes and preferences and give preferences and reasons	Assessment must ensure actual or simulated workplace application of situations where people converse at a basic operational level with guests or customers or in a classroom environment where the person can demonstrate their ability to communicate in basic English **The following methods may be used to assess competency for this unit:** ・ Observation of practical candidate performance ・ Interviews ・ Role plays ・ Oral and written questions

RELEVANT OCCUPATIONS	ACCSTP REF
All tourism occupations	D1.LAN.CL1.01

COS5. UNIT TITLE: MAINTAIN INDUSTRY KNOWLEDGE

UNIT DESCRIPTOR

This unit describes the competencies required to source, maintain and use hospitality and tourism industry knowledge in a range of settings in the workplace.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Source current information on the hospitality and tourism industry

P1. Access sources of information on the hospitality and tourism industry relevant to job requirements

P2. Obtain information on the hospitality and tourism industry to assist effective work performance

E2. Use industry information to inform best practice

P3. Obtain and distribute information as required by customers or guests

P4. Conduct work activities in accordance with legal requirements and ethical standards

P5. Apply industry knowledge and information to the day-to-day operation of the hospitality or tourism business

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KNOWLEDGE REQUIREMENTS

K1. Identify sources of reliable information on the Internet and elsewhere to update industry knowledge

K2. Describe the different sectors of the hospitality and tourism industry and their inter relationships

K3. Explain the role and function of two of the following sectors: food and beverage, front office, food production/kitchen operations, housekeeping, travel agencies and tour operations/tour guiding

K4. Explain what is meant by quality and continuous improvement in hospitality and tourism and the role of individual staff members in maintaining quality services

K5. Provide examples of responsible tourism including energy saving, waste minimization and recycling

K6. Describe two basic laws, regulations or guidelines that apply to the hospitality and tourism industries and effect how a staff member conducts his/her work

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. This unit applies to maintaining hospitality and tourism industry knowledge and may include:
  - Hotel operations
  - Travel and tour operations
  - Tour guiding
  - Event management
  - Other tourism related industries such as transport, airlines and spa and leisure etc.

2. Information may relate to:
  - Different sectors and relationships between travel and hospitality
  - Environmental issues and requirements, including responsible and sustainable tourism
  - Work ethic required to work in the industry
  - Industry expectations of staff
  - Quality assurance
  - Guest service information such as itineraries, airline or road travel, local attractions etc.
  - Information on local banks, hospitals, embassy and others

CONDITIONS OF PERFORMANCE AND VARIABLES

3. Sources of information may include:
- Internet (check reliability)
- Media
- Tourism associations
- Industry associations
- Industry journals
- Information services
- Personal observation and experience
- Colleagues, supervisors and managers
- Industry contacts, mentors and advisors
- Others

4. Other industries may include:
- Entertainment
- Food production
- Wine production
- Recreation
- Meetings and events
- Retail
- Others

5. Legal issues which impact on the industry include:
- Consumer protection
- Duty of care
- Equal employment opportunity
- Anti-discrimination
- Workplace relations
- Child sex tourism

6. Ethical issues impacting to the industry include:
- Confidentiality
- Commission procedures
- Overbooking
- Pricing
- Tipping
- Gifts and services free of charge
- Product recommendations
- Others

ASSESSMENT GUIDE

This is a core unit that underpins effective performance in all other units; combined training and assessment may be appropriate:

1. Evidence of ability to source various information from at least two sources
2. Evidence of ability to source at least three different types of information related to work performance
3. Evidence of obtaining and distributing three types of information as required by customers or guests
4. Two examples of conducting work activities in accordance with company legal requirements and ethical standards
5. Two examples of applying industry knowledge and information to the day-to-day operation of the hospitality or tourism business

ASSESSMENT METHODS

For the learner to reach the required standard there should be evidence performance gathered through observation, work evidence and questioning:
- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Role play

RELEVANT OCCUPATIONS	ACCSTP REF
All occupational areas in tourism businesses	D1.HOT.CL1.08

COS6. UNIT TITLE: PROVIDE BASIC FIRST AID

UNIT DESCRIPTOR

This unit covers the competencies required to perform basic first aid in a range of settings within a hospitality and tourism environment.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Perform immediate lifesaving first aid pending the arrival of medical aid

P1. Ensure casualty is comfortable before requesting medical aid

P2. Place unconscious casualty in stable side position and clear the airways to promote breathing in accordance with established first aid procedures

P3. Stem casualty with external bleeding by following standard first aid procedures

E2. Apply basic first aid

P4. Provide first aid using established first aid procedures and available resources and equipment

P5. Monitor casualty's condition and respond in accordance with accepted first aid principles

P6. Seek first aid assistance from others in a timely manner

P7. Record accidents and injuries in accordance with organisational procedures

E3. Adapt first aid procedures for remote situations

P8. Care for injured person in remote conditions until help arrives, including the monitoring of airway, breathing and heartbeat, the control of pain, hydration and the maintenance of body temperature.

P9. Correctly care for casualty with 'severe injuries' in a remote situation, including preparation for transport

E4. Communicate details of the incident

P10. Request appropriate medical assistance using the most relevant and appropriate communication mechanism

P11. Convey details of casualty's condition and first-aid management activities accurately to emergency services or other personnel

P12. Prepare reports to supervisors in a timely manner, presenting all relevant facts

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KNOWLEDGE REQUIREMENTS

K1. Describe first aid situations that may occur in the workplace and appropriate first aid action, treatments and solutions

K2. List relevant health legislation and procedures

K3. Explain the priorities of first aid care

K4. Explain first aid procedures for:
   a. Conducting an initial patient first aid assessment
   b. Managing injuries
   c. Carrying out resuscitation techniques
   d. Reporting on first aid situations and action taken

K5. Describe techniques for management and care of casualties in various first aid situations, including:
   a. Acute illness and/or injury
   b. Wounds and bleeding
   c. Burns
   d. Bone, joint and muscle injuries

K6. Explain causes of respiratory failure and breathing difficulty

K7. Describe the DRABC action plan for the identification and control of danger, loss of consciousness and response, loss of airway, breathing and circulation. RED: rest, elevate and direct pressure for bleeding cases

K8. List the symptoms and signs of the most common causes of unconsciousness:
   a. Poisoning, bites and stings
   b. Sprains and strains
   c. Fractures (simple, compound and complicated)
   d. Dislocated joints
   e. Head, neck and back injuries
   f. Severe internal bleeding
   g. Abdominal, pelvic and chest injuries
   h. Shock as a result of severe injury
   i. Angina pain, heart attack and heart failure
   j. Burns and associated shock

K9. Explain the safety precautions needed to prevent accidents, illness and injuries and infection in remote area situations

K10. Describe communication techniques related to the provision of first aid

CONDITIONS OF PERFORMANCE AND VARIABLES

The unit variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between organisations and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to performing basic first aid procedures within hotel and tourism businesses and may include: Front Office, Housekeeping, Food and Beverage Service, Food Preparation, Travel and Tour Operations, Tour Guiding, On-site Tour Guiding, Tourist Boat Services.

1. Physical hazards may include:
- Workplace hazards, e.g. machinery, vehicles, environment
- Hazards associated with managing casualty, such as being bitten, confused, casualty becomes violent
- Bodily fluids
- Risk of further injury to the casualty

2. Casualty's vital signs and physical condition are managed for:
- Response, i.e. conscious or unconscious
- Airways, i.e. blocked, likely to become blocked
- Breathing, e.g. regular, irregular, possible problem with lungs
- Circulation, e.g. pulse, heart-beat is strong/weak, or racing pulse
- Possible neck or back injury
- Shock
- Allergic reaction/s
- Bleeding

3. First aid management may include:
- Management of external bleeding and shock
- Management of minor wounds and infection control
- Management of venomous bites and stings/poisons/allergic reactions
- Management of fractures
- Management of head and spinal injuries
- Management of airways including asthma

4. First aid may include:
- Resuscitation techniques
- CPR (Cardio pulmonary resuscitation) technique
- Bleeding and wound care
- Burns and scalds care
- Infection control
- Bandaging/splinting

5. Seek first aid assistance may include:
- Obtaining co-worker support
- Obtaining support from first aider
- Requesting emergency services assistance
- Requesting medical assistance
- Following hotel policy (helping guest to buy medicine or offering medicine to guests)

6. Details may relate to:
- Casualties conditions
- Location
- Assistance provided
- Number of casualties
- Assistance required

ASSESSMENT GUIDE

This unit will be difficult to assess by observation of work practices unless there are medical emergencies that the person is directly involved with in the workplace. Therefore the most likely method of assessment will be simulation in a controlled environment.

Assessment should ensure:
1. Knowledge of company policies and procedures in regard to administering first aid
2. Knowledge of policies and procedures in regard to completing records of first aid
3. Ability to apply the basic principles of administering first aid in a simulated situation for 3 incidents
4. Ability to carry out necessary procedures to manage a life-threatening situation for 2 incidents
5. Demonstration of CPR and resuscitation techniques on one occasion

ASSESSMENT METHODS

This unit maybe assessed in a simulated situation in order to provide experience in applying the competencies:
- Assessment should include practical demonstration through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility
- Knowledge can be tested by oral or written questioning
- Role play

RELEVANT OCCUPATIONS	ACCSTP REF
All tourism staff working in a variety of businesses and occupational areas	D1.HOT.CL1.12

COS7. UNIT TITLE: PROVIDE SAFETY AND SECURITY

UNIT DESCRIPTOR

This unit covers the competencies required in being safe in the workplace and being responsible for the safety and security of yourself and others. It is about identifying hazards, minimising risks and contributing to the security of the workplace.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Minimise risks to people and property in the workplace

P1. Follow agreed safety procedures to minimise risks to people and property

P2. Maintain the security of the workplace following agreed procedures

P3. Ensure your own safety and security and that of others in your immediate workplace

P4. Behave in a way that minimise the risks to yourself and others

E2. Take action to deal with security and safety risks

P5. Take appropriate action in the event of incidents involving the security and safety of self and others

P6. Take appropriate measures to ensure you can work safely with aggressive and difficult customers

P7. Take appropriate action in the event of dentifying the risk of danger to individuals

E3. Provide basic security services

P8. Operate basic security equipment in a work place or other establishment

P9. Escort, carry and store valuable items

E4. Recording and reporting hazards and incidents

P10. Report potential hazards in the workplace to the appropriate person

P11. Report and record incidents following agreed procedures

KNOWLEDGE REQUIREMENTS

K1. Explain why risks should be assessed and reported

K2. Describe what actions should be taken for different types of risks

K3. State your personal responsibility for maintaining safety and security of yourself and others in the workplace

K4. Describe the legal responsibilities of employers and employees in relation to health and safety in the workplace

K5. Describe your role in maintaining health, safety and security in your immediate workplace

K6. List the procedures to follow for different emergencies

K7. Describe the ways of identifying aggressive behaviours and actions to take to ensure own safety

K8. Explain how to identify hazards and report them

K9. List some ways of minimising risks in the workplace

K10. Explain how to operate basic security equipment in work place or other establishment

K11. Describe the process to escort, carry and store valuable items

K12. List the required reporting arrangements in the event of accidents and incidents

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Safety procedures to minimise risks and provide security to people and property would include:**
   - Procedures issued by the organisation
   - Government occupational health and safety legislation

2. **Minimising risks to yourself and others would include:**
   - Ensuring safety of guests and customers
   - Ensuring you do not take unnecessary risks

3. **Incidents involving the security and safety of self and others could include:**
   - Fire
   - Bomb threats
   - Intruders
   - Theft
   - Weather
   - Food poisoning
   - Accidents
   - Others

4. **Appropriate measures to ensure you can work safely with aggressive and difficult customers may include:**
   - Trying to calm the customer
   - Avoiding confrontation and physical action
   - Calling for help from colleagues or security
   - Involving management

5. **Basic security equipment in work place or other establishment may include:**
   - Walkie-talkie handsets
   - Security cameras
   - Key control
   - Security boxes
   - Others

6. **Escort, carry and store valuable items may include:**
   - Guest valuables
   - Valuable equipment such as computers and cameras
   - Staff personal property
   - Others

7. **Hazards may include:**
   - Lifting and pushing – e.g. handling heavy or awkward shaped objects
   - Slips, trips, falls – e.g. slipping on a wet floor or tripping on uneven surfaces
   - Hot surfaces and substances – e.g. hot plates, pans and splashes from hot oils or liquids
   - Cutting equipment – e.g. knives and electric meat slicers
   - Damaged furniture
   - Obstructions – e.g. doors, passageways and rooms
   - Chemicals or cleaning fluids

8. **Report and record incidents following agreed procedures may include:**
   - Incident report form
   - Shift report form
   - Official accident or personal injury record
   - Equipment damage form
   - Bomb threat report
   - Guest in-house report
   - The most updated duty roster

ASSESSMENT GUIDE

Where actual incidents have taken place, been addressed and reported, evidence from workplace supervisors should be included. Otherwise, these competences will need to be assessed through simulation, role play and other activities due to the nature of the issues being assessed.

Evidence should show the person is able to:

1. Take appropriate measures with aggressive and difficult customers on two occasions
2. Operate basic security equipment in a work place or other establishment on one occasion
3. Escort, carry and store valuable items on one occasion
4. Record and report hazards and incidents on two occasions

Have knowledge of:

1. Agreed safety procedures to minimise risks to people and property
2. Know how to take action to deal with security and safety risks

ASSESSMENT METHODS

Assessment for this unit may be either from actual workplace incident reports and supervisor witness statements.

If this cannot be assessed in the workplace, then assessment would involve:
- Simulation of emergency situations/role play
- Written test or oral questioning of the trainee to establish their understanding of the competences for this unit

RELEVANT OCCUPATIONS	ACCSTP REF
All staff in tourism occupations	D1.HSS.CL4.01

COS9. UNIT TITLE: APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE

UNIT DESCRIPTOR

This unit covers the competencies required to apply information & communication technology knowledge.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Input data into information and communication system

P1. Enter data into a computer using appropriate programme/application in accordance with organisational procedures

P2. Check accuracy of information and save information in compliance with the standard operating procedures

P3. Input data in storage media according to requirements

E2. Access information using communication technology

P4. Correct program/application selected based on job requirements

P5. Access programme/application containing the information required according to organisational procedures

P6. Select correctly, open and close desktop icons for navigation purposes

E3. Produce/output data using computer technology

P7. Process entered/stored data using appropriate software commands

P8. Print out data as required using computer hardware/peripheral devices in accordance with standard operating procedures

P9. Transfer files and data between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures

E4. Maintain computer equipment and systems

P10. Implement systems for cleaning, minor maintenance and replacement of consumables

P11. Implement procedures for ensuring security of data, including regular back-ups and virus checks in accordance with standard operating procedures

P12. Implement basic file maintenance procedures in line with the standard operating procedures

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KNOWLEDGE REQUIREMENTS

K1. List and explain the basic ergonomics of keyboard and computer use

K2. Describe the main types of ICT and basic features of different operating systems

K3. List and describe the main parts of a computer

K4. Define the storage devices and basic categories of memory

K5. List and explain the relevant types of software, antivirus programmes, general security

K6. Explain how to calculate computer capacity

K7. Describe how to produce accurate and complete data in accordance with the requirements

K8. Explain how to use appropriate devices and procedures to transfer files/data accurately

K9. Describe the importance to maintain a computer system

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit standard covers the following range:

1. **Tools, equipment and materials required may include:**
   - Storage device
   - Different software and hardware
   - Personal computers system
   - Laptop computer
   - Printers
   - Scanner
   - Keyboard
   - Mouse

2. **Disk drive/CDs, DVDs, compressed storage device may include:**
   - Hardware and peripheral devices
   - Personal computers
   - Tablets
   - Networked systems
   - Communication equipment
   - Printers
   - Scanners
   - Keyboard
   - Mouse

3. **Software may include but not be limited to:**
   - Word processing packages
   - Data base packages
   - Internet
   - Spread sheets

4. **Storage media may include but not be limited to:**
   - Diskettes
   - CDs
   - Zip disks
   - DVDs
   - Hard disk drives, local and remote

5. **Ergonomic guidelines may include:**
   - Types of equipment used
   - Appropriate furniture
   - Seating posture
   - Lifting posture
   - Visual display unit screen brightness

6. **IT Literacy may include:**
   - Managing directories/folders/files
   - Managing network devices
   - Simple maintenance
   - Creating more space in the hard disk
   - Reviewing programs
   - Deleting unwanted files
   - Backing up files
   - Checking hard drive for errors
   - Using up to date anti-virus programs
   - Cleaning dust from internal and external surfaces

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. Observation of at least two software programmes used 2. At least one report on data produced on computer system 3. At least one procedure followed on information system maintenance	**Suitable assessment methods may include:** • Case studies • Observation of practical candidate performance • Oral and written questions • Third party reports completed by a supervisor

RELEVANT OCCUPATIONS	ACCSTP REF
Most staff in tourism occupations	DT.TCC.CL1.10

GES2. UNIT TITLE: RECEIVE AND RESOLVE COMPLAINTS

UNIT DESCRIPTOR

This unit covers the competencies required to receive and resolve customer complaints in a range of settings within the in the hospitality and tourism industry workplace.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify and analyse the complaint

P1. Receive and accurately record a verbal complaint using active listening and empathy techniques

P2. Identify through appropriate communication techniques the exact nature of the customer's complaint

P3. Maintain register or complaint file in accordance with procedures

E2. Respond to complaints

P4. Reassure the customer that their complaint will be handled as quickly as possible in order to resolve the problem

P5. Process complaint in accordance with organisation standards, policies and procedures

P6. Obtain and review documentation in relation to complaint

P7. Update register of complaints

E3. Determine action and resolve complaint

P8. Agree and confirm action to resolve the complaint with the customer

P9. Demonstrate a commitment to the customer to resolve the complaint

P10. Inform customer of outcome of investigation of complaint

E4. Refer significant complaints

P11. Identify complaints that require referral to other personnel, managers or external parties

P12. Refer complaint to appropriate personnel for follow-up in accordance with individual level of responsibility

P13. Forward all necessary documentation including investigation reports to appropriate personnel

P14. Escalate complaints which cannot be resolved to an appropriate person

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KNOWLEDGE REQUIREMENTS

K1. Describe different types of common complaints

K2. Describe the process for handling a simple complaint

K3. Describe the factors in considering handling guests from different cultures

K4. Explain how to record a verbal complaint using active listening and empathy techniques

K5. Relate how to maintain a register or complaint file in accordance with procedures

K6. Explain the process for resolving a customer problem and informing the customer of the outcome of investigation of complaint

K7. Explain the procedure for referring significant complaints

---

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit applies to complaints received by any department in the hotel, restaurant or tour and travel company.

1. Complaints may be related to any expression of dissatisfaction with service by a customer and could include:

- Written complaints, e.g. letter, email, on website, through social media etc.
- Complaint or feedback form
- Verbal, face-to-face and over the telephone

2. Appropriate communication techniques may be:

- The use of active listening with open and closed questions
- Speaking clearly and concisely and using appropriate language and tone of voice
- Giving customers full attention by maintaining eye contact in face-to face interactions
- Note-taking during the conversation

CONDITIONS OF PERFORMANCE AND VARIABLES

3. Organisational standards, policies and procedures may include:
- Complaint handling procedures
- Organisational standard report forms
- Job descriptions
- Code of ethics
- Quality systems, standards and guidelines
- Insurance/liabilities policies

4. Inform customer of outcome may include:
- Providing documentation and/or evidence that supports customer complaint
- Information (verbal or written) that directly relates to the complaint being investigated
- Information (verbal or written) that is presented in a calm and accurate manner

5. Appropriate person may include:
- Immediate superior within the organisational hierarchy
- Specialist customer service staff

ASSESSMENT GUIDE

For the learner to reach the required standard there should be evidence performance gathered through observing the work for:
1. At least two types of customers
2. At least two types of complaints
3. At least two types of communication methods
4. At least two examples of information provided to customers

ASSESSMENT METHODS

This unit may be assessed on or off the job:
- Assessment should include practical demonstration of complaint resolution processes either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility

The following methods may be used to assess competency for this unit:
- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

All customer-facing staff in hotels, restaurants or travel and tour operator companies, e.g. Guest Service Agent, Receptionist, Cashier, Concierge, Supervisor

ACCSTP REF

D1.HOT.CL1.11

GES4. UNIT TITLE: PROCESS FINANCIAL TRANSACTIONS

UNIT DESCRIPTOR

This unit covers the competencies required to process financial transactions in any hospitality or tourism business.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Process receipts and payments

P1. Receive and check payments received from the customer and give correct change where appropriate

P2. Prepare and issue accurate receipts including all relevant tax details

P3. Process and record transactions according to organisation procedures

P4. Conduct transactions using appropriate software applications

P5. Conduct transactions to meet organisation speed and customer service standards

E2. Reconcile takings

P6. Perform balancing procedures at the designated times according to organisation policy and in consultation with colleagues

P7. Separate any cash floats from takings prior to balancing procedure and secure according to organisation procedures

P8. Determine register or terminal reading or printout where appropriate

P9. Remove payments received and transport according to organisation security procedures

P10. Determine balance between register or terminal reading and sum of payments accurately

P11. Investigate or report discrepancies in the reconciliation within scope of individual responsibility

P12. Record takings according to organisation procedures

KNOWLEDGE REQUIREMENTS

K1. List and describe procedures for processing different types of transactions in the relevant industry context

K2. Explain the underpinning principles of the reconciliation and balancing process

K3. Define the relevant software, such as point of sale

K4. Explain the role and importance of the reconciliation and balancing process in a broader financial management context

K5. List and describe the security procedures for cash and other financial documentation

K6. Explain how GST (Goods & Sales Tax) affects financial transactions in a given industry context

K7. Explain how to process multiple and varied transactions to address different situations and contexts

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Transactions may include:
- Cash
- Credit cards
- Cheques
- EFTPOS (Electronic Funds Transfer at Point Of Sale)
- Deposits
- Advance payments
- Vouchers
- Company charges
- Refunds
- Travellers cheques
- Foreign currency

2. Balancing procedures may be:
- Manual
- Electronic

3. Security procedures may relate to:
- Process for taking cash from customers
- Managing floats, such as when to reduce cash held
- Maintaining low levels of cash in tills
- Rules for when and how cash should be counted
- Handling customer claims of short change
- Transporting takings to the bank
- Procedures in the event of a hold-up
- Controlling in-house credit limit accounts and house limit

ASSESSMENT GUIDE

Performance assessment must include:
1. At least two receipts' processing
2. At least one balancing procedure
3. At least one procedure of handling revenue from sales

ASSESSMENT METHODS

Suitable assessment methods may include:
- Direct observation of the trainee processing financial transactions and balancing takings
- Review of reconciliation documentation prepared by the trainee
- Written or oral questions to assess knowledge of procedures for cash or non-cash transactions
- Review of portfolios of evidence and third-party workplace reports of on-the-job performance by the trainee

RELEVANT OCCUPATIONS

All staff handling financial transactions in tourism occupations

ACCSTP REF

D2.TCC.CL1.12

GES9. UNIT TITLE: DEVELOP GUEST RELATIONSHIPS

UNIT DESCRIPTOR

This unit covers the competencies required to start conversations and develop good relationships with guests or customers.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Meet and greet guests
P1. Welcome guests appropriately
P2. Introduce self and others
P3. Ask questions to involve guests

E2. Respond to guests' questions or requests
P4. Answer questions clearly and honestly
P5. Request repetition or clarification of questions or requests
P6. Offer to fulfil guest's request in a timely manner
P7. Provide explanation and apologize if unable to answer questions or fulfil requests on the spot and promise to answer in certain time.
P8. Offer to seek help from other sources if unable to fulfil guest's request/s or answer questions

E3. Participate in a short, informal conversation with guests
P9. Start a conversation using appropriate topics
P10. Demonstrate turn taking techniques to hold and relinquish turns in a conversation
P11. Show interest in what a speaker is saying
P12. Interrupt a conversation politely
P13. Close a conversation politely

KNOWLEDGE REQUIREMENTS

K1. Meet and greet guests warmly
K2. Explain how to hold a short conversation with guests using turn taking techniques
K3. Explain the usage of correct open and closed question forms, including the use of auxiliary verbs , "wh" questions and question tags to involve guests in conversations
K4. Describe how to discuss a range of topics

K5. Explain how to talk about events in the past, present and future
K6. Describe how to identify potential taboo topics that may cause offence to guests
K7. Explain how to use a range of functions when responding to guests' questions and requests

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Developing guest relationships can include:
- Giving information and advice
- Giving advice
- Making suggestions
- Asking questions
- Giving directions
- Giving instructions
- Giving explanations

2. Developing appropriate personal manner and behaviour includes:
- Offering opinions
- Agreeing and disagreeing politely
- Apologising
- Promising to follow up a request
- Giving factual information
- Considering culture differences

ASSESSMENT GUIDE

Performance assessment must include:
1. Evidence of at least three occasions of greeting guests appropriately should be observed or documented
2. At least three occasions of responding to guests' questions or requests should be observed or documented
3. At least three occasions of participating in a short, informal conversation with guests and demonstrating appropriate personal manner and behaviour should be observed or documented

Knowledge assessment by documented oral questioning or written questions

ASSESSMENT METHODS

Suitable assessment methods may include:
- Observation of practical candidate performance
- Interviews
- Role plays

RELEVANT OCCUPATIONS

All staff who interact with guests or customers in tourism

ACCSTP REF

D2.TTG.CL3.14

GES10. UNIT TITLE: PREPARE AND PRESENT REPORTS

UNIT DESCRIPTOR

This unit covers the competencies required to develop, produce and present a range of reports used by the tourism and hospitality industry.

ELEMENTS AND PERFORMANCE CRITERIA

E1.   Prepare various types of reports
P1.   Develop report to specifications as required
P2.   Identify sources of data and access report data that underpins the final report objective(s)
P3.   Process data for inclusion in the report
P4.   Produce the report

E2.   Present various types of reports
P5.   Distribute reports according to internal requirements
P6.   Deliver a verbal presentation in support of the report

KNOWLEDGE REQUIREMENTS

K1.   Describe the different types of reports used in your organisation and the purposes of each report
K2.   Describe how to format reports or other documents used in your organisation
K3.   Describe the principles of confidentiality and security in relation to internal documentation and reports

K4.   Explain how to ensure reports and other documents are clear and readable
K5.   Describe the ways in which you can produce diagrams, tables and graphics to make reports more readable and understandable
K6.   Explain the steps you need to take to prepare for and deliver a verbal presentation

---

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Develop report to specifications may include:
  • Clarifying report objectives with relevant personnel and/or key stakeholders
  • Planning the final content of the report, including developing rationales for omitting certain information
  • Planning the format of the report, unless a standardised format exists
  • Matching the report to the identified report objectives

2. Sources of data may include:
  • Field work
  • Research materials
  • Published books
  • Academic reports
  • Industry reports
  • Colleagues
  • Computerised databases
  • Internet searches and specific websites
  • Newspapers and journals
  • Industry publications
  • Industry specialists and experts
  • Others

3. Access report data may include:
  • Authorising release of relevant data and/or information that is commercial-in-confidence
  • Ensuring information from all available sources of data has been obtained
  • Verifying accuracy and currency of data, as far as is possible
  • Examining available data
  • Examining systems to establish data limitations
  • Others

4. Analyse data for inclusion may include:
  • Ensuring report data is analysed in such a way that the process meets organisational objectives and requirements, which may include:
    a. Timelines
    b. Policy documentation requirements
    c. Verbal and written instructions given in relation to activities related to data analysis
    d. Internal control guidelines
    e. Computer system documentation
  • Identifying the required and most applicable format as identified by the organisation
  • Others

CONDITIONS OF PERFORMANCE AND VARIABLES

5. **Produce the reports may include:**
   - Entering the required data into the report
   - Editing data as required
   - Saving, filing, sending and printing the reports

6. **Using advanced functions to ensure completion of the task, which may include:**
   - Creating AutoText
   - Templates
   - Macros
   - Table of contents
   - Index
   - Newspaper columns
   - Glossaries
   - Scanning
   - Importing data, such as tables, graphs and charts from spread sheets
   - Others

7. **Meeting designated timeline requirements, which may include:**
   - As agreed with supervisors and management
   - Nominated organisational deadlines as specified in policies, by operational imperatives and as determined by traditional practice
   - Deadlines negotiated with individual end-users and/or persons requesting the report
   - Inserting information from other files as necessary, including scanning and data importing
   - Checking report for spelling, grammar and numeric data
   - Proof reading reports for validity, reliability, accuracy of contents, consistency of layout and structure, applicable language and style
   - Ensuring the report accords with organisational standards relating to formatting and other standards
   - Ensuring the contents of the report reflect the stated objectives for the report and address the key management and operational requirements, as well as providing relevant and supporting ancillary information
   - Making modifications to reports on the basis of errors, omissions, or inconsistencies identified during proof reading and checking activities
   - Presenting report to nominated person for approval prior to final printing, where appropriate
   - Printing the report
   - Binding the report
   - Saving and filing the report
   - Making back-up copies of files and reports, as necessary and in keeping with organisational requirements

8. **Distribute reports may include:**
   - Completing and circulating reports in keeping with policy guidelines that apply
   - Hand delivering reports directly to nominated individuals
   - Placing hard copy reports into designated locations such as pigeon holes
   - Forwarding electronic copies of reports according to a distribution list
   - Observing security and confidentiality requirements
   - Obtaining signature to prove report has been delivered and received
   - Including reports with other nominated material as part of meeting and/or briefing papers
   - Ensuring reports are received in sufficient time to enable them to be read and digested by the user prior to a nominated meeting, or other decision-making event

9. **Deliver a verbal presentation may include:**
   - Ensuring language and tone is appropriate to the audience
   - Providing full, or short-form, hard copies of the report at the presentation
   - Ensuring presentation is organised logically and is structured and balanced according to purpose, audience and context
   - Generating and/or acquiring physical resources for use in supplementing and/or illustrating the presentation
   - Adhering to industry and/or organisational standards in relation to the verbal presentation
   - Practicing and polishing the presentation

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. Preparation of at least two types of reports 2. Two occasions when at least two verbal presentations are made	**Suitable assessment methods may include:** • Analysis of a portfolio of documents prepared by the candidate • Evaluation of the presentation made to support the reports(s) • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work • Observation of practical candidate performance

RELEVANT OCCUPATIONS	ACCSTP REF
All areas within tourism	D1.HGA.CL6.08

GES11. UNIT TITLE: ORGANISE TOURS AND EXCURSIONS

UNIT DESCRIPTOR

This unit covers the competencies required to organise and operate tourism activities including short excursions and day tours.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare the tourism activity
P1. Prepare self and others for tour
P2. Plan positive sustainable outcomes for both the customer and the local community
P3. Consult with all stakeholders (tourists, local community and others) about arrangements for the tourism activity

E2. Deliver the tourism activity according to responsible tourism standards
P4. Advise customers about responsible code of conduct prior to entering tourist area
P5. Ensure safety of tourists, and protection of the environment
P6. Monitor and maintain customer responsible tourism code of conduct

E3. Evaluate the tourism activity
P7. Collect tourist feedback on the tour
P8. Provide tourist feedback to managers/ supervisors to improve future tours

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KNOWLEDGE REQUIREMENTS

K1. Explain and list location issues, including those specific to tourism and in particular operating environments
K2. Describe tourism impact practices
K3. Describe and identify tourist destinations/ locations in which tourism activities can be conducted

K4. List and explain tourist practices, such as legislation, guidelines and industry codes of practice
K5. Describe how you will monitor and maintain responsible tourism code of conduct
K6. Explain the methods you can use for collecting and distributing tourist feedback on the tour

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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Responsibility for environmental, social and economic sustainability that relate to:
- Negative environmental aspects
- Negative social aspects
- Negative economic aspects
- Positive environmental aspects
- Positive social aspects
- Positive economic aspects

2. Minimal impact techniques and procedures that relates to:
- Restricting or limiting access
- Site hardening
- Staged authenticity
- Technological solutions
- Heritage preservation

3. Changes in the natural environment that include:
- Breeding events
- Changes to fauna
- Changes to flora
- Erosion
- Species sighting

ASSESSMENT GUIDE	ASSESSMENT METHODS
Performance assessment must include: 1. At least two tourism activities organised, conducted and documented as evidence 2. At least three evaluations of completed tours	**Suitable assessment methods may include:** • Direct observation of the individual conducting a tour or activity in a tour location • Use of case studies to assess ability to apply appropriate minimal impact approaches to different environments • Documentation of tour plan, and customer feedback and evaluation • Written or oral questioning to assess knowledge of tourism impacts, minimal impact techniques and regulatory requirements

RELEVANT OCCUPATIONS	ACCSTP REF
All staff involved in conducting group tours	D2.TTG.CL3.05

GES12. UNIT TITLE: APPLY RESPONSIBLE TOURISM PRINCIPLES

UNIT DESCRIPTOR

This unit covers the competencies required to apply responsible tourism principles in a tourism environment.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Apply green organisation principles
P1. Contribute to energy saving
P2. Reduce paper and printing
P3. Increase recycling whenever possible
P4. Apply organisational procedures for saving water and minimizing/classifying/separating waste

E2. Contribute to responsible tourism activities
P5. Support responsible tourism activities in the workplace
P6. Promote and communicate responsible tourism activities to customers
P7. Encourage suppliers to adopt responsible tourism principles

E3. Update responsible tourism knowledge
P8. Take action to receive information from relevant parties
P9. Save and share new information
P10. Incorporate new knowledge into existing activities

KNOWLEDGE REQUIREMENTS

K1. List and explain the importance of applying green office principles
K2. Describe the procedures for energy consumption reduction within an organisation
K3. Define the significance of water saving and minimizing/classifying/separating waste at an organisational level
K4. Explain how to apply responsible tourism principles to practice
K5. List and describe responsible tourism information sources

K6. Describe the promotion channels and tools for responsible tourism activities
K7. List and describe the ways of interacting with customers by promoting responsible tourism activities
K8. Describe ways in which suppliers can implement responsible tourism practices
K9. Explain how to organise and make use of responsible tourism information

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Principles of responsible tourism include:
- Use natural resources optimally
- Respect and conserve socio-cultural authenticity
- Ensure viable, long-term economic benefits to all stakeholders

2. Organisational procedures and themes may include:
- Usage of solar or renewable energies where appropriate
- Reducing emissions of greenhouse gases
- Reducing use of non-renewable resources
- Making more efficient use of resources, energy and water
- Maximising opportunities to re-use, recycle and reclaim materials

3. Identifying strategies to offset or mitigate environmental impacts include:
- Energy conservation
- Reducing chemical use
- Reducing material consumption
- Eliminating the use of hazardous and toxic materials

4. Apply responsible tourism themes and concepts may include:
- Following the preservation of nature, narrowing the hazardous impact, timing or location of the activity
- Presenting responsible tourism information such as re-using towels, saving water, and informing guests or customers about physical resources scarceness

5. Promote prepared responsible tourism activities may include:
- Including the responsible tourism activity in new or existing advertisements, packages and itineraries
- Erecting signage to support the activity
- Notifying co-workers and suppliers in relation to the activity

ASSESSMENT GUIDE

Performance assessment must include:
1. At least one responsible tourism activity conducted (and recorded by documentary evidence or observation) in the hotel or travel/tour company
2. At least two cases of responsible tourism promotion in the hotel or travel/tour company
3. At least one organisational procedure on green office/green hotel principles applied

ASSESSMENT METHODS

Suitable assessment methods may include:
- Observation of practical performance
- Portfolio of responsible tourism activities such as information material, hand-outs, commentaries and other
- Feedback from people who have participated in responsible tourism activity
- Role play
- Oral and written questions.

RELEVANT OCCUPATIONS

All staff in tourism organisations

ACCSTP REF

N/A

GES13. UNIT TITLE: MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION

UNIT DESCRIPTOR

This unit is based on 'The Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism' – an industry-driven, multi-stakeholder initiative with the mission to provide awareness, tools and support to the tourism industry in order to combat the sexual exploitation of children in contexts related to travel and tourism (see http://www.thecode.org). This unit also covers exploitation of children for labour – such as in tourism-related handicraft businesses etc.

Hospitality and tourism professionals must understand that their interests and responsibilities are linked to their local community when it comes to protecting vulnerable children from damaging repercussions originating from – or through – tourism. It is in the best interest of the industry to practice responsible tourism while protecting the very community on which its business is dependent.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Implement workplace procedures to prevent exploitation of children following the current Law

P1. Follow workplace policies and procedures on children protection

P2. Refer guests to the current Law on child protection and prevention of sexual exploitation of children

E2. Monitor facilities and operations to ensure children are protected

P3. Keep alert to possible child sexual exploitation when checking in guests or when guests enter the premises

P4. Refer suspicious guests to management for action

P5. Identify exploitation of children for labour in tourism-related businesses and refer to appropriate authorities

E3. Maintain awareness of child protection issues

P6. Undertake in-company training on child protection issues

P7. Update knowledge on organisational child protection policies following the current Law

P8. Identify local child protection agencies to refer to as necessary

KNOWLEDGE REQUIREMENTS

K1. State the key points of own workplace policy and procedures on children protection following the current Law

K2. Describe how to monitor facilities and operations to ensure children are protected from sexual exploitation

K3. Explain the child protection procedures to be followed when checking in guests or when guests enter the premises

K4. Describe how to refer suspicious guests to management for action

K5. List the local child protection agencies to refer to as necessary

CONDITIONS OF PERFORMANCE AND VARIABLES

1. **Workplace policies and procedures on children protection should include:**
   - Hotel or tourism/travel company policy on child protection following the current Law
   - Procedures for staff on dealing with sexual exploitation of children and child protection

2. **Organisational policy on child protection and prevention of sexual exploitation of children will include:**
   - Public notice to guests/customers stating organisation policy on child protection – normally displayed prominently in reception or in guest rooms
   - Hotel management or travel/tour companies shall provide information to its personnel and guests regarding national laws and the penalties imposed for the sexual abuse of children

3. **Sexual exploitation of children includes:**
   - Child sex tourism
   - Child pornography
   - Child prostitution
   - Child sexual abuse

4. **Exploitation of children for labour includes:**
   - Exhaustive, dangerous or illegal work that curtails their education and development
   - Work that is abusive and exploitative; including hazardous work that places the child's health, safety or morals at risk.

5. **Monitor facilities and operations to ensure children are protected from sexual exploitation can include:**
   - Keep alert to possible child sexual exploitation when checking in guests
   - Observing guests entering the premises with children
   - Noting and checking customers who book travel or tours with children

6. **Dealing with suspicious guests or customers will include:**
   - Referring suspicious guest to immediate supervisor or manager
   - Identifying if criminal activity is happening.
   - Advise the guest/customer on the hotel or tour/travel company child protection policies following the current Law
   - Request the guest/customer either to release the minor immediately, or to leave the hotel/facility or tour

7. **Maintain awareness of child protection issues will include:**
   - Taking part in organisational training
   - Updating knowledge on organisational child protection policies following the current Law

8. **Identify local child protection agencies to refer to as necessary will include:**
   - Local NGOs (Non-governmental Organisations)
   - Government agencies

ASSESSMENT GUIDE

This unit may be difficult to assess without real incidents to report, therefore simulation, role play and questioning (oral and written) may be needed for assessment of this unit. If the hotel, tour or travel company offer staff training in child protection, then role play and simulation should be included, and a report of staff attendance and participation can be provided by the trainer or supervisor as part of assessment.

Performance assessment must include:

1. At least incident of child protection (recorded by documentary evidence or observation) in the hotel or travel/tour company or by simulation
2. Recorded questioning or written report

ASSESSMENT METHODS

The following methods may be used to assess competency for this unit:
- Simulation exercises and role plays
- Oral and written questions
- Case studies
- Third party reports completed by a supervisor

RELEVANT OCCUPATIONS

All staff working at any level in hospitality, travel or tour operator companies

ACCSTP REF

D1.HRS.CL1.20

GES15. UNIT TITLE: DEAL WITH INTOXICATED AND UNAUTHORIZED PERSONS

UNIT DESCRIPTOR

This unit covers the competencies required to deal with intoxicated or unauthorised persons in hotels, restaurants, in other facilitiesor on tours.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Assess the situation

P1. Analyse situation carefully to assess intoxication levels of customer(s)

P2. Monitor suspicious behaviour by groups or individuals in your workplace

E2. Confront the situation

P3. Offer assistance to intoxicated customers

P4. Question suspicious individuals to determine the purpose of their presence in your workplace

E3. Seek assistance from appropriate persons

P5. Refer difficult situations to an appropriate person within or outside of the establishment

P6. Seek assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property

E4. Take action to alleviate the situation

P7. Deal with intoxicated persons appropriately and assist the guest/customer to leave the premises if necessary

P8. Request unauthorised individuals to leave, and arrange an escort from the premises

E5. Complete incident reports

P9. Complete incident report on dealing with intoxicated persons or unauthorised entry

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KNOWLEDGE REQUIREMENTS

K1. Describe the behaviour you would expect from intoxicated customers

K2. Explain the sort of assistance you could offer to intoxicated customers

K3. List the types of difficult situations where you would need to refer to an appropriate person within or outside of the establishment

K4. Explain when you would need to seek assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property

K5. Describe how you would appropriately assist the intoxicated guest/customer to leave the premises

K6. Explain the methods used to monitor suspicious behaviour by groups or individuals in your workplace

K7. List the types of questions you could use to determine the purpose of suspicious individuals in your workplace

K8. Explain how you would arrange for an unauthorised individuals to leave the premises

K9. Describe the format and content of incident reports required

CONDITIONS OF PERFORMANCE AND VARIABLES

The unit variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between hospitality and tourism organisation.

1. Assess intoxication levels may include:
- Observation of changes in behaviour
- Monitoring noise levels
- Monitoring drink orders
- Slowing service

2. Assistance for intoxicated persons may include:
- Organising transport for customers wishing to leave
- Suggesting staying in a room in the hotel
- Assisting customers to leave

3. Appropriate persons may include:
- Manager
- Security personnel on site
- Police
- Ambulance

4. Procedures may include:
- Verbal warning
- Asking persons to leave the premises
- Calling for appropriate assistance

5. Question suspicious individuals may include:
- Using tact and discretion
- Using a quiet and respectful tone of voice at all times
- Employing conflict resolution skills

6. Appropriate communication skills may relate to:
- Giving explanation to customers throughout the event/incident
- Providing suggestions and/or alternatives to the customer
- Using a quiet and respectful tone of voice at all times
- Using tact and discretion
- Employing conflict resolution skills

7. Assess situations may relate to:
- Customers behaving in an intoxicated manner
- Customers behaving in a violent or disorderly manner
- Customers behaving in a suspicious manner
- Under-age persons

8. Deal with intoxicated persons may relate to:
- Providing suggestions and/or alternatives to the customer/guest
- Asking customer/guest to leave the premises
- Refusing service of alcohol

ASSESSMENT GUIDE

Performance assessment should be based on case studies and real incidents. Incident reports would normally provide much of the evidence along with supervisor reports or witness statements. In a college setting, simulation and role play could be used.

Performance assessment must include:
1. At least one incident of handling intoxicated persons appropriately in the hotel or travel/tour company should be recorded by documentary evidence or observation
2. At least one incident of handling suspicious persons appropriately in the hotel or travel/tour company should be recorded by documentary evidence or observation
3. All knowledge criteria should be assessed by recorded oral questioning or by written questions

ASSESSMENT METHODS

The following methods may be used to assess competency for this unit:
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Incident reports
- Role plays/simulation
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
All staff working in hotels, restaurants as well as travel and tour operator companies	D1.HBS.CL5.17

GES16. UNIT TITLE: PREPARE BUSINESS DOCUMENTS IN ENGLISH

UNIT DESCRIPTOR

This unit covers the competencies required to design and produce various business documents and publications in English. It includes selecting and using a range of functions on a variety of computer applications to ensure the document as well as the language is to a high quality standard.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select and prepare resources

P1.   Select and use appropriate technology and software applications to produce required business documents in English

P2.   Select layout and style of publication according to information and organisational requirements

P3.   Ensure document design is consistent with company and/or client requirements, using basic design principles

P4.   Discuss and clarify format and style with person requesting document/publication

E2. Design document

P5.   Identify, open and generate files and records according to task and organisational requirements

P6.   Design document to ensure efficient entry of information and enhance appearance

P7.   Use a range of functions to ensure consistency of design and layout

P8.   Ensure document is free of English language errors

E3. Produce document

P9.   Complete document within designated time lines according to organisational requirements

P10. Check document to ensure it meets requirements for style and layout

P11. Store document appropriately and save document to avoid loss of data

P12. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production

E4. Finalise document

P13. Proofread document for readability, accuracy and consistency in language, style and layout

P14. Make any modifications to document to meet requirements

P15. Name and store document in accordance with organisational requirements and exit the application without data/loss damage

P16. Print and present document according to requirements

KNOWLEDGE REQUIREMENTS

K1.   Explain how to choose appropriate technology and software applications to produce required business documents

K2.   Describe the options for design of documents to ensure efficient entry of information and enhance appearance

K3.   Describe any company design requirements for style and layout

K4.   Explain how to store documents to avoid loss of data

K5.   Explain how to overcome basic difficulties with document design and production

K6.   Describe the basic editing and proofreading tools available for ensuring English language quality

K7.   Explain how you ensure quality documents produced in English

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Technology may include:
- Computers
- Photocopiers
- Printers
- Scanners
- Others

2. Software may include:
- Accounting packages
- Database packages
- Presentation packages
- Spread sheet packages
- Word processing packages

3. Business documents may include:
- Accounts statements
- Client databases
- Newsletters
- Project reviews
- Proposals
- Reports
- Web pages
- Others

4. Organisational requirements may include:
- Budgets
- Correctly identifying and opening files
- Legal and organisational policies, guidelines and requirements
- Locating data
- Log-on procedures
- Manufacturers' guidelines
- Occupational health and safety policies, procedures and programs
- Quality assurance and/or procedures manuals
- Saving and closing files
- Security
- Storing data
- Others

5. Functions may include:
- Alternating headers and footers
- Editing
- Merging documents
- Spell checking
- Table formatting
- Using columns
- Using styles
- Others

6. Naming documents may include:
- File names according to organisational procedure e.g. numbers rather than names
- File names which are easily identifiable in relation to the content
- File/directory names which identify the operator, author, section, date etc.
- Filing locations
- Organisational policy for backing up files
- Organisational policy for filing hard copies of documents
- Security

7. Storing documents may include:
- Storage in directories and sub-directories
- Storage on CD-ROMs, disk drives or back-up systems
- Storing/filing hard copies of computer generated documents
- Storing/filing hard copies of incoming and outgoing facsimiles
- Storing/filing incoming and outgoing correspondence

8. Essential skills would include:
- Keyboarding and computer skills to complete a range of formatting and layout tasks
- Literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organisational requirements
- Numeracy skills to access and retrieve data
- Problem-solving skills to determine document design and production processes.

ASSESSMENT GUIDE	ASSESSMENT METHODS
Evidence of the following is essential: 1. Designing and producing a minimum of 3 completed business documents 2. Using at least 2 software applications in the production of each document 3. Documents should be free of errors and produced in clear and readable English **Context of and specific resources for assessment must ensure:** • Access to an actual workplace or simulated environment • Access to office equipment and resources • Access to examples of style guides and organisational procedures	A range of assessment methods should be used to assess practical skills and knowledge. **The following methods are appropriate for this unit:** • Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • Review of final printed documents • Demonstration of techniques • Oral or written questioning to assess knowledge of software applications

RELEVANT OCCUPATIONS	ACCSTP REF
All staff in tourism occupations	D1.HGA.CL6.06 & D1.HGA.CL6.07

VIETNAM TOURISM OCCUPATIONAL STANDARDS (VTOS)

VTOS covers two major divisions within the tourism sector (hospitality and travel) with six key and four specialist occupational areas. For more information, please visit http://vtos.esrt.vn

Hospitality Division

- Front Office Operations
- Housekeeping Operations
- Food & Beverage Service
- Food Preparation

Travel Division

- Travel and Tour Operations
- Tour Guiding

Specialist areas

- Hotel Management
- Small Accommodation Operations
- On-site Tour Guiding
- Tourist Boat Service