

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



VIETNAM TOURISM OCCUPATIONAL STANDARDS

TRAVEL & TOUR OPERATIONS



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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

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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 two major divisions 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	<ul style="list-style-type: none"> Number of the unit e.g. FOS1.3 is Front Office Operations Standard, Level 1, Unit 3 	FOS1.3
Unit Title	<ul style="list-style-type: none"> Title of the Unit 	PROVIDE GUEST SERVICES
Unit Descriptor	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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). 	<i>E1. Handle questions and requests</i> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<p>4. Cash disbursements may include:</p> <ul style="list-style-type: none"> 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	<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>Evidence of the following is required:</p> <ol style="list-style-type: none"> At least three different requests or issues handled accurately and satisfactorily At least two safety deposit boxes issued according to procedures At least three foreign currency transactions handled accurately according to procedures At least two guest disbursements made according to procedures <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Access to an actual workplace or simulated environment Access to office equipment and resources Documentation of guest transactions as evidence of performance
Assessment Methods	<p>The main assessment methods for VTOS include:</p> <ul style="list-style-type: none"> 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 	<p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none"> 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 <p>The following methods may be used to assess:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The relevant job roles/job titles for which the unit is appropriate 	<p>Front Desk Officer, FO Clerk, Guest Service Agent, Receptionist, Front Office Supervisor</p>
ACCSTP References	<ul style="list-style-type: none"> Cross-reference to the relevant standard from (ASEAN Common Competency Standards for Tourism Professionals), if available 	<p>DH1.HFO.CL2.03 1.8, 3.6, 4.2</p>

II. TRAVEL AND TOUR OPERATIONS OCCUPATIONS

The Vietnam Tourism Occupational Standards (VTOS) for Travel and Tour Operations covers jobs at five levels from Trainee Reservations Clerk (Level 1) to Assistant Reservations Manager (Level 3) up to Branch Manager (Level 5).

Travel and tour operators (including tour companies and travel agencies) sell tours, transportation, accommodation, admission and other tourism services to individuals and groups who are planning trips. They offer advice on destinations, plan trip itineraries, and make travel arrangements for clients.

Travel and tour operators help tourists/travellers by sorting through vast amounts of information to find the best possible travel arrangements. In addition, resorts and specialty travel groups use travel agents to promote travel packages to their clients.

Travel and tour personnel may also visit destinations to get first-hand experience so they can make recommendations to clients or colleagues. However, most of their time is spent talking with clients, promoting tours, and contacting airlines and hotels to make travel arrangements.

A growing number of tour and travel operators focus on a specific type of travel, such as adventure tours, eco-tours, cultural or heritage tours. Some may cater to a specific group of people, such as senior citizens or single people. Other travel agents primarily make corporate travel arrangements for employee business travel. Some work for tour operators and are responsible for selling the company's tours and services.

Typical jobs include: Ticketing Officer; Reservations Clerk; Ticketing Clerk; Clerk; Assistant Reservations Manager; Assistant Sales Manager; Assistant Contracts Manager; Assistant Promotions Manager; Supervisor; Ticketing Supervisor; Reservations Manager; Manager; Branch Manager; Agency Leader; Product Manager; Travel Planner; Product Designer; Tour Operator

LIST OF UNITS OF COMPETENCE

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TOS1.1	PREPARE A BASIC TRAVEL PLAN	✓						
2	TOS2.1	PREPARE TOUR PROGRAMME INFORMATION FOR PRESENTATION TO CUSTOMERS		✓					
3	TOS2.2	INFORM AND CONSULT CUSTOMERS IN RELATION TO TOUR PACKAGE PURCHASE AND CONSUMPTION		✓					
4	TOS2.3	RECEIVE AND PROCESS A RESERVATION		✓					
5	TOS2.4	ADVISE CUSTOMERS PRIOR TO AND AFTER TRAVELLING		✓					
6	TOS2.5	IMPLEMENT A TOUR PROGRAMME		✓					
7	TGS2.10	PREPARE TOUR ACCOUNTS		✓					
8	TGS3.1	IDENTIFY AND ASSESS THE NEEDS AND EXPECTATIONS OF DIFFERENT TYPES OF CUSTOMERS			✓				
9	TOS3.1	RESEARCH TRAVEL AND DESTINATION INFORMATION			✓				
10	TOS3.2	DEVELOP AND MAINTAIN RELATIONSHIPS WITH TOUR PROGRAMME SUPPLIERS			✓				
11	TOS3.3	DEVELOP AND MAINTAIN RELATIONSHIPS WITH TOURISM DESTINATION STAKEHOLDERS			✓				
12	TOS3.4	DEVELOP AND UPDATE LOCAL KNOWLEDGE			✓				
13	TOS3.5	HANDLE TRANSPORTATION ISSUES			✓				
14	TOS3.6	SOURCE AND PACKAGE TOURISM PRODUCTS AND SERVICES			✓				
15	TOS3.7	SOURCE AND PROVIDE DESTINATION INFORMATION AND ADVICE			✓				
16	TOS3.8	OPERATE TOUR PROGRAMMES IN REMOTE AREAS			✓				
17	TOS3.9	MAINTAIN TRAVEL AND TOUR PRODUCT INVENTORY			✓				

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
18	TOS3.10	OPERATE AN ONLINE INFORMATION AND RESERVATION SYSTEM			✓				
19	TOS3.11	SELL TAILOR-MADE TRAVEL SERVICES			✓				
20	TOS3.12	OBTAIN AND COMMUNICATE CUSTOMER FEEDBACK AND INFORMATION			✓				
21	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
22	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
23	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
24	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
25	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
26	FMS4	PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS			✓				
27	GAS5	PLAN, MANAGE AND CONDUCT MEETINGS			✓				
28	CMS4	MANAGE SPECIAL EVENTS			✓				
29	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
30	SCS3	OPERATE BASIC SECURITY EQUIPMENT			✓				
31	TOS4.1	MONITOR VEHICLES IN SAFE AND CLEAN OPERATIONAL CONDITION				✓			
32	TOS4.2	MANAGE TRAVEL OPERATIONS				✓			
33	TOS4.3	DEVELOP, COST AND MONITOR A COMPLEX TOUR PROGRAMME				✓			
34	TOS4.4	MANAGE A TOUR PROGRAMME				✓			
35	TOS4.5	ORGANIZE, CONDUCT AND FINALIZE A FAMILIARIZATION TRIP				✓			
36	TOS4.6	MONITOR THE PARTICIPATION IN TOURISM TRADE FAIRS AND EXHIBITIONS				✓			
37	TOS4.7	ANALYSE CUSTOMER FEEDBACK AND INFORMATION				✓			
38	RTS4.1	ADOPT GREEN OFFICE PRINCIPLES				✓			
39	RTS4.2	DEVELOP AND DESIGN RESPONSIBLE TOURISM PRODUCTS AND SERVICES				✓			
40	RTS4.3	SELECT SUPPLIERS BASED ON RESPONSIBLE TOURISM PRINCIPLES				✓			
41	RTS4.4	DEVELOP, MANAGE AND MONITOR SUPPLIERS				✓			
42	RTS4.5	ENSURE CUSTOMERS ARE AWARE OF RESPONSIBLE TOURISM POLICIES				✓			
43	RTS4.6	MAINTAIN RESPONSIBLE TOURISM PRACTICES				✓			
44	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
45	HRS4	INITIATE AND FOLLOW DISCIPLINARY PROCEDURES				✓			
46	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
47	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
48	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
49	FMS1	PREPARE BUDGETS				✓			
50	FMS2	PROCURE PRODUCTS OR SERVICES				✓			
51	FMS3	MANAGE BUDGETS				✓			

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
52	GAS1	MANAGE PHYSICAL RESOURCES				✓			
53	GAS4	MONITOR, CONTROL AND ORDER NEW STOCK				✓			
54	GAS6	MANAGE DAILY OPERATIONS				✓			
55	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
56	CMS2	COORDINATE MARKETING ACTIVITIES				✓			
57	TOS5.1	MANAGE AND IMPROVE TOUR PRODUCT MARKETING					✓		
58	TOS5.2	ANALYSE AND IMPROVE TRAVEL OPERATIONS, TOUR PRODUCTS AND SERVICES					✓		
59	RTS5.1	ENSURE RESPONSIBLE EMPLOYMENT CONDITIONS					✓		
60	RTS5.2	BUILD CAPACITY OF STAFF IN SUSTAINABLE AND RESPONSIBLE TOURISM PRINCIPLES AND PRACTICES					✓		
61	RTS5.3	MONITOR AND EVALUATE TOUR PRODUCTS AND SERVICES					✓		
62	RTS5.4	SUPPORT TOURISM DESTINATIONS IN IMPLEMENTING RESPONSIBLE TOURISM PRACTICES					✓		
63	RTS5.5	SUPERVISE THE APPLICATION OF RESPONSIBLE TOURISM PRINCIPLES					✓		
64	HRS2	PLAN THE WORKFORCE					✓		
65	GAS2	OPTIMISE EFFECTIVE USE OF TECHNOLOGY					✓		
66	GAS3	ESTABLISH POLICIES AND PROCEDURES					✓		
67	SCS4	PLAN AND CONDUCT AND EVACUATION OF PREMISES					✓		
68	COS1	USE THE TELEPHONE IN THE WORKPLACE					✓		
69	COS2	WORK EFFECTIVELY WITH OTHERS					✓		
70	COS3	COMPLETE ROUTINE ADMINISTRATIVE TASKS					✓		
71	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL					✓		
72	COS5	MAINTAIN INDUSTRY KNOWLEDGE					✓		
73	COS6	PROVIDE BASIC FIRST AID					✓		
74	COS7	PROVIDE SAFETY AND SECURITY					✓		
75	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE					✓		
76	GES1	PREPARE FOR WORK						✓	
77	GES2	RECEIVE AND RESOLVE COMPLAINTS						✓	
78	GES4	PROCESS FINANCIAL TRANSACTIONS						✓	
79	GES7	MAINTAIN DOCUMENT FILING AND RETRIEVAL SYSTEMS						✓	
80	GES9	DEVELOP GUEST RELATIONSHIPS						✓	
81	GES10	PREPARE AND PRESENT REPORTS						✓	
82	GES11	ORGANIZE TOURS AND EXCURSIONS						✓	
83	GES12	APPLY RESPONSIBLE TOURISM PRINCIPLES						✓	
84	GES16	PREPARE BUSINESS DOCUMENTS IN ENGLISH						✓	

TRAVEL AND TOUR OPERATIONS QUALIFICATIONS

Cert No	Occupational Qualifications (aimed at industry)	Level
CTO1	Certificate in Travel and Tour Operations	1
CTO2	Certificate in Travel and Tour Operations	2
CTO3	Certificate in Travel and Tour Operations	3
CTOS3	Certificate in Travel and Tour Supervision	3
DTOM4	Diploma in in Travel and Tour Management	4
ADTOM5	Advanced Diploma in Travel and Tour Management	5

CTO1 - Certificate in Travel and Tour Operations Level 1 (12 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TOS1.1	PREPARE A BASIC TRAVEL PLAN	✓						
2	COS1	USE THE TELEPHONE IN THE WORKPLACE						✓	
3	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
4	COS3	COMPLETE ROUTINE ADMINISTRATIVE TASKS						✓	
5	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
6	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
7	COS6	PROVIDE BASIC FIRST AID						✓	
8	COS7	PROVIDE SAFETY AND SECURITY						✓	
9	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
10	GES1	PREPARE FOR WORK							✓
11	GES9	DEVELOP GUEST RELATIONSHIPS							✓
12	GES12	APPLY RESPONSIBLE TOURISM PRINCIPLES							✓

CTO2 - Certificate in Travel and Tour Operations Level 2 (18 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TOS2.1	PREPARE TOUR PROGRAMME INFORMATION FOR PRESENTATION TO CUSTOMERS		✓					
2	TOS2.2	INFORM AND CONSULT CUSTOMERS IN RELATION TO TOUR PACKAGE PURCHASE AND CONSUMPTION		✓					
3	TOS2.3	RECEIVE AND PROCESS A RESERVATION		✓					
4	TOS2.4	ADVISE CUSTOMERS PRIOR TO AND AFTER TRAVELLING		✓					
5	TOS2.5	IMPLEMENT A TOUR PROGRAMME		✓					
6	TGS2.10	PREPARE TOUR ACCOUNTS		✓					
7	COS1	USE THE TELEPHONE IN THE WORKPLACE						✓	
8	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
9	COS3	COMPLETE ROUTINE ADMINISTRATIVE TASKS						✓	
10	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
11	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
12	COS6	PROVIDE BASIC FIRST AID						✓	
13	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
14	GES1	PREPARE FOR WORK							✓
15	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
16	GES4	PROCESS FINANCIAL TRANSACTIONS							✓
17	GES9	DEVELOP GUEST RELATIONSHIPS							✓
18	GES12	APPLY RESPONSIBLE TOURISM PRINCIPLES							✓

CTO3 - Certificate in Travel and Tour Operations Level 3 (30 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TGS3.1	IDENTIFY AND ASSESS THE NEEDS AND EXPECTATIONS OF DIFFERENT TYPES OF CUSTOMERS			✓				
2	TOS3.1	RESEARCH TRAVEL AND DESTINATION INFORMATION			✓				
3	TOS3.2	DEVELOP AND MAINTAIN RELATIONSHIPS WITH TOUR PROGRAMME SUPPLIERS			✓				
4	TOS3.3	DEVELOP AND MAINTAIN RELATIONSHIPS WITH TOURISM DESTINATION STAKEHOLDERS			✓				
5	TOS3.4	DEVELOP AND UPDATE LOCAL KNOWLEDGE			✓				
6	TOS3.5	HANDLE TRANSPORTATION ISSUES			✓				
7	TOS3.6	SOURCE AND PACKAGE TOURISM PRODUCTS AND SERVICES			✓				
8	TOS3.7	SOURCE AND PROVIDE DESTINATION INFORMATION AND ADVICE			✓				
9	TOS3.8	OPERATE TOUR PROGRAMMES IN REMOTE AREAS			✓				
10	TOS3.9	MAINTAIN TRAVEL AND TOUR PRODUCT INVENTORY			✓				
11	TOS3.10	OPERATE AN ONLINE INFORMATION AND RESERVATION SYSTEM			✓				
12	TOS3.11	SELL TAILOR-MADE TRAVEL SERVICES			✓				
13	TOS3.12	OBTAIN AND COMMUNICATE CUSTOMER FEEDBACK AND INFORMATION			✓				
14	COS1	USE THE TELEPHONE IN THE WORKPLACE						✓	
15	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
16	COS3	COMPLETE ROUTINE ADMINISTRATIVE TASKS						✓	
17	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
18	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
19	COS6	PROVIDE BASIC FIRST AID						✓	
20	COS7	PROVIDE SAFETY AND SECURITY						✓	
21	COS9	APPLY INFORMATION AND COMMUNICATION TECHNOLOGY KNOWLEDGE						✓	
22	GES1	PREPARE FOR WORK							✓
23	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
24	GES4	PROCESS FINANCIAL TRANSACTIONS							✓
25	GES7	MAINTAIN DOCUMENT FILING AND RETRIEVAL SYSTEMS							✓
26	GES9	DEVELOP GUEST RELATIONSHIPS							✓
27	GES10	PREPARE AND PRESENT REPORTS							✓
28	GES11	ORGANIZE TOURS AND EXCURSIONS							✓
29	GES12	APPLY RESPONSIBLE TOURISM PRINCIPLES							✓
30	GES16	PREPARE BUSINESS DOCUMENTS IN ENGLISH							✓

DTOM4 - Certificate in Travel and Tour Supervision Level 3 (25 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TGS3.1	IDENTIFY AND ASSESS THE NEEDS AND EXPECTATIONS OF DIFFERENT TYPES OF CUSTOMERS			✓				
2	TOS3.1	RESEARCH TRAVEL AND DESTINATION INFORMATION			✓				
3	TOS3.2	DEVELOP AND MAINTAIN RELATIONSHIPS WITH TOUR PROGRAMME SUPPLIERS			✓				
4	TOS3.3	DEVELOP AND MAINTAIN RELATIONSHIPS WITH TOURISM DESTINATION STAKEHOLDERS			✓				
5	TOS3.4	DEVELOP AND UPDATE LOCAL KNOWLEDGE			✓				
6	TOS3.5	HANDLE TRANSPORTATION ISSUES			✓				
7	TOS3.6	SOURCE AND PACKAGE TOURISM PRODUCTS AND SERVICES			✓				
8	TOS3.7	SOURCE AND PROVIDE DESTINATION INFORMATION AND ADVICE			✓				
9	TOS3.8	OPERATE TOUR PROGRAMMES IN REMOTE AREAS			✓				
10	TOS3.9	MAINTAIN TRAVEL AND TOUR PRODUCT INVENTORY			✓				
11	TOS3.10	OPERATE AN ONLINE INFORMATION AND RESERVATION SYSTEM			✓				
12	TOS3.11	SELL TAILOR-MADE TRAVEL SERVICES			✓				
13	TOS3.12	OBTAIN AND COMMUNICATE CUSTOMER FEEDBACK AND INFORMATION			✓				
14	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
15	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
16	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
17	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
18	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
19	FMS4	PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS			✓				
20	GAS5	PLAN, MANAGE AND CONDUCT MEETINGS			✓				
21	CMS4	MANAGE SPECIAL EVENTS			✓				
22	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
23	SCS3	OPERATE BASIC SECURITY EQUIPMENT			✓				
24	GES10	PREPARE AND PRESENT REPORTS							✓
25	GES16	PREPARE BUSINESS DOCUMENTS IN ENGLISH							✓

ADTOM5 - Diploma in Travel and Tour Management Level 4 (26 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TOS4.1	MONITOR VEHICLES IN SAFE AND CLEAN OPERATIONAL CONDITION				✓			
2	TOS4.2	MANAGE TRAVEL OPERATIONS				✓			
3	TOS4.3	DEVELOP, COST AND MONITOR A COMPLEX TOUR PROGRAMME				✓			
4	TOS4.4	MANAGE A TOUR PROGRAMME				✓			
5	TOS4.5	ORGANIZE, CONDUCT AND FINALIZE A FAMILIARIZATION TRIP				✓			
6	TOS4.6	MONITOR THE PARTICIPATION IN TOURISM TRADE FAIRS AND EXHIBITIONS				✓			
7	TOS4.7	ANALYSE CUSTOMER FEEDBACK AND INFORMATION				✓			
8	RTS4.1	ADOPT GREEN OFFICE PRINCIPLES				✓			
9	RTS4.2	DEVELOP AND DESIGN RESPONSIBLE TOURISM PRODUCTS AND SERVICES				✓			
10	RTS4.3	SELECT SUPPLIERS BASED ON RESPONSIBLE TOURISM PRINCIPLES				✓			
11	RTS4.4	DEVELOP, MANAGE AND MONITOR SUPPLIERS				✓			
12	RTS4.5	ENSURE CUSTOMERS ARE AWARE OF RESPONSIBLE TOURISM POLICIES				✓			
13	RTS4.6	MAINTAIN RESPONSIBLE TOURISM PRACTICES				✓			
14	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
15	HRS4	INITIATE AND FOLLOW DISCIPLINARY PROCEDURES				✓			
16	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
17	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
18	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
19	FMS1	PREPARE BUDGETS				✓			
20	FMS2	PROCURE PRODUCTS OR SERVICES				✓			
21	FMS3	MANAGE BUDGETS				✓			
22	GAS1	MANAGE PHYSICAL RESOURCES				✓			
23	GAS4	MONITOR, CONTROL AND ORDER NEW STOCK				✓			
24	GAS6	MANAGE DAILY OPERATIONS				✓			
25	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
26	CMS2	COORDINATE MARKETING ACTIVITIES				✓			

ADTOM5 - Advanced Diploma in Travel and Tour Management Level 5 (24 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TOS5.1	MANAGE AND IMPROVE TOUR PRODUCT MARKETING					✓		
2	TOS5.2	ANALYSE AND IMPROVE TRAVEL OPERATIONS, TOUR PRODUCTS AND SERVICES					✓		
3	RTS5.1	ENSURE RESPONSIBLE EMPLOYMENT CONDITIONS					✓		
4	RTS5.2	BUILD CAPACITY OF STAFF IN SUSTAINABLE AND RESPONSIBLE TOURISM PRINCIPLES AND PRACTICES					✓		
5	RTS5.3	MONITOR AND EVALUATE TOUR PRODUCTS AND SERVICES					✓		
6	RTS5.4	SUPPORT TOURISM DESTINATIONS IN IMPLEMENTING RESPONSIBLE TOURISM PRACTICES					✓		
7	RTS5.5	SUPERVISE THE APPLICATION OF RESPONSIBLE TOURISM PRINCIPLES					✓		
8	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
9	HRS2	PLAN THE WORKFORCE					✓		
10	HRS4	INITIATE AND FOLLOW DISCIPLINARY PROCEDURES				✓			
11	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
12	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
13	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
14	FMS1	PREPARE BUDGETS				✓			
15	FMS2	PROCURE PRODUCTS OR SERVICES				✓			
16	FMS3	MANAGE BUDGETS				✓			
17	GAS1	MANAGE PHYSICAL RESOURCES				✓			
18	GAS2	OPTIMISE EFFECTIVE USE OF TECHNOLOGY					✓		
19	GAS3	ESTABLISH POLICIES AND PROCEDURES					✓		
20	GAS4	MONITOR, CONTROL AND ORDER NEW STOCK				✓			
21	GAS6	MANAGE DAILY OPERATIONS				✓			
22	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
23	CMS2	COORDINATE MARKETING ACTIVITIES				✓			
24	SCS4	PLAN AND CONDUCT AND EVACUATION OF PREMISES					✓		

III. DETAILED STANDARDS

TOS1.1. UNIT TITLE: PREPARE A BASIC TRAVEL PLAN

UNIT DESCRIPTOR

This unit describes the competencies required to process customer requirements to produce an itinerary for travel that does not include air travel.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Confirm customer travel requirements

- P1. Record customer information
- P2. Confirm customer needs and preferences
- P3. Identify booking deadlines
- P4. Seek advice on sources of travel information from others

E2. Process travel plan requirements

- P5. Select carriers and suppliers
- P6. Prepare draft itinerary
- P7. Obtain approval to arrange bookings for customer
- P8. Book approved itinerary with nominated carriers and suppliers
- P9. Request payment from customer

E3. Process travel documentation and payment

- P10. Prepare required travel documentation
- P11. Process payment/s by customer
- P12. Issue travel documentation
- P13. Follow-up the payment with supplier
- P14. Up-date internal records

KNOWLEDGE REQUIREMENTS

- K1. List the different sources of information and suppliers
- K2. Identify the customer information required to record details
- K3. Explain how to develop a costed draft itinerary that accommodates the identified needs of a customer and receives their approval for proceeding with the booking
- K4. Explain how to elicit information from the customer about their requirements

- K5. Explain how to answer enquiries regarding costs and other product features
- K6. Describe how to confirm all details of the reservation with the customer
- K7. Explain how to read and interpret customer files and profiles and customer requests
- K8. Explain how to write customer files and customer requests
- K9. List the various payment methods available in your workplace

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Working with customers such as:

- End users of the service, i.e. the consumer
- Industry customers: retail travel agencies, inbound tour operators

2. Recording customers details by means of:

- A computer file
- A manual file

3. Methods for processing the reservations:

- Face to face
- By fax
- By Internet
- By mail
- By phone

CONDITIONS OF PERFORMANCE AND VARIABLES**4. Compiling customer profile with:**

- Address
- Full name and title
- Phone, fax, email and other communication methods
- Special requests
- Special needs
- Usual method of payment

5. Documents issued to customers such as:

- Confirmation letters
- Credit notes
- Information packs
- Invoices
- Paper-based or electronically transmitted materials
- Receipts
- Service vouchers

6. Updating financial status by:

- Checking and recording that the reservation has paid
- Checking correct method of payment
- Generating and issuing invoices and credit notes for changed reservation
- Inputting method of payment
- Receiving, processing and recording payments

7. Processing general and specific customer requirements and reservation details such as:

- Arrival and departure details
- Times and locations
- Details of other services being used
- Final: names, numbers
- Information of a style of customer, e.g. special interest group or VIP status
- Payment arrangements
- Special needs
- Special requests: bedding, dietary requirements, services

ASSESSMENT GUIDE**Performance assessment must include:**

1. Two travel plans correctly planned, booked, paid for and settled
2. Two customer records updated and maintained with the travel plan

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Review of portfolio of travel-related documentation and internal business records
- Direct observation, using role plays, of the individual receiving and processing reservations
- Review of documents prepared by the individual such as: confirmation letters, credit notes, information packs, invoices, receipts, service vouchers, statistical reports
- Written or oral questioning to assess knowledge of: information required by other departments to deliver products and services, different types of reservations and operations systems used

RELEVANT OCCUPATIONS

Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant

ACCSTP REF

D2.TTA.CL2.05

TOS2.1. UNIT TITLE: PREPARE TOUR PROGRAMME INFORMATION FOR PRESENTATION TO CUSTOMERS

UNIT DESCRIPTOR

This unit describes the competencies required to prepare tour programme information for presentation to customers.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Prepare tour programme information</p> <p>P1. Create and update accurate personal reference materials using a filing system that allows quick and efficient access</p> <p>P2. Organise information to reflect the needs of customers and the way in which information may be presented during a guiding activity</p> <p>P3. Identify themes and messages from research to meet specific customer needs</p> <p>E2. Develop a tour programme presentation</p> <p>P4. Structure the content and the layout of the information to be presented</p> <p>P5. Present in detail the content of the programme</p> <p>P6. Explain the logistics and technical specifics of the programme</p>	<p>E3. Update the information based on customers' feedback and interaction</p> <p>P7. Identify and use opportunities to maintain the currency of general knowledge about the tour programme</p> <p>P8. Incorporate updated knowledge into the tour programme improvement regularly and in a culturally appropriate way</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. Explain why customers need to be taken step by step through the tour programme</p> <p>K2. List most commonly required information</p> <p>K3. Identify and explain information sources and database</p> <p>K4. Explain how to communicate ideas and information</p> <p>K5. Explain how to collect, analyse and organise information</p>	<p>K6. Explain how to plan and organise activities</p> <p>K7. List and describe the specifics of compiling a presentation</p> <p>K8. List and explain research and analysis methodology and techniques</p> <p>K9. Explain how to organise and systematize feedback collected</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Information may include:

- Local information:
 - Banks and money changing
 - Post and communication services, transportation
 - Entertainment, eating and shopping
 - Health, safety and welfare
 - Sightseeing and local attractions, local traditions and culture, sport and recreation, religion, history plus subjects queried by customers
 - And others
- Questions include:
 - Expected
 - Non-routine
 - Open
 - Closed
 - Belligerent
 - Optional

2. Informal and formal research, opportunities to update knowledge or sources of information may include:

- Talking and listening to local experts
- Talking and listening to traditional owners
- Personal on site observation/exploration
- Organising information from own memory and experiences
- Watching TV, videos and films
- Listening to radio
- Reading newspapers, books and other references
- Surfing on Internet
- Joining as an industry association member
- Attending seminars or conferences

3. Personal reference materials and filing systems may include:

- Card reference systems
- Computerised database of information
- Notes based around different themes or characters
- Notes for specific customer interests
- Notes for particular types of customer group (e.g. from particular countries, special interests)
- Chronologies of major events
- Storylines
- Customer profiles (e.g. interest profiles for particular age groups, nationalities)

ASSESSMENT GUIDE

Performance assessment must include:

1. At least three from brief processes
2. At least two from information processes

ASSESSMENT METHODS

Suitable assessment methods may include:

- Direct observation of the trainee using knowledge to deliver a tour programme presentation
- Questioning of group members on their response to the trainee's breadth of knowledge and ability to deliver that knowledge in an interesting way
- Review of a research portfolio to assess the trainee'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 a given tour programme
- Review of portfolios of evidence from third party workplace
- Reports of on-the-job performance by the trainee

RELEVANT OCCUPATIONS	ACCSTP REF
Tour operator, Travel agent, Travel Consultant, Tourism Information Officer, Tourism Assistant	D2.TTA.CL2.01

TOS2.2. UNIT TITLE: INFORM AND CONSULT CUSTOMERS IN RELATION TO TOUR PACKAGE PURCHASE AND CONSUMPTION

UNIT DESCRIPTOR

This unit describes the competencies required for informing and consulting the customers in relation to the purchase and consumption of tourism products and/or services.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Help customers to identify their travel requirements and select tour package

- P1. Identify and clarify customers' travel services requirements
- P2. Summarize accurately customers' needs
- P3. Propose all travel options available for the customer's requirements and suggest the best suitable option
- P4. Advise customers of the total cost of their travel arrangements
- P5. Obtain customers' acceptance of the proposed arrangements

E2. Capture customer information

- P6. Obtain customers' consent to record the necessary information
- P7. Record the information quickly, accurately and in the required format
- P8. Maintain confidentiality of information

E3. Process customer information

- P9. Process and store the information to meet organisational and legal requirements
- P10. Handle recorded objections to personal information so as to maintain good customer relations

E4. Consulting the customer

- P11. Provide detailed information on the travel products and services as well as on any additional services, which accurately match the customer's requirements
- P12. Ensure the awareness about the booking procedures in terms of legal and regulatory requirements
- P13. Explain accurately and in detail about all documentation and administration required for the procedures
- P14. Ensure customer understanding of the prompt and appropriate resolving of documentation discrepancies
- P15. Present the content as well as the administrative procedures on services and products of interest for the customer
- P16. Clearly and fully explain all travel arrangements to the customers in a way they will understand
- P17. Ensure that customers have fully understood their travel arrangements and are satisfied with the service before they leave your premises
- P18. Complete fully and accurately all customer records and pass them promptly to the relevant person(s)

KNOWLEDGE REQUIREMENTS

- K1. List and describe the relevant parts of the legislation and its implications when giving advice and information to customers
- K2. Explain the main requirements of legislation affecting the collection, storage and use of personal information
- K3. Describe the need for maintaining customer confidentiality
- K4. Explain the importance of accurate and secure record keeping
- K5. List and describe the travel options and services the organisation can provide
- K6. Identify and describe the locations of the most visited outbound and domestic destinations for Vietnamese visitors
- K7. Identify and describe the locations of the major tourist attractions and special events in Vietnam, Asia, Europe and throughout the world

- K8. List the types of currency in use in major tourist destinations worldwide
- K9. List the official languages in use in major tourist destinations worldwide
- K10. Describe types of climate found in major tourist destinations worldwide
- K11. List the world time zones and their impact on your customers
- K12. List and explain the elements that make up a package
- K13. Explain where to find accurate and up to date information to support the booking
- K14. List the passport and visa types and explain where to find information on visa and passport entry requirements
- K15. Explain what information to provide to customers to enable them to find out current mandatory and recommended health precautions and regulations

KNOWLEDGE REQUIREMENTS

<p>K16. List and describe different entry requirements for non-EU and EU passport holders to major tourist destinations worldwide</p> <p>K17. List and describe the car rental terms and abbreviations</p> <p>K18. List the types of travel insurance available including amounts of cover, conditions, exclusions and excesses</p> <p>K19. Explain the meaning of basic terms and abbreviations used on travel documentation</p> <p>K20. Explain the booking terms and conditions and any restrictions applying to the travel and additional services you are booking</p> <p>K21. List and explain the 3-letter airport codes and how to encode and decode them</p> <p>K22. List and describe types of tickets available for travel services and any conditions attached to their issue</p> <p>K23. Identify the methods of making documents available to customers</p> <p>K24. Explain the consequences of making booking errors</p>	<p>K25. Explain the consequences of incorrectly issuing and processing documents</p> <p>K26. Explain how to read and interpret maps to identify major seaports and airports, tourist destinations, capital cities, major cities and country groups in Vietnam, Asia, Europe and throughout the world</p> <p>K27. Explain how to present costings to customers</p> <p>K28. Describe how to determine customers' eligibility for different insurance products (e.g. regarding age, pregnancy, medical history, etc.)</p> <p>K29. Explain how to interpret the travel arrangement information on travel documentation</p> <p>K30. Explain how to complete suppliers' manual or electronic booking documentation</p> <p>K31. Explain the value of customer information to: establishing current trends in travel and tourism customers' wants and needs; tailoring offers to specific customers' profiles; maintaining contact with customers and building customer loyalty</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

<p>1. Information process:</p> <ul style="list-style-type: none"> • Information on travel services, such as: package holidays, accommodation only, ferry travel only, flight only • Information on the booking conditions • Information on legislation and regulations, as well as health and safety issues • Information on additional services, such as: car hire, transport to and from departure point, car parking, insurance, tour operator's extras, mobility requirements • Collecting and processing customer contact details, product enquiries, relevant interests 	<p>2. Consultation process:</p> <ul style="list-style-type: none"> • Consulting customers: individual, organisation, small group • Recording data: manually, electronically • Tickets: pre-issued, tickets on departure (TOD) • Travel arrangements: check in times, luggage allowance, security procedures, departure point • Travel itineraries: content, schedule, pricing
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ASSESSMENT GUIDE**Performance assessment must include:**

1. At least five from each process groups
2. The final analysis and applicability of the findings

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Direct observation of the individual doing the information and consultancy session/s
- Written or oral questioning to assess knowledge of requirements, specifics and basics for consultancy and information processes' implementation
- 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
Tour operator, Travel agent, Travel Consultant, Tourism Information Officer, Tourism Assistant	D2.TTA.CL2.09

TOS2.3. UNIT TITLE: RECEIVE AND PROCESS A RESERVATION

UNIT DESCRIPTOR

This unit describes the competencies required for acting as an intermediary in receiving and processing reservations and bookings for a tourism, hospitality or event product or service offered for sale to agents or direct to the consumer.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Receive reservation request

- P1. Determine the availability of the requested reservation and advise the customer
- P2. Offer alternatives for unavailable reservations including waitlist options
- P3. Answer enquiries regarding costs and other product features

E2. Make reservation and booking

- P4. Identify and select the best available and suitable products and services
- P5. Conduct reservation and booking according to organisation policies and procedures

E3. Record details of reservation

- P6. Record customer details against their reservation to allow correct interpretation by other operational personnel
- P7. Enhance customer service and operational efficiency by using available customer profile or history
- P8. Record any special requests
- P9. Confirm all details with the customer, confirm their understanding and agreement
- P10. File the reservation according to system or procedural requirements and provide customer with reference code
- P11. Prepare and issue documents tailored to customer reservation

E4. Update reservations

- P12. Retrieve reservation data
- P13. Update financial status of the reservation accurately
- P14. Accept process and record any customer requests for amendments or cancellations
- P15. Provide details of amendment or cancellation conditions and charges and confirm customer understanding

E5. Advise others on reservation details

- P16. Communicate general and specific customer requirements and reservation details to appropriate departments and colleagues
- P17. Compile and provide reservation statistics
- P18. Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste

KNOWLEDGE REQUIREMENTS

- K1. List the different sources of reservations and the industry and organisational relationships that exist
- K2. Describe different types of reservations and operations systems used
- K3. Identify the customer information required to record details
- K4. Explain about the information contained within customer profiles
- K5. Describe the information required by other departments to deliver products and services
- K6. Describe the reservation statistics and their uses
- K7. List and describe the features of products sold and specific costs

- K8. List the types of formats for and inclusions of reservations documents such as confirmation letters and invoices
- K9. Explain how to elicit information from the customer about their requirements
- K10. Explain how to answer enquiries regarding costs and other product features
- K11. Describe how to confirm all details of the reservation with the customer
- K12. Explain how to read and interpret customer files and profiles, customer requests and complex product and costing information
- K13. Explain how to write customer files, succinctly document complex customer requests, document any conditions specifically applicable to reservations

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Working with customers such as:

- End users of the service, i.e. the consumer
- Industry customers: retail travel agencies, inbound tour operators

2. Recording customers details by means of:

- A computer file
- A manual file

3. Processing a reservation for:

- Air crew
- MICE delegates
- Corporate clients
- Groups
- Leisure or wholesale
- Individuals
- VIPs

4. Methods for processing the reservations:

- Face to face
- By fax
- By Internet
- By mail
- By phone

5. Compiling customer profile with:

- Address
- Loyalty programme memberships, e.g. frequent flyer
- Amount of business generated by the customer
- Full name and title
- Phone, fax, email and other communication methods
- Special requests
- Special needs
- Usual method of payment

6. Documents issued to customers such as:

- Confirmation letters
- Credit notes
- Information packs
- Invoices
- Paper-based or electronically transmitted materials
- Receipts
- Service vouchers

7. Updating financial status by:

- Checking and recording that the reservation has been deposited
- Fully paid
- Checking correct method of payment
- Generating and issuing invoices and credit notes for changed reservation
- Inputting method of payment
- Receiving, processing and recording payments

8. Processing general and specific customer requirements and reservation details such as:

- Arrival and departure details
- Times and locations
- Details of other services being used
- Final: names, numbers
- Operational or service requirements
- Information of a style of customer, e.g. special interest group or VIP status
- Loyalty programmes
- Payment arrangements
- Special needs
- Special requests: bedding, dietary requirements, services

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. One real or simulated tourism, hospitality or event business operation or activity which receives and processes reservations recorded in portfolio 2. One real or simulated tourism, hospitality or event reservation or call centre environment reservations system currently used by tourism, hospitality or event industry operators to control the reservations function for the supply of their product or service recorded in portfolio 3. One example or case of current product and costing information found within brochures, product manuals, tariffs, price lists, and the reservations system recorded in portfolio 4. One example or case of current commercial reservations documentation including confirmation letters, invoices and credit notes recorded in portfolio 5. One list of customers with whom the individual can interact and for whom they process a reservation (names can be removed) 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Review of portfolios of evidence • Direct observation, using role plays, of the individual receiving and processing reservations • Review of documents prepared by the individual such as: confirmation letters, credit notes, information packs, invoices, receipts, service vouchers, statistical reports • Written or oral questioning to assess knowledge of: information required by other departments to deliver products and services, different types of reservations and operations systems used

RELEVANT OCCUPATIONS	ACCSTP REF
Tour operator, Travel agent, Travel Consultant, Tourism Information Officer, Tourism Assistant	D2.TTA.CL2.18

TOS2.4. UNIT TITLE: ADVISE CUSTOMERS PRIOR TO AND AFTER TRAVELLING

UNIT DESCRIPTOR

This unit describes the competencies required for advising customer prior to and after travelling

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inform customers regarding all the information related to their coming travel

- P1. Ensure the clarity and completeness of the entire information
- P2. Highlight special notes/recommendations for their travel

E2. Resolve customer queries about their booking

- P3. Ensure the clear understanding by customers about any implications arising from their query and the importance to receive accurate and complete information to resolve it
- P4. Provide customers with a range of suitable courses of action and reassurance, where necessary
- P5. Secure customers' consent to any course of action before it is implemented promptly and accurately

E3. Identify and make changes to bookings

- P6. Inform customers promptly and accurately of any changes to their booking and the financial and other implications of any change
- P7. Offer customers, where available, a range of suitable alternative courses of action to resolve any problems arising from changes and establish accurately their preferences
- P8. Make agreed booking changes and update all records promptly and accurately
- P9. Ensure that communications with suppliers are polite and professional at all times
- P10. Issue customers with suitably amended documentation within the required time scale following the organisation's procedures

E4. Advise customers on how to make travel related claims and complaints

- P11. Explain travel related claims and complaints clearly to customers
- P12. Answer correctly customers' questions
- P13. Ensure that customers fully understand the process they need to follow and issue the correct documentation
- P14. Ensure the customer satisfaction with the service provided

KNOWLEDGE REQUIREMENTS

- K1. List and describe the organisation's procedures for:
 - Making changes to customer bookings
 - Handling booking and other queries
 - Completing customers' records
- K2. Explain how to access original booking details, identify and record the changes required and why it is important to do this accurately
- K3. Explain why it is important to provide details on all of the available alternatives (e.g. potential loss of the booking)

- K4. List and describe the documents, which need to be completed, how to complete them and what happens to them
- K5. List and explain the claims and complaints procedures and documentation for the suppliers used by the organisation
- K6. Explain why it is important to handle changes, customer queries, claims and complaints in a way that maintains goodwill and enhances the organisation's public image
- K7. Describe how to communicate effectively with customers and suppliers whilst assessing information, using reference material and making changes in order to maintain goodwill and the organisation's reputation

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Query:**

- Non-arrival of documents
- Incomplete and or incorrect documentation
- Requests for additional information

2. Changes:

- Transport times
- Destination
- Accommodation
- Date of departure
- Date of return
- Length of trip
- Departure point
- Name
- Cancellation by supplier
- Cancellation by customer

3. Financial implications:

- Additional payment required from the customer
- Amendment charge payable by the customer
- Compensatory payment made to the customer
- Refund payable to the customer

4. Procedures:

- Completion of documents
- Time scale for return of documents
- Items to be enclosed with claims
- Writing covering letters
- Where to submit claims
- Follow-up
- Further courses of action

ASSESSMENT GUIDE**Performance assessment must include:**

1. At least one from resolving a booking query
2. At least two from identifying and applying changes to the booking
3. At least one from advice on travel-related claims and complaints

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Direct observation of the individual doing resolving of a booking query
- Written or oral questioning to assess knowledge of requirements, specifics and basics for identifying and applying changes to the booking
- 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 operator, Travel agent, Travel Consultant, Tourism Information Officer, Tourism Assistant

ACCSTP REF

N/A

TOS2.5. UNIT TITLE: IMPLEMENT A TOUR PROGRAMME

UNIT DESCRIPTOR

This unit describes the competencies required to implement a tour programme.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare the receiving of the guests

- P1. Organise the reception of guests
- P2. Organise guest services from the pick-up place to the accommodation

E2. Meet and greet guests

- P3. Welcome guests appropriately
- P4. Introduce self and others
- P5. Ask questions to involve guests

E3. Organise accommodation and meal services

- P6. Communicate and agree with accommodation and meal service suppliers on the entire set-up of the programme
- P7. Accommodate guests accordingly
- P8. Assist in check-in/check-out procedures
- P9. Solve immediately any discrepancies to the services booked and provided by the local suppliers
- P10. Deal with customers' special needs if any
- P11. Communicate and agree in advance with suppliers and customers on special dietary if any

E4. Organise sightseeing and other supplementary services and activities

- P12. Communicate and agree with entertainment and sightseeing suppliers on the entire set-up of the programme
- P13. Introduce and present in detail the activities in a regular and logical sequence
- P14. Communicate and agree in advance with suppliers and customers on special needs if any
- P15. Adjust the programme depending on force-major or any other unexpected conditions

E5. Build, maintain and develop relationships during the implementation of the tour programme

- P16. Build, maintain and develop relationships with colleagues, drivers, local tour guides, local people at the attractions and local authorities
- P17. Provide recommendations for improvement of the relationships built

E6. See off guests

- P18. Express gratitude for the participation in the tour programme both personally as well as on behalf of the organisation
- P19. Provide space for interaction and feedback both verbally as well as in written form
- P20. Ensure the customer satisfaction with the entire tour programme

KNOWLEDGE REQUIREMENTS

- K1. Explain all operational elements of a tour programme
- K2. Define and explain all resources required for implementing a tour programme
- K3. Describe the impact of welcoming and seeing off guests according to customer satisfaction procedures and quality assurance standards of the organisation
- K4. Explain how to build, develop and maintain relationships with customers, colleagues and suppliers
- K5. Describe how to follow a system for interaction with and involvement of the customer group in the tour programme implementation process

- K6. Explain how to deal with the organisation of the main and the supplementary services and activities
- K7. Describe how to develop and apply customer care policies throughout a tour programme implementation
- K8. List the ways to follow 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. Tour programmes of varying durations:

- Weekend tour programmes
- Multi-day tour programme
- Single-day tour programmes

2. Tour programme, including multiple products, services and sites:

- City or local communities
- Free and easy package tours
- Cultural and heritage tours
- Eco-tours
- Adventure tours
- Special interest tours

3. Briefing information or documentation:

- Customer information
- Schedule information
- Supplier information
- Special request notes
- Tickets/vouchers or other travel documentation for guide and/or group
- Supplier contact details
- Optional tour services information
- Financial documents
- Promotional materials
- Emergency (24 hours) contact

4. Specific issues for customer needs:

- Type of customers
- Customer special needs
- Size of tour group
- Length of tour programme
- 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
- Ferry drivers/Boat
- Tour managers
- Local guides
- Airlines
- Tour guides
- Product suppliers (hotels, restaurants, attractions, retail locations)
- Tour organisation office

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
- ECC regulations

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
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least one from preparing for receiving, meeting and seeing off guests 2. At least two from organizing main and supplementary services 3. At least one from building, developing and maintaining relationships with service providers 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Direct observation of the individual doing meeting and seeing off guests • Written or oral questioning to assess knowledge of requirements, specifics and basics for organizing main and supplementary services for the tour programme • Case studies on building, developing and maintaining relationships with service providers based on reports, agreements, feedback • 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
<p>Tour operator, Travel agent, Travel Consultant, Tourism Information Officer, Tourism Assistant</p>	<p>D2.TOS.CL4.06</p>

TGS2.10. UNIT TITLE: PREPARE TOUR ACCOUNTS

UNIT DESCRIPTOR

This unit describes the competencies required to prepare tour accounts.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Review documentation prior to the tour</p> <p>P1. Review tour file with office based staff prior to the tour</p> <p>P2. Notify discrepancies in documents promptly</p> <p>P3. Clarify the specifics of the whole documentation range according to the organisational regulations</p> <p>E2. Handle documentation throughout the tour</p> <p>P4. Ensure all documents are being distributed and collected accordingly</p> <p>P5. Handle and dispense cash and documents accurately and securely</p> <p>P6. Hand over correct tour documents to correct suppliers and officials</p> <p>P7. Record documents and cash issued</p>	<p>E3. Present documentation after the tour</p> <p>P8. Arrange and systematise the documents collected</p> <p>P9. Present for review the tour file to supervisors</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. Define detail reasons for careful reviewing of documents and consequences of failure to observe and correct discrepancies.</p> <p>K2. Explain practical ways of keeping cash secure when on tour</p> <p>K3. List steps in a reducing balance or other organisational petty cash system</p>	<p>K4. Explain records of documents issued which need to be kept and reasons for this</p> <p>K5. Describe and explain organisational policy for tour accounts' handling</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

<p>1. Tour documents:</p> <ul style="list-style-type: none"> • 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 	<p>2. Cash for:</p> <ul style="list-style-type: none"> • Tips, entrance fees, contingencies, received in payment
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ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • 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
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • 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

TOS3.1. UNIT TITLE: RESEARCH TRAVEL AND DESTINATION INFORMATION

UNIT DESCRIPTOR

This unit describes the competencies required for the research that is necessary to maintain an accurate picture of existing and potential travel and tourism destinations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify data sources

- P1. Recognize and use suitable opportunities to collect useful data and information relating to travel destinations and products
- P2. Select reliable sources for collecting relevant and valid information and implementing the assessment
- P3. Identify any gaps in sets of data and assess their impact on conclusions

E2. Collect data

- P4. Collect data and information, using a variety of suitable methods to meet your organisation's requirements
- P5. Collect data and information at times and frequency to meet your research objectives
- P6. Ensure that the data collected is representative, detailed and valid

E3. Record and analyse data

- P7. Record data and information accurately and present it in the format required
- P8. Store data securely using the organisation's information system(s) correctly and ensure the availability to appropriate colleagues
- P9. Develop criteria for analysis
- P10. Analyse the data according to the criteria set
- P11. Provide findings and conclusions on both the needs and the expectations

KNOWLEDGE REQUIREMENTS

- K1. List and describe the methods of collecting data and information and their advantages and disadvantages
- K2. Explain how to gather information from telephone calls, face-to-face conversations, printed documents, electronic and on-line sources
- K3. Describe how to check the validity and currency of data and information
- K4. Explain the importance of collecting and recording data and information accurately
- K5. Describe the importance of ensuring that data and information sources are reliable and current
- K6. Explain where to find reliable data and information, how to access them and when to use them

- K7. Explain how to use electronic inputting and recording systems
- K8. Describe when it is necessary to seek additional sources to verify information and how support can be obtained to deal with verification problems
- K9. List and describe the variety of topics on which customers typically require information
- K10. Explain why it is necessary to highlight gaps in sets of data and how such gaps can impact on conclusions
- K11. Explain why items of data and information are needed and how they will be used
- K12. Explain how to use the organisation's data and information systems

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Sources and information collection process:

- Source collection and selection
- Information gathering
- Surveys
- Questionnaires
- Focus groups
- Collaborative sessions

2. Assessment criteria development process:

- Target orientation
- Travel portfolio development
- Current and future travel and destination improvement and development

3. Analysis and findings process:

- Basic research methodologies: qualitative and quantitative
- Findings' structure
- Findings' validity

ASSESSMENT GUIDE

Performance assessment must include:

1. At least one from each process group
2. At least three from sources and information collection processes
3. At least one from assessment criteria development processes
4. The final analysis and applicability of the findings

ASSESSMENT METHODS

Suitable assessment methods may include:

- Observation of practical candidate performance
- Simulation
- Tour account dossier
- Oral and written questions

RELEVANT OCCUPATIONS

Tour operator, Travel agent, Travel Consultant, Tourism Information Officer, Tourism Assistant

ACCSTP REF

D2.TTA.CL2.20

TOS3.2. UNIT TITLE: DEVELOP AND MAINTAIN RELATIONSHIPS WITH TOUR PROGRAMME SUPPLIERS

UNIT DESCRIPTOR

This unit describes the competencies required to develop and maintain relationships with tour programme suppliers.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify tour programme suppliers

- P1. Identify suppliers of tour products and services
- P2. Identify tour products and services purchased from suppliers
- P3. Identify operational requirements relating to the selection and use of suppliers
- P4. Locate and become familiar with sources of information and resources, in relation to suppliers, services and products

E2. Develop cooperation plans with tour programme suppliers

- P5. Develop cooperation plans based on monitoring of workplace needs and identification of opportunities for improvement and innovation
- P6. Develop scope and objectives of the required initiative based on organisational goals, staff and customer feedback
- P7. Consult appropriate stakeholders during the development of the plan
- P8. Develop appropriate and financially-sound resource strategies
- P9. Develop evaluation systems in consultation with appropriate colleagues

E3. Administer cooperation plans

- P10. Define performance indicators
- P11. Implement the cooperation plan based on indicators set
- P12. Provide progress and other reports in accordance with organisational requirements

E4. Conduct on-going evaluation

- P13. Review the cooperation plan to assess effectiveness in the workplace
- P14. Propose recommendations for improvement based on the performance criteria
- P15. Identify problems and make adjustments accordingly

KNOWLEDGE REQUIREMENTS

- K1. Explain how to comply with the organisational policies and procedures in regard to tour programme suppliers' relationship
- K2. Describe the specifics of tour programme suppliers and their relevance for the tour package development and improvement
- K3. Explain how to source and analyse a broad range of information on varying issues and from multiple sources
- K4. Describe the nature of relationships between different industry sectors

- K5. List and explain the key planning concepts and techniques including the structure of plans and steps in the planning process
- K6. Describe the current internal and external environments which impact on planning within the organisation or industry sector
- K7. Explain legal issues that impact on organisational operations as appropriate to the industry sector

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Tour programme suppliers may relate to:**

- Internal and external suppliers
- Domestic and international suppliers
- Organisation contact details: name, telephone, fax, e-mail and office location/s
- Names of key staff/contacts within the supplier business, including position held and areas of expertise

2. Products and services may include:

- Transportation and transfers
- Accommodation and entertainment
- Tours and cruises
- Entrances to attractions and sites
- Tourist guiding services
- Meals, functions and events
- Workshops and exhibitions
- Special items with corporate branding
- Venue, speaker and equipment services
- Special event consumable items
- Catering

3. Operational requirements relates to:

- Carrier and supplier guidelines
- Regulatory requirements
- Organisational requirements

4. Objectives may include:

- Sales figures
- Revenues
- Delivery times
- Service standards
- Client numbers
- Sales figures and targets
- Booking levels
- Customer or staff feedback
- Productivity gains

5. Evaluation may include:

- Key performance indicators
- Customer feedback
- Employee feedback

6. Performance indicators may include:

- Sales
- Customer service

ASSESSMENT GUIDE**Performance assessment must include:**

1. At least two cooperation plans with tour programme suppliers.
2. At least two plans for improvement of tour programme suppliers cooperation

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Observation of practical trainee performance
- Portfolio of tour programme related documentation and internal business records
- Case studies
- Simulated exercises
- Oral and written questions
- Third party reports completed by a supervisor or customer project and assignment work.

RELEVANT OCCUPATIONS

Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant

ACCSTP REF

D2.TOS.CL4.06

TOS3.3. UNIT TITLE: DEVELOP AND MAINTAIN RELATIONSHIPS WITH TOURISM DESTINATION STAKEHOLDERS

UNIT DESCRIPTOR

This unit describes the competencies required to develop and maintain relationships with tourism destination stakeholders.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Identify tourism destination stakeholders</p> <p>P1. Identify tourism destination stakeholders</p> <p>P2. Locate and become familiar with sources of information and resources, in relation to stakeholders, services and products</p> <p>E2. Seek and process information about tourism opportunities</p> <p>P3. Select appropriate communication approaches and consult tourism destination stakeholders about potential involvement in tourism opportunities</p> <p>P4. Define information sources for tourism, tourism market trends and distribution and marketing networks</p> <p>P5. Identify product and service gaps as well as the potential for future sustainable and responsible development</p>	<p>E3. Consult with the tourism destination stakeholders</p> <p>P6. Conduct consultations about opportunities and potential tourism developments</p> <p>P7. Provide relevant, current and accurate information to facilitate informed debate and decisions</p> <p>E4. Make collaborative decisions about tourism opportunities</p> <p>P8. Make decisions about tourism opportunities based on analysis and consultation</p> <p>P9. Make decisions that reflect the wishes of the tourism destination stakeholders</p> <p>P10. Integrate information collected into future planning of tourism activities</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. Describe the cultural and economic impacts of tourism on tourism destination stakeholders</p> <p>K2. Explain the tourism industry structure and interrelationships, networks and information sources</p> <p>K3. List and describe the main stakeholders in local, regional, state or territory, and national tourism organisations and the structures of these organisations at each level</p> <p>K4. Describe the current tourism product base for the particular tourism destination</p>	<p>K5. List and explain the key features of environmentally or culturally sensitive areas in the local or regional area</p> <p>K6. Define the main tourism destination stakeholders, the infrastructure within the particular community, and social, cultural and economic aspects of the community</p> <p>K7. Explain how to apply consultative and communication mechanisms commonly used by organisations and the tourism destination stakeholders</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Tourism destination stakeholders may comprise:

- Extended families in urban or rural settings
- Groups with common cultural links and interests
- Individuals who identify with and are accepted by a particular group
- Residents in urban, regional or rural settings
- Traditional communities on ancestral lands

2. Tourism opportunities may include:

- Accommodation and facilities development
- Attractions
- Tourism destination involvement in: Providing staff for external operations, training for the tourism industry
- Events
- Festivals
- Tour operations
- Tourism retailing operations
- Visits to the tourism destination by external tour operators

3. Information sources may include:

- Tourism destinations with common interests
- Government bodies: Funding agencies, land management agencies
- Internet
- Local people
- Reports and research: local, state, regional or national marketing plans, statistical data
- Research bodies: public, private
- Tourism operators: accommodation, destination marketing companies, tour operators, inbound tour operators, tour wholesalers, tourism organisations and associations, training agencies

4. Tourism destination impact may include:

- **Benefits:** cultural, including cultural preservation; economic; employment opportunities; greater understanding between host and visitor cultures; improved local facilities; visitor education
- **Costs:** damage to environmentally or culturally sensitive areas, effect on social structures, trivialisation of culture

5. Tourism destination stakeholders' consultations may include:

- Meetings with tourism destination stakeholders
- Individual and small group consultations
- Presentations from specialist advisers
- Formal and informal tourism destination research
- Publication and display of information excerpts for tourism destination stakeholders' comment
- Social media activities

6. Current and accurate information to be provided to the tourism destination stakeholders may include:

- Proposed tourism products
- Tourism destination stakeholders' capacity: ability to successfully market proposed products, ability to successfully deliver proposed tourism products
- Tourism destination stakeholders' impacts: negative, positive
- Tourism industry and market information: current market trends and needs, product and service gaps within the local area and region, service and quality expectations, distribution and marketing networks
- Information about other communities
- Recommendations, including any alternative product offerings for the tourism destination stakeholders to consider

ASSESSMENT GUIDE

Performance assessment must include:

1. At least one report on tourism opportunities with tourism destination stakeholders
2. At least two plans for tourism activities' development based on consultations with the tourism destination stakeholders

ASSESSMENT METHODS

Suitable assessment methods may include:

- Evaluation of a project conducted by the trainee to identify tourism opportunities for tourism destination stakeholders
- Set of case studies to assess the individual's ability to define tourism destination stakeholders with different: social, cultural and economic structures and issues; tourism product bases, and distribution and marketing networks
- Written or oral questioning to assess knowledge of tourism industry structure and interrelationships, distribution networks and tourism destination stakeholders consultation processes

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant	D2.TCS.CL5.02

TOS3.4. UNIT TITLE: DEVELOP AND UPDATE LOCAL KNOWLEDGE

UNIT DESCRIPTOR

This unit describes the competencies required to develop and update local knowledge.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Develop local knowledge</p> <p>P1. Identify and access appropriate sources of information on the local area</p> <p>P2. Record and file information for further use as appropriate and in accordance with organisational procedures</p> <p>P3. Identify and obtain the types of information commonly requested by customers</p>	<p>E2. Update local knowledge</p> <p>P4. Identify and use opportunities to update local knowledge</p> <p>P5. Share updated knowledge with customers and colleagues as appropriate and incorporates into day-to-day working activities</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. List and describe sources of information for the organisation and local knowledge</p> <p>K2. Define the specifics of the organisation, the local attractions, the events, the transport options, the general visitor facilities including shopping, currency exchanges, post offices, banks, emergency services</p>	<p>K3. List and describe ways of collecting and updating knowledge</p> <p>K4. Explain how to effectively respond to general customer information requests</p> <p>K5. Define how to build and maintain local knowledge</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

<p>1. Information must include:</p> <ul style="list-style-type: none"> • Specific information about the organisation • Local transport options • Local attractions • Local events • General visitor facilities including shopping locations, currency exchanges, post offices, banks, emergency services • Specific shopping details, markets • Restaurants, cafes and other dining venues • Other facilities and services such as hairdressers, dentists, travel agencies • Theatres and entertainment venues • Sporting facilities • Tours, local outings and trips • Travelling routes • Weather conditions 	<p>2. Sources of information on the local area may include:</p> <ul style="list-style-type: none"> • Brochures • Timetables • Local visitor guides • Library and local council • Local people • Information about the organisation • Room directories • Maps • Internet <p>3. Opportunities to update local knowledge may include:</p> <ul style="list-style-type: none"> • Talking and listening to colleagues and customers • Participation in local familiarisation tours • Visiting the local information centre • Personal observation/exploration • Watching TV, videos and films • Listening to radio • Reading local newspapers
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ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least one from local knowledge database developed 2. At least one report on updated local knowledge 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Project to research information on local area • Direct observation of the trainee using local knowledge to answer customer questions • Oral or written questions to assess knowledge of local information and information sources • Role-play to provide information for variety of different customers • Review of portfolios of evidence and third party workplace reports of on-the-job performance by the trainee

RELEVANT OCCUPATIONS	ACCSTP REF
<p>Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant</p>	<p>D2.TTA.CL2.11</p>

TOS3.5. UNIT TITLE: HANDLE TRANSPORTATION ISSUES

UNIT DESCRIPTOR

This unit describes the competencies required to handle transportation issues in travel and tour operations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify suppliers of transportation services

- P1. Identify transportation suppliers used by the organisation
- P2. Identify transportation services purchased from suppliers
- P3. Identify operational requirements relating to the selection and use of transportation suppliers

E2. Confirm client information and requirements for travel

- P4. Capture and/or confirm client details
- P5. Confirm existing arrangements relating to the travel plan
- P6. Identify and confirm needs and preferences of client
- P7. Identify booking deadlines

E3. Process travel plan requirements

- P8. Select carriers and suppliers to accommodate identified client requirements
- P9. Construct costed draft itinerary in accordance with the organisational operational requirements and identified client requirements
- P10. Obtain approval and authority to proceed with booking/s from client
- P11. Book approved itinerary with nominated carriers and suppliers

E4. Process travel documentation and payment

- P12. Prepare required travel documentation to support approved client booking
- P13. Process payment/s by client and issue travel documentation
- P14. Notify supplier of required adjustments to initial booking
- P15. Pay supplier in accordance with established and/or agreed terms and conditions
- P16. Up-date client file

E5. Handle transport issues

- P17. Identify and evaluate issues with customers and related stakeholders
- P18. Select appropriate solutions
- P19. Follow up and report according to organisation policies and procedures

KNOWLEDGE REQUIREMENTS

- K1. Explain how to comply with the organisational policies and procedures in regard to operational requirements for developing itineraries, costing fares, processing payments, issuing tickets and completing documentation and records
- K2. Describe how to use basic research techniques
- K3. List and explain the components of itinerary construction
- K4. List and explain ticketing rules appropriate to the needs of the organisation

- K5. Explain how to identify, access and apply travel-related resources
- K6. Explain how to identify and interpret carrier and other travel codes
- K7. List and describe carrier and supplier regulations and requirements
- K8. Explain how to apply principles of typical industry booking systems, procedures and records

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Suppliers may relate to:

- Internal and external transportation suppliers
- Domestic and international transportation suppliers
- Organisation name
- Contact details, including telephone, fax, e-mail and office location/s
- Names of key staff/contacts within the supplier business, including position held and areas of expertise

2. Client details refers to:

- Name
- Age
- Gender
- Religion
- Customer preference
- Home and/or business address, including postal and street
- Address for payment and delivery of documents
- Contact details
- Agent details, where applicable
- Times when client is available and/or unavailable
- Preferred contact times of the day
- Associated groups or other bodies client is a member of or connected to for purposes of determining relevant preferential treatment and/or discounts
- Previous client history, including information on system databases and client management systems

3. Existing arrangements may include:

- Existing reservation data
- Products and/or services already sold or confirmed as part of the current travel plan
- Identification of confirmed bookings held for client for current travel plan
- Confirmation of quotations supplied to client for products and services
- Finalization of outstanding issues and financial matters with clients

4. Needs and preferences of client may relate to:

- Packages
- Personalized travel plans
- Budget limitations
- Timing and duration
- Number of travellers, including considerations applicable to groups, families and individuals
- Destinations

5. Preferred carriers and suppliers, including preferences for:

- Methods of travel, including car rental, coaches, trains and other options unique to individual destinations, countries and locations
- Quotations and advice previously supplied to client
- Existing arrangements for the travel plan that have already been finalized, including arrangements made by the client and arrangements made by the organisation or other agencies

6. Booking deadlines refers to:

- Carrier guidelines
- Advance notice timelines required by carriers and suppliers
- Client needs
- Relationship between cost and advanced booking dates/timelines

7. Costed draft itinerary relates to:

- Name and number of travellers and/or passenger/s, including indication of adults and children, where applicable
- Day and date of travel from and to destinations
- Name of carrier and identification of chosen option, including seat allocation, where applicable
- Departure and arrival times
- Fare, taxes, fees and charges, including sub-totals and total using basic calculations
- Deposit and/or full payments required, if applicable
- Verification of connections and times, where applicable

8. Operational requirements relates to:

- Carrier and supplier guidelines
- Regulatory requirements
- Organisational requirements

9. Issue of travel documentation will depend on booking type as well as organisational, carrier and supplier requirements and may include:

- Issuing documentation to clients and passengers
- Providing documentation to accounts department
- Placing copies of documents in client file
- Providing documentation to carriers and suppliers
- Supplying documentation to operational staff, including tour leaders, tour guides, drivers
- Providing documentation to relevant authorities and government bodies, as applicable

CONDITIONS OF PERFORMANCE AND VARIABLES**10. Pay supplier may include:**

- Taking into account monies already paid
- Requesting payment from the accounts department, or self-administering payment conforming to approved or required methods of payment
- Ensuring timeliness of payment
- Completing relevant documentation
- Adding appropriate notifications into client file and up-dating records as required
- Factoring in commissions due to the organisation

11. Internal records may include:

- Client files
- Invoices
- Receipts
- Computerized system screens and fields
- Adding confirmations and other responses from suppliers
- Adding communications from client
- Including documents and records relating to amendments and adjustments to initial request/booking
- Up-dating financial status of client file
- Receiving, processing and recording payments

ASSESSMENT GUIDE**Performance assessment must include:**

1. At least two processed travel plans
2. At least two customer files completed

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Observation of practical trainee performance
- Portfolio of travel-related documentation and internal business records
- Case studies
- Simulated exercises
- Oral and written questions
- Third party reports completed by a supervisor or customer project and assignment work

RELEVANT OCCUPATIONS

Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant

ACCSTP REF

D2.TTA.CL2.04-08

TOS3.6. UNIT TITLE: SOURCE AND PACKAGE TOURISM PRODUCTS AND SERVICES

UNIT DESCRIPTOR

This unit describes the competencies required to source and package tourism products and services to meet the needs of particular markets or customers. It requires the ability to create, tailor and cost packages that may include complex itineraries or a wide range of products and services.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Source component products and services

- P1. Identify product objectives in consultation with appropriate colleagues and customers
- P2. Identify and determine destination and product preferences and requirements of customer or consumer market to be serviced
- P3. Identify and research potential destinations and component products and services using appropriate methods
- P4. Assess destination and product details relating to market or customer suitability, including costs, availability or accessibility, features and benefits, product match to preferences and requirements and profit potential
- P5. Assess the quality credentials of tourism operators and their products and services to be packaged
- P6. Select destinations, products and services based on research conducted
- P7. Select suitable suppliers and local providers for the packages and services to be developed

E2. Package component products and services

- P8. Develop packaged products or programmes to meet the requirements of specific customers or markets
- P9. Combine and integrate programme components to create maximum value and saleability within nominated constraints
- P10. Make agreements with suppliers according to organisation profit and other requirements and confirm in writing in line with organisation procedures
- P11. Cost programmes to ensure profitability using appropriate technology to take account of key financial factors
- P12. Document the product or program and pricing structures clearly to include full details of all inclusions, exclusions and add-ons and present to colleagues or customers
- P13. Review and adjust products or programmes and pricing structures in response to feedback from customers or colleagues
- P14. Check and incorporate legal requirements
- P15. Present final details of products, services or programmes to appropriate colleagues or customers for approval prior to finalisation of operational or marketing details and within required timeframes

KNOWLEDGE REQUIREMENTS

- | | |
|---|--|
| <ul style="list-style-type: none"> K1. Describe the specifics of the tourism industry, including structure and interrelationships, tourism industry networks and information sources K2. Describe industry information or destination marketing networks and their value in conducting research for the packaging process K3. Explain the specifics of a destination and a product appropriate to the specific tourism or hospitality industry sector and components to be included in the product or programme K4. List and describe customer or market product preferences and requirements K5. Explain negotiated cost of supply and contractual arrangements with suppliers K6. List and describe key principles and elements of calculating complex packaged product costings and pricing structures | <ul style="list-style-type: none"> K7. Describe distribution and marketing networks, especially those involved in distributing the proposed tourism product or programme K8. Explain industry commission or mark-up procedures and rates appropriate to the particular sector and the varying organisations within the distribution network K9. Describe industry practices in packaging products and presenting pricing structures appropriate to different sectors, including: <ul style="list-style-type: none"> • Different costing options, e.g. per person, room or group; all inclusive; and ground content only • Typical package styles for different markets or customer types |
|---|--|

KNOWLEDGE REQUIREMENTS

K10. Explain how to obtain general information on destinations, product base within the destination and customer or market product preferences and requirements

K11. Explain how to assess research findings and match destinations and products to meet the needs of the specific customer or market

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Customer or consumer market to be serviced may include:**

- Domestic tourists travelling within Vietnam
- International tourists travelling within Vietnam (inbound)
- Vietnamese travelling internationally (outbound)
- Groups
- Individuals
- Leisure travellers
- Business travellers
- Those travelling on incentive tours
- Those interested in the natural environment
- Those interested in special cultural groups
- MICE delegates
- Event participants

2. Special interest groups, including:

- Educational groups
- Sporting groups
- Customers or groups of a particular cultural background

3. Research may include:

- Desk research
- Personal contact with tourism authorities, product suppliers or distribution network
- Destination or site inspection

4. Component products and services to be packaged might include:

- Accommodation
- Transport, such as air, rail, bus or coach, and shipping
- Rent a car
- Entrances to attractions, museums, events and exhibits
- Food, beverage and catering
- Entertainment
- Tours
- Cruises
- Conference facilities
- Tour guiding services
- Activities
- Meals
- Functions
- Special items with customer corporate branding
- Venue hire
- Speaker services
- Audio-visual services
- Meeting or event equipment
- Special event consumable items

5. Assessment of the quality credentials of tourism operators and their products and services to be packaged may involve:

- Public liability and duty of care policies and procedures
- Safety record
- Customer service and satisfaction record
- Reliability of other tourism operators to provide promised products and services
- Reliability of other tourism operators in complying with laws

6. Environmental and local community protection credentials of tourism operators who deliver tourism products in environmentally sensitive areas such as:

- Their compliance with laws, permit, licence or accreditation requirements that relate to environmental and local community protection
- Reliability in sustaining the natural and cultural environment by use of minimal impact practices

CONDITIONS OF PERFORMANCE AND VARIABLES**7. Requirements of specific customers or markets may relate to:**

- Budget
- Product or service preferences and requirements
- Time constraints
- Cultural issues
- Integration into a wider touring, event or sporting program

8. Cost programmes to ensure profitability using appropriate technology to take account of key financial factors, including:

- Actual cost of all product or service components
- Full range of commission or mark-up structures that would apply to each organisation involved in the distribution network for the product
- Desired profit margin for the packaged product and service
- Application of appropriate mark-up to achieve a profitable selling price
- Any additional taxes, special fees and other charges
- Any applicable exchange rate implications

9. Special fees and other charges may include:

- Service fee
- Transaction fee
- Itinerary preparation fee
- Visa and passport handling fee
- Loyalty programme (e.g. frequent flyer) redemption fee
- Product booking fee
- Amendment fee
- Cancellation fee
- Reconfirmation fee
- Courier fee
- Credit card fee
- Communication fee

10. Legal issues may include:

- Child sex tourism and child labour
- Legal liability insurance requirements and duty of care of customers
- Environmental protection (This would include required environmental licences, permits, accreditation and minimal impact practices)
- Local community protection (This would include land ownership, management and access requirements)
- Consumer protection (This would include refund requirements that must be met by tourism businesses, terms and conditions of quotations and cancellation fees).
- Responsible service of alcohol
- Food safety

ASSESSMENT GUIDE**Performance assessment must include:**

1. At least one from product or service components
2. At least two packaged products and services
3. At least one package costing

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Review of completed product costing and pricing structures for specific packaged products or programmes
- Case studies to assess the trainee's ability to research and meet the needs of customers or markets with differing product preferences and requirements
- Written and oral questioning or interview to test knowledge such as structure of the tourism industry, tourism industry interrelationships, distribution networks, mark-up and commission structures and legal requirements
- Review of portfolios of evidence and third-party workplace reports of on-the-job performance by the trainee

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant	D2.TTA.CL2.19

TOS3.7. UNIT TITLE: SOURCE AND PROVIDE DESTINATION INFORMATION AND ADVICE

UNIT DESCRIPTOR

This unit describes the competencies required to source and provide destination information and advice, including general product information such as what types or styles of product can the destination offer. The unit requires the ability to identify appropriate information sources and research destinations in order to develop, update and maintain a general destination knowledge base relevant to the industry sector and job role.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop knowledge on destinations

- P1. Identify and access information sources with current and accurate information on destinations
- P2. Obtain key information on cultural and related features of the destination and the general style of tourism products available
- P3. Obtain key information on geographical features and current health and safety features of the destination
- P4. Identify and obtain general information on different tourism products available to meet different customer needs
- P5. Record and store destination information for future use according to organisation systems

E2. Update knowledge of destinations

- P6. Use formal and informal research to update destination and general product knowledge
- P7. Seek feedback from colleagues and customers on experience with destinations and provide this to other organisations where appropriate.
- P8. Share updated information with colleagues according to organisation procedures

E3. Provide information and advice on destinations

- P9. Accurately identify the specific information and advice needs of the customer
- P10. Provide a range of current and accurate destination and general product information and advice in a time manner and according to organisation procedures
- P11. Refer customers to current sources of health and safety information
- P12. Ensure that the scope and depth of the information are appropriate to customer needs
- P13. Present the information and advice in an appropriate format and style

KNOWLEDGE REQUIREMENTS

- K1. List and describe industry information networks and the ways in which customers seek information
- K2. Define and describe formats and styles of information presentation, including styles that cater for those with special needs (e.g. presenting information in large print or providing information electronically)
- K3. List and describe sources of information on current health and safety issues for the destination, including weather information
- K4. Explain ways to update knowledge in the tourism industry
- K5. Define the destination knowledge appropriate to the sector or specific workplace

- K6. Define for each destination:
 - Key information on geographical features of the destination, including destination location, climate and seasonal factors of the destination, its region and major geographic features of the destination and its region
 - Key information on cultural and related features of the destination, including major cities, towns and tourist areas and precincts; major, manmade tourist attractions; major gateways for and transport networks within the destination and its region; and very basic understanding of the history and cultural aspects of the host community, including cultural mix

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Sources of destination information may include:

- Destination and product library
- Internet and intranet
- Authority information systems
- Regional tourism office information systems

2. Key information on cultural and related features of the destination may include:

- Major cities, towns and tourist areas and precincts
- Major manmade tourist attractions
- Major gateways for and transport networks within the region and destination
- History
- Local economy
- Local customs
- Special regional features
- Cultural elements
- Special features of the host community
- Local facilities, including banking and public facility information
- Facilities for customers with special needs

3. Key information on geographical features must include:

- Location of the destination and the region in which it is located
- Climate and seasonal factors of the destination and its region
- Major geographic features of the destination and its region

4. Key information on current health and safety features may include:

- Any current health risks, including diseases, epidemics, and animal or insect infestation
- Terrorism threats or current acts
- Weather disasters or threats of bad weather, e.g. fire, flood and storm

5. General information on different tourism products:

- May include: Styles of product available within the destination; seasonal availability of product location
- May be found in: brochures; e-brochures; sales kits; supplier information kits; product manuals; advertising flyers

6. Storage of destination information may include:

- Card reference systems
- Files and notes of particular destinations
- Files and notes for specific touring routes or locations
- Files and notes for specific styles of customer group
- Computerised database of information

ASSESSMENT GUIDE

Performance assessment must include:

1. At least one from destination knowledge developed
2. At least two updated reports on destination knowledge
3. At least one presentation used to provide destination information and advice

ASSESSMENT METHODS

Suitable assessment methods may include:

- Direct observation of the trainee sourcing current information and providing advice to customers
- Evaluation of integrated activities completed by the trainee, including sourcing information on destinations, selling products, providing quotations and issuing documents
- Case studies and problem solving activities to assess ability to respond to different customers
- Destination research activities for different customer scenarios
- Written and oral questioning or interview to test knowledge of information sources and key destination information
- Review of portfolios of evidence and third party workplace reports of on the job performance by the trainee

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant	D2.TTA.CL2.20

TOS3.8. UNIT TITLE: OPERATE TOUR PROGRAMMES IN REMOTE AREAS

UNIT DESCRIPTOR

This unit describes the competencies required to operate tour programmes in remote areas.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Use basic survival techniques

- P1. Read maps and use navigation equipment accurately to find destinations and to navigate the return journey
- P2. Share local knowledge with customers to enhance the overall tour experience and to employ their help, if required
- P3. Employ basic survival techniques in remote areas in emergency situations to source water, food and shelter and to signal for help or rescue

E2. Operate remote area communications equipment

- P4. Tune and adjust equipment to ensure that incoming and outgoing communications can be clearly transmitted
- P5. Obtain and select correct communication address to make outgoing communication
- P6. Operate communication equipment correctly at the appropriate times to establish contact and in accordance with organisational procedures/safety requirements
- P7. Relay and receive messages speaking at a volume and tone and using the phonetic alphabet /radio call signs to allow the other party to clearly hear and understand the message
- P8. Provide appropriate response to caller, respond to requests for action or information and confirm that requests have been tackled

KNOWLEDGE REQUIREMENTS

- K1. Explain how to obtain and select correct communication address to make outgoing communication
- K2. Explain how to apply bush craft/survival techniques in a remote area
- K3. Describe how to effectively assess and respond to a range of possible emergency situations

- K4. Explain how to integrate general problem solving skills with the technical skills required for operation of tours in a remote areas
- K5. Explain the importance of response to caller, based on requests for action or information and confirm that they have been tackled

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Remote tours can include:

- Walking tours
- 4WD tours
- Boating tours and cruises
- Aerial tours
- Fishing tours
- Any tour involving recreational or adventure activities
- Any outdoor activity

2. Hazards or dangers can include:

- First aid situations
- Heat exhaustion and heat stroke
- Hyperthermia
- Falls
- Accidental crash of vehicle or vessel
- Dangerous bites or stings
- High altitude sickness

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. Documented evidence of at least one real or simulated tourism, hospitality or event business operation or activity in a remote area 2. Production of one feedback system currently used by tourism operators to handle the customers' satisfaction for the supply of a tour in a remote area 3. Tour delivered with documentary evidence of interaction with customers on the development of a tour in a remote area 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Direct observation of the trainee using bush craft/survival techniques • Direct observation of the trainee receiving and relaying communications • Review of operational plans and checklists prepared and/or completed by the trainee • Review of post tour reports completed by the trainee • Written and oral questioning or interview to test knowledge of occupational health and safety issues and bush craft techniques • Review of portfolios of evidence and third party workplace • Reports of on-the-job performance by the trainee

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant	D2.TOS.CL4.15

TOS3.9. UNIT TITLE: MAINTAIN TRAVEL AND TOUR PRODUCT INVENTORY

UNIT DESCRIPTOR

This unit describes the competencies required to maintain travel and tour product inventory.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Source and interpret products and information for inventory

- P1. Identify information that may be entered onto a product inventory
- P2. Request businesses to supply required product information
- P3. Interpret product information received from businesses
- P4. Review and evaluate product information
- P5. Obtain additional product information, where necessary

E2. Enter product information onto inventory systems

- P6. Load data onto the product information inventory system in accordance with organisation policies and procedures
- P7. Verify completeness, accuracy and currency of information entered onto the product inventory

E3. Update product inventory

- P8. Monitor product inventory
- P9. Request additional allocations
- P10. Remove information from product inventory
- P11. Input up-dates and other product information changes as they arrive

E4. Supply inventory information

- P12. Identify internal personnel to whom product inventory information advice may be provided
- P13. Identify frequency with which product inventory information advice may be provided
- P14. Prepare and distribute reports and product information to internal personnel
- P15. Provide assistance to internal personnel

KNOWLEDGE REQUIREMENTS

- K1. List and explain the organisational policies and procedures in regard to sourcing and maintaining product information both internally and externally
- K2. Describe the role of product inventories in industry
- K3. List the businesses involved with product inventories
- K4. Identify the formats of product inventories

- K5. List and explain major categories of tourism products and services
- K6. List and describe industry products, product information and rate options and variations
- K7. Explain industry terminology, jargon and abbreviations
- K8. Explain how to produce and interpret product inventory reports

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Role of travel and tour product inventories may be related to:

- Providing a readily accessible and current database of information that staff can use in their selling endeavours
- Optimising the potential for staff to make accurate bookings and sales that best comply with identified client requests
- Enabling staff to respond professionally to client requests for information

2. Product information may include:

- Travel, including air, cruise, train, bus, car
- Destinations, including statistical information and details relating to climate, currency, maps
- Travel guides, events, languages, history, safety, government information, time zones, culture and communications
- Tourist activities and attractions, including natural and manmade
- Tours, trips, sightseeing and excursions
- Accommodation facilities, ranging from 5-star to back-packer venues and including blocked dates, seasons and times, minimum purchase, use, booking and stay requirements, where applicable
- Services, including medical, personal, entertainment, sporting, shopping
- Travel requirements, including requirements relating to entry, passport, visas, warnings and advisory bulletins, customs information
- Finance and travel insurance
- Allotments of any type of tourism product, including accommodation, seats, entry passes
- Rates, costs and tariffs, including details relating to specials, packages, discounts, peak and low season rates, premiums, commissions and group rates
- General product information, including venue and local area and facilities information
- Terms and conditions of sale, including details that apply to the business and to clients/purchasers
- Sales data, including internal tracking of sales together with up-dated sales data from suppliers to assist with identifying allotments that remain for sale

3. Request businesses may relate to:

- Telephoning targeted businesses
- Making face-to-face requests of sales staff that visit the office
- Making e-mail requests
- Registering to receive information, newsletters and up-dates

4. Interpret product information may include:

- Understanding resources, including interpreting codes, abbreviations, acronyms and individual supplier terminology
- Converting currencies
- Interpreting terms and conditions
- Understanding limitations and elements of products and services, especially packages and deals
- Identifying fees and charges
- Using international time in accordance with a 24-hour clock

5. Review and evaluate product information may include:

- Assessing currency of the information provided
- Determining degree of usefulness of the information
- Identifying new information that is needed to supplement existing product information
- Considering the applicability of information to client queries and needs
- Judging accuracy and honesty of the information provided by suppliers

6. Input up-dates and other product information may include:

- Adding new information as soon as possible to ensure currency of product inventory
- Ensuring related hard copy material is removed and/or amended, including promotional material and hard copy information used by staff for selling activities
- Ensuring accuracy of data entry

7. Internal personnel may include:

- Head office
- Managers, supervisors and owners
- Sales staff, including counter-staff, ticketing officers and other client-contact staff
- Marketing department
- Accounting department, including individual responsible for price setting

8. Frequency may relate to:

- Prepared schedules for disseminating internal information, including staff briefings, schedules
- Staff meetings and management meetings
- Complying with immediate demand where no prior notice exists

9. Reports may include:

- Sales reports
- Reservation reports
- Cost comparisons for various product suppliers
- Features and benefits comparisons for various product suppliers and/or packages
- Usage rates for various product suppliers and individual products and/or services
- General management tools to track and evaluate business performance in conjunction with financial reports

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least one from sourcing and interpreting products for inventory 2. At least two developed travel and tour product inventories 3. At least one improved travel and tour product inventory based on own or supervisor's recommendation report 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Observation of practical trainee performance • Case studies • Simulated exercises • Role plays • Portfolio of reports, database up-dates, inventory 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
<p>Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant</p>	<p>D2.TTA.CL2.12</p>

TOS3.10. UNIT TITLE: OPERATE AN ONLINE INFORMATION AND RESERVATION SYSTEM

UNIT DESCRIPTOR

This unit describes the competencies required to operate an online information and reservation system to create reservations, process system's data, amend bookings, retrieve booking information and communicate bookings information to others within the system.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Operate the information and reservation system

- P1. Access the online information and reservation system
- P2. Investigate information contained within the system
- P3. Check whether or not a reservation can be taken on the computerised information and reservations system
- P4. Check terms and conditions
- P5. Accept and create a reservation on the computerized information and reservation system
- P6. Retrieve a reservation on the computerised information and reservation system
- P7. Amend a reservation on the computerised information and reservation system
- P8. Print reservation details from the computerised information and reservation system
- P9. Notify relevant personnel of reservation details (especially payment deadline)

E2. Process reservations' communications

- P10. Print reports from the computerised information and reservation system
- P11. Create and process internal communications using the computerized information and reservation system
- P12. Respond to external requests for information using the computerised information and reservation system
- P13. Create and process communications for external consumption

KNOWLEDGE REQUIREMENTS

- K1. List and explain the scope and characteristics of information and reservation systems
- K2. Describe the functions that can be performed on a computerized reservation system
- K3. Explain the potential and limitations of the computerized reservation system used by the host organisation
- K4. Explain the benefits of and barriers to using information and reservation systems
- K5. Identify the businesses that may use online information and reservation systems
- K6. Interpret the screens and displays available within information and reservation systems

- K7. Explain how to access and manipulate nominated system data
- K8. Describe how to accept and process nominated types of reservations
- K9. Explain how to decline a reservation
- K10. Describe how to cancel a nominated reservation
- K11. Explain how to amend an existing reservation in nominated ways that comply with system and other imposed restrictions
- K12. Explain how to retrieve a nominated booking using a variety of access options

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Scope of a computerized reservations:

- Industry-wide access and use
- Use only within an individual property
- Agents making commission-based reservations with travel, accommodation and other suppliers
- Service suppliers processing requests from customers, agents and other properties within the same organisation for travel, accommodation and other services
- Bookings from domestic and international customers, including inbound and outbound, private and corporate for day trips, transfers, meals, accommodation, car rental, cruises, theatre tickets

2. Information and reservation system functions:

- Interrogating and amending existing data
- Making reservations, including group, individual, corporate, in-house, commission basis
- Amending reservations, such as extending or changing dates, altering flights, changing room numbers
- Determining vacancies and current level of availability, including tickets, seats, rooms
- Recording customer details
- Recording special request details
- Creating internal and management reports
- Generating client histories and preferences
- Generating mailing lists
- Creating marketing information
- Preparing limited accounting statements

3. Interpret the screens and displays relates to:

- Identifying menus and sub-menus
- Identifying information fields
- Identifying drop-down menus
- Identifying self-populating fields
- Identifying multiple choice fields
- Identifying mandatory fields
- Identifying character limitations within information fields
- Using the toolbar menu and using keystrokes to access fields and menus
- Differentiating between levels of authorization and access
- Creating and using passwords and user identification to access screens and data
- Using system-specific techniques to move between fields and screens

4. Access may include:

- Initiating sequences and protocols
- Using passwords and User IDs
- Ensuring security and privacy

5. Investigate information may include:

- Applying access codes
- Interpreting and using on-screen prompts to determine required information – these may include prompts such as 'Yes', 'No', 'OK', 'Continue?', 'Apply', 'Update?', 'Edit' and 'Print'
- Interpreting and applying on-screen abbreviations, acronyms and options
- Using navigation tools such as buttons and tabs
- Applying correct date formats within the system
- Adhering to system protocols and field size limitations
- Completing required fields
- Describing the field and menu links available between screens

6. Check whether or not a reservation can be taken may include:

- Accessing relevant existing booking fields which may include flight number, room status, ticketing plans
- Confirming booking requirements, including number of people, dates and times, seating and other preferences
- Noting limitations that may apply to the intended booking, including premiums payable
- Minimum stay lengths, room type, seating options and special requirements such as access to the aircraft, baby cot

7. Accept and create a reservation, including:

- Taking a booking for a new client
- Taking a booking for an existing client
- Refusing/declining a booking
- Populating all relevant fields required by the system being used by the host organisation
- Advising client of requirements as prompted by the system, such as payment, visa requirements, arrival requirements, luggage limitations
- Entering required booking details
- Entering required customer details
- Confirming the reservation details
- Saving the booking
- Printing a hard copy of the booking

8. Retrieve a reservation, including:

- By date
- By client name
- By booking type
- By flight number
- By room number

CONDITIONS OF PERFORMANCE AND VARIABLES**10. Report types:**

- Daily operational reports to track individual staff activity
- Commission reports
- Marketing segment reports
- Breakdown reports showing bookings by category (as designated by the host organisation)
- Transaction summaries
- Weekly and daily summaries

11. Internal communications

- Providing designated information, data and statistics to other nominated staff who are linked to the system
- Providing system update information to other departments within the organisation to allow them to plan for changing booking levels
- Ensuring only designated material is available and accessed
- Ensuring currency and accuracy of material
- Requiring confirmation of data sent to others

12. External requests for information:

- Providing information to product or service suppliers advising them of bookings made
- Responding to online requests for quotations
- Responding to telephone or in-person queries in relation to an existing reservation

ASSESSMENT GUIDE**Performance assessment must include:**

1. At least one documented real or simulated tourism, hospitality or event business operation or activity which receives and processes reservations
2. Documented evidence of use of a reservations system currently used by tourism, hospitality or event industry operators to control the reservations function for the supply of their product or service
3. Documented evidence of current computerized commercial reservations documentation including confirmation letters, invoices and credit notes
4. At least three records of customers with whom the individual can interact and for whom they process a reservation

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Observation of practical trainee performance
- Practical exercises that reflect the workplace application of the online information and reservation system of the host organisation
- Oral and written questions
- Portfolio of evidence that represents experience with and competency on the designated computerised reservation system
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant

ACCSTP REF

D2.TTA.CL2.13; D2.TTA.CL2.14; D2.TTA.CL2.15;

TOS3.11. UNIT TITLE: SELL TAILOR-MADE TRAVEL SERVICES

UNIT DESCRIPTOR

This unit describes the competencies required to identify, research, formulate and agree tailor-made travel arrangements with customers. The ability to identify and suggest alternatives and options to enhance the customers' travel experience is also included.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify and research customer's travel needs

- P1. Present customers with a range of travel options from different relevant suppliers
- P2. Identify customers' needs, summarise and confirm them through the use of appropriate questioning techniques and effective listening
- P3. Present all possible options, with their advantages, to customers to best meet their expectations and enhance their travel experience
- P4. Record customer enquiries and needs and process them correctly

E2. Formulate and present tailor-made travel services and costings

- P5. Compile travel itineraries and costings likely to meet customers' expectations, using the outcomes of research
- P6. Meet customer expectations and organisation's sales objectives through proposals put to customers
- P7. Highlight specific features and benefits which match or exceed customers' requirements
- P8. Present customers with suitable alternatives where proposals do not specifically match their original requirements
- P9. Ensure that proposals meet legal and industry codes of practice requirements
- P10. Confirm customers' understanding of the proposals and answer accurately their queries and objections

E3. Discuss and agree the transaction

- P11. Ensure that all parties are satisfied on the agreement of the supply of the travel services
- P12. Summarise and record the agreement reached accurately
- P13. Ensure that all agreements and records of agreements conform to requirements
- P14. Reassure customers positively following their buying choice
- P15. Complete the transaction, meeting the organisation's procedures and legal requirements

KNOWLEDGE REQUIREMENTS

- K1. List the names and locations of: Vietnamese towns, cities, gateway airports and seaports and physical features; Vietnamese tourist attractions, regions and resorts, national parks
- K2. List and describe the following in relation to outbound tourism from Vietnam to major travel destinations in the rest of the world: the location of continents, countries, capitals, resorts, gateway airports and seaports, major towns, cities, tourist attractions, oceans and seas, main physical features, climate, time zones, currencies and languages, food, clothing, shopping, entertainment, culture and special events

- K4. Describe implications of using internal and or external sourcing in relation to package holiday legislation, where relevant
- K5. Define the main types of air products and suppliers
- K6. List the official grading schemes operating within countries worldwide and the differences between them
- K7. Explain the different types of accommodation including hotels, selfcatering, all inclusive, private accommodation and holiday centres, room types, facilities and meal basis

KNOWLEDGE REQUIREMENTS

<p>K8. Define the different methods of booking and paying for accommodation only, including the implications of guaranteed reservations</p> <p>K9. Explain the terminology used when making accommodation only reservations (e.g. 'on request') the main types of products and categories of principals, including specialist products and principals</p> <p>K10. Describe the relationship between agents and principals</p> <p>K11. List the commissions payable by different suppliers</p> <p>K12. Define service charges - what they are and when they need to be applied</p> <p>K13. List the main industry trade associations, their main purposes and the benefits of membership to the organisation and the customers</p> <p>K14. List and explain how to encode and decode 3-letter airport codes and 2-letter airline codes</p> <p>K15. Describe the legal obligations when advising customers (personal data/ financial protection arrangements (if appropriate), booking conditions, passport, visa, health and insurance requirements, including current, applicable regulatory guidelines for insurance selling)</p> <p>K16. Explain the consequences of misrepresentation (e.g. in the context of brochure amendments and or updates) during discussions with customers</p>	<p>K17. List and describe organisation's policies relating to costs and the importance of containing costs</p> <p>K18. Define sources of European, Asia and worldwide travel information and explain how to access and interpret them</p> <p>K19. Explain how to identify customers' requirements for tailor-made travel</p> <p>K20. Explain how to use and interpret any relevant brochures, timetables, fare schedules and price lists to provide information and costings</p> <p>K21. Explain how to put together an itinerary to achieve the most logical and economic sequence of events</p> <p>K22. Define how to use and interpret reference sources to provide costings (in Vietnamese dong) and information on different groups and models of rental vehicle, main conditions of rental including eligibility (e.g. age, endorsements), insurance, personal accident insurance and top ups</p> <p>K23. Explain the need for confidentiality and the implications of data protection legislation</p> <p>K24. List and describe the legal requirements for accurate quotations and record keeping</p> <p>K25. Explain the legal implications of indemnities, advertising, contractual relationships and acting on behalf of customers and principals</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

This unit standard covers the following range:

1. Questioning techniques:

- Open questioning
- Closed questioning
- Optional questioning

2. Options:

- Routings
- Modes of transport
- Types of accommodation
- Costings
- Places of interest
- Local culture and customs
- Special interests

3. Requirements:

- Organisational
- Legal
- Industry codes of practice

4. Records of customer enquiries and needs:

- To improve efficiency of service for customer
- For analysis to build customer profiles

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least one report on identifying customers' needs 2. At least two tailor-made travel package developed 3. At least one customer feedback/satisfaction report on tailor-made travel services provided 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Observation of practical trainee performance • Practical exercises that reflect the workplace application of the tailor-made travel service packages • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
<p>Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant</p>	<p>D2.TOS.CL4.17</p>

TOS3.12. UNIT TITLE: OBTAIN AND COMMUNICATE CUSTOMER FEEDBACK AND INFORMATION

UNIT DESCRIPTOR

This unit describes the competencies required to obtain and communicate customer feedback and information.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Obtain customer feedback and information

- P1. Develop criteria for obtaining customer feedback together with the respective documentation
- P2. Obtain customer feedback information for subsequent analysis
- P3. Maintain customers' goodwill throughout the collection process
- P4. Record information accurately
- P5. Maintain confidentiality of customer information and feedback
- P6. Store information according to organisation requirements

E2. Communicate customer feedback

- P7. Present the collected data on time for the analysis to be developed
- P8. Discuss with supervisor/s the collected data specifics and provide a scope for the analysis to follow

KNOWLEDGE REQUIREMENTS

- K1. Explain the importance of obtaining and analysing customer feedback
- K2. List and explain the variety of ways for obtaining feedback from customers
- K3. Explain the principles of sampling customers to obtain feedback
- K4. Define suitable opportunities to approach customers for feedback
- K5. Explain the variety of feedback data that can be obtained from customers and its validity in meeting evaluation needs

- K6. Explain how to select the most useful feedback opportunities and plan data collection
- K7. Define the factors affecting the collection of customer feedback data
- K8. Explain the constraints of time, cost and staffing that affect obtaining customer feedback

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Feedback procedure:

- Timing
- Feedback forms' development

2. Feedback information:

- Methodology: quantitative/qualitative
- Content: tour programme, accommodation, food and beverage, tour guiding, entertainment services, transportation, general satisfaction, etc
- Personal guest information: name, age, gender, occupation, nationality, contact details, further preferences

3. Collection method:

- Face-to-face (individual or group discussions)
- Telephone
- E-mails
- Forms

4. Ways of recording:

- Manually
- Electronically

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least two customer feedback and information data bases collected 2. At least one presentation of customer feedback and data collected 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Practical exercises that reflect the workplace application of the obtaining and communicating feedback • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
<p>Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant</p>	<p>D2.TRM.CL9.13</p>

HRS3. UNIT TITLE: CONDUCT A STAFF PERFORMANCE REVIEW

UNIT DESCRIPTOR

This unit covers the competencies required to monitor staff performance within the framework of established performance management systems. It requires the ability to monitor the day-to-day effectiveness of staff and to conduct structured performance reviews and formal counselling sessions.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor staff performance

- P1. Consult with and inform staff about expected standards of performance using appropriate communication mechanisms
- P2. Monitor on-going performance by maintaining close contact with the workplace and staff members

E2. Provide guidance, support & recognition

- P3. Regularly provide confirming and corrective feedback to staff
- P4. Provide staff with guidance and support
- P5. Provide recognition and reward for achievements and outstanding performance

E3. Identify needs and provide solutions

- P6. Identify the need for further coaching or training and organise according to organisational policies
- P7. Recognise and resolve performance problems
- P8. Identify and investigate performance problems
- P9. Use feedback and coaching to address performance problems
- P10. Discuss and agree upon possible solutions with the staff

E4. Conduct performance reviews

- P11. Follow-up outcomes of informal counselling through review in the workplace
- P12. Organise and conduct a formal counselling session when needed according to required procedures
- P13. Conduct individual performance evaluations openly and fairly
- P14. Complete and file performance management records
- P15. Agree on courses of action with staff and follow up in the workplace

KNOWLEDGE REQUIREMENTS

- K1. Describe the role and importance of monitoring staff performance and providing feedback and coaching
- K2. Describe the performance review practices, including:
 - Reasons for performance review
 - The format for and inclusions of performance review documents
- K3. Describe the methods of reviewing performance in your organisation

- K4. Explain the procedures for performance review interviews
- K5. Explain the procedures for formal counselling sessions
- K6. Explain grievance procedures

CONDITIONS OF PERFORMANCE AND VARIABLES

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

1. Expected standards of performance and performance problems may relate to:

- Adherence to procedures
- Cost minimisation
- Customer service standards
- Level of accuracy in work
- Personal presentation
- Productivity
- Punctuality
- Response times
- Team interaction
- Waste minimisation
- Attitude and behaviours
- Responsibility
- Liability
- Others

2. Guidance and support may include:

- Advice on training and development opportunities
- Confirmation of organisational objectives and key performance requirements
- Ensuring adequate resources are applied
- Opportunity to discuss work challenges
- Representing staff interests in other forums
- Support with difficult interpersonal situations

3. Recognition and reward may include:

- Acknowledgment of individual good performance to the whole team
- Informal acknowledgment
- Presentation of awards
- Written reports to management

4. Possible solutions to performance may include:

- Additional training and coaching
- Adjustment of workload
- Agreement on short term goals for improvement
- Assistance with problems outside of the workplace
- Reorganisation of work practices

5. Required procedures for a formal counselling session may include:

- Preparation:
 - Formal notification to staff member and management
 - Invited participation of appropriate people
 - Organisation of appropriate location for counselling session
- Conducting the performance review:
 - Start and introduce the objectives
 - Discussions on achievements, improvement requirement
 - Set goals
 - Conclusions made
- Complete documentation

6. Performance management systems may include:

- Methods of collecting performance data
- Methods of interpreting performance data
- Processes for performance appraisal interviews

Important behaviours for supervisors/managers include:

1. Communication skills to provide effective feedback, coaching and counselling to team members
2. Critical thinking skills to evaluate the reasons contributing to poor staff performance
3. Initiative and enterprise skills to proactively provide colleagues with appropriate guidance and support to enhance their work performance
4. Literacy skills to:
 - a. Read and interpret staff records and performance management documents
 - b. Write potentially complex and sensitive information about staff performance
5. Planning and organising skills to coordinate regular performance appraisals and coordinate and operate formal counselling sessions
6. Problem-solving skills to identify and respond to staff performance issues
7. Self-management skills to take responsibility for monitoring staff performance
8. Teamwork skills to monitor the performance of individuals, their effect on the team and take corrective action to enhance the whole of team performance

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>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 performance 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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two documented examples or cases when the manager monitored staff performance and provided guidance, support and recognition and reward for achievements and outstanding performance 2. Two documented examples or cases when the manager identified needs and provided solutions to individuals in their team 3. One documented example of a successfully conducted performance review 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • 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 <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HHR.CL8.01-04

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

KNOWLEDGE REQUIREMENTS

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| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 K8. Explain the importance of monitoring individuals' progress in developing new skills and behaviours and how to do this |
|--|--|

KNOWLEDGE REQUIREMENTS

- | | |
|--|--|
| <p>K9. Discuss how to give individuals specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation</p> <p>K10. Explain how to empower individuals to take responsibility for their own development</p> | <p>K11. Review industry requirements for supporting individuals to improve their performance</p> <p>K12. Identify sources of information, resources and advice in your organisation</p> <p>K13. Describe your organisation's policies and practices in relation to on-the-job coaching</p> |
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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 METHODS
<p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	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

<p>E1. Establish training and development requirements</p> <p>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</p> <p>E2. Prepare training</p> <p>P5. Plan training requirements P6. Develop training content P7. Develop training resources and materials</p>	<p>E3. Facilitate training session</p> <p>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</p> <p>E4. Evaluate and follow up training session</p> <p>P13. Complete evaluation with trainees/staff P14. Ensure further training sessions incorporate feedback</p>
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KNOWLEDGE REQUIREMENTS

<p>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</p>	<p>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</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.</p> <p>1. Identify current competencies may be related to:</p> <ul style="list-style-type: none"> • 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 	<p>2. Identify required competencies may include:</p> <ul style="list-style-type: none"> • 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
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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 METHODS
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HHR.CL8.07-09

HRS9. UNIT TITLE: QUALITY ASSURE WORK IN YOUR TEAM

UNIT DESCRIPTOR

This unit covers the competencies required to check the progress and quality of the work of team members to ensure that the required standard of performance is being met.

This standard is relevant to managers, supervisors and team leaders who monitor progress of work in their team and check the quality of the output.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor progress and quality of work

- P1. Check regularly the progress and quality of the work of team members against the standard performance expected
- P2. Provide team members with prompt, specific feedback designed to maintain and improve their performance

E2. Provide support to team members

- P3. Support team members in identifying and dealing with problems and unforeseen events
- P4. Motivate team members to complete the work they have been allocated on time and to the standard required
- P5. Provide any additional support and/or resources team members require to complete their work on time and to the standard required

E3. Deal with any performance problems

- P6. Identify any unsatisfactory performance, discuss the causes and agree ways of improving performance with team members
- P7. Recognise successful completion of significant pieces of work by team members
- P8. Motivate team members to maintain and continuously improve their performance over time
- P9. Use information collected on the performance of team members in any formal appraisal of performance, where appropriate

KNOWLEDGE REQUIREMENTS

- K1. Summarise the most effective ways of regularly and fairly checking the progress and quality of the work of team members
- K2. Describe how to provide prompt and constructive feedback to team members
- K3. Explain how to select and apply different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and continuously improve their performance
- K4. Explain how to select and apply different methods for recognising team members' achievements
- K5. Describe the additional support and/or resources which team members might require helping them complete their work on time and to the standard required and how to assist in providing this

- K6. Explain how you review your team's plan for undertaking the required work
- K7. Describe your organisation's policy and procedures in terms of personal and professional development
- K8. Explain the reporting lines in your organisation and the limits of your authority
- K9. Summarise your organisation's standards or levels of expected performance
- K10. Explain your organisation's policies and procedures for dealing with poor performance

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Efficiency and service levels may relate to:**

- Monitoring and measuring performance
- Monitoring customer service satisfaction
- Monitoring costs

2. Quality assurance initiatives may include:

- Quality systems
- Quality standards

3. Quality problems may include:

- Difficult customer service situations
- Equipment breakdown/technical failure
- Failure to deliver promised service to customers
- Procedural inadequacies or failure
- Poor rosters giving rise to inadequate/inappropriate staffing levels
- Inadequate financial resources
- Delays and time difficulties
- Others

4. Procedures and systems may be related to:

- Customer service
- Bar and restaurant operations
- Kitchens
- Office administration
- Reservation procedures
- Housekeeping systems
- Stock control
- Security
- Safe work practices
- Record keeping
- Financial procedures
- Others

5. Supportive feedback and coaching may relate to:

- Performance reviews
- Advice
- Guest comments

6. Workplace records may include:

- Staff record
- Performance reports
- Time and wages records
- Financial records
- Cash takings
- Front office transactions, vouchers and documentation
- Customer records
- Audit records
- Stock records
- Others

7. Workplace problems may relate to:

- Industrial
- Customer
- Supplier
- Equipment
- Compliance
- Administrative
- Organisational
- Employee
- Others

8. Corrective action may include:

- New procedures and/or processes
- Changes to workplace procedures and/or processes
- Others

Important behaviours for supervisors/managers include:

1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Identify people's preferred ways of communicating
4. Use communication media and styles appropriate to different people and situations
5. Make time available to support others
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Show integrity, fairness and consistency in decision-making
9. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
10. Take pride in delivering high quality, accurate work
11. Seek to understand people's needs and motivations

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>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.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on quality assuring 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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two examples or cases of how you monitored and checked the progress and quality of the work of team members against the standard performance expected, and the support you provided to team members to maintain and improve their performance 2. Two examples of how you identified and dealt with team problems and unforeseen events and how you motivated team members to complete the work they have been allocated on time and to the standard required 3. Two examples of how you identified unsatisfactory performance, how you discussed the causes and agreed ways of improving performance with team members 4. Two examples of how you recognised successful completion of significant pieces of work by team members and motivated team members to maintain and continuously improve their performance over time 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
<p>All staff with supervisory or management responsibility in tourism occupations</p>	<p>D1.HRM.CL9.04</p>

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

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| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
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KNOWLEDGE REQUIREMENTS

- | | |
|---|--|
| <p>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</p> <p>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</p> <p>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</p> | <p>K14. List the type of problems and unforeseen events that may occur and how to support team members in dealing with them</p> <p>K15. Describe how to log information on the on-going performance of team members and use this information for performance appraisal purposes.</p> |
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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:

- Providing 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 METHODS
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • 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) <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

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

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
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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. 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

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

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 for 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
<p>Evidence of the following is essential:</p> <ol style="list-style-type: none"> 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 	<p>A range of assessment methods should be used to assess practical skills and knowledge.</p> <p>The following methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • 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
<p>All staff with supervisory or management responsibility in tourism occupations</p>	<p>D1.HGA.CL6.05</p>

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

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
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • 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

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:**

- Handling 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	ASSESSMENT METHODS
<p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Assessment evidence should include:</p> <ol style="list-style-type: none"> 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 	<p>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.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • 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 <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p> <p>Assessing knowledge and understanding:</p> <p>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:</p> <ul style="list-style-type: none"> • Documented answers to oral questioning • Written examination

RELEVANT OCCUPATIONS	ACCSTP REF
<p>All supervisory or management staff with responsibility for security</p>	<p>D1.HSS.CL4.01 and D1.HSS.CL4.04</p>

SCS3. UNIT TITLE: OPERATE BASIC SECURITY EQUIPMENT

UNIT DESCRIPTOR

This unit describes the competencies required to select and operate security equipment and resources to provide a basic level of security within hospitality or tourism premises.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select and prepare security equipment for use

- P1. Identify and access appropriate security equipment as required
- P2. Perform pre-operational checks to equipment to ensure equipment is working as specified
- P3. Identify, rectify or replace faulty and damaged equipment
- P4. Identify and notify the need for training to the appropriate person

E2. Operate security equipment

- P5. Select, use and maintain appropriate personal protective equipment and clothing
- P6. Operate security equipment in a safe and controlled manner
- P7. Monitor surveillance equipment
- P8. Test alarms
- P9. Take part in running fire drills.

E3. Maintain security equipment and resources

- P10. Return security equipment to operational condition
- P11. Arrange cleaning, maintenance and storage of security tools and equipment
- P12. Report faulty or damaged security equipment and items
- P13. Arrange back-up systems for faulty or damaged security equipment and items
- P14. Complete internal records and reports relating to security

KNOWLEDGE REQUIREMENTS

- K1. Describe applicable legislation and company regulations for safety and security
- K2. List the procedures used to check and prepare security equipment and items ready for use
- K3. Explain which items of security equipment should be used in which workplace situations
- K4. Describe how you monitor designated surveillance equipment and respond appropriately to situations that emerge
- K5. Describe the basic repair functions on nominated items of security equipment

- K6. List the security records required by your organisation and the legal requirements of Vietnam
- K7. Describe the fire or emergency evacuation procedures and processes
- K8. Describe the company first aid principles and procedures
- K9. Explain the limits of own responsibility and authority
- K10. Identify the location of emergency and security systems
- K11. Identify the types of safety hazards and risks.

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Security equipment may include:

- Communication equipment, such as a two-way radio, telephone, mobile telephone, megaphone, public address system
- Office equipment, such as a computer, camera or photocopier
- Security equipment, such as electronic screening equipment, video cameras and monitors, alarms and signals, motion sensors, personal duress alarms, static alarms
- Personal protective equipment and clothing
- Vehicles, including cars, vans, motorcycles
- Fire extinguisher and other fire equipment
- First aid kit

2. Tasks may include:

- Routine security monitoring of premises
- Crowd control
- Screening of property and people
- Escort of people and property
- Controlling exit and access to premises
- Responding to alarms
- Preparing documents and reports

3. Organisational requirements may include:

- Legal and organisational policy and procedures
- Legislation relevant to the operation, incident and/or response
- Employer and employee rights and responsibilities
- Business and performance plans
- Vehicle policy and procedures
- Policies and procedures relating to own role, responsibility and delegation
- Quality and continuous improvement processes and standards
- Occupational health and safety policies, procedures and programs
- Emergency and evacuation procedures
- Duty of care, code of conduct, code of ethics
- Records and information systems and processes
- Communication channels and reporting procedures

4. Pre-operational checks may relate to:

- Checking log books, maintenance register
- Reading manufacturer's instructions
- Observing and monitoring noise levels for correct operation
- Cleaning, priming, tightening, basic repairs and adjustments
- Identification and segregation of unsafe or faulty equipment for repair or replacement

5. Faulty and damaged equipment may relate to:

- Missing items
- Flat batteries
- Items that have not yet been serviced in response to maintenance/service requests
- Items that are not operating or performing as intended by the manufacturer
- Obtaining fully operational alternatives

6. Personal protective equipment may include:

- Masks
- Safety boots
- Head protection
- Safety glasses
- Gloves

7. Operate security equipment may include:

- Entering information into computerized systems according to software instructions and standard operating procedures
- Utilizing equipment such as intrusion alarm systems, fire systems and alarms/detectors
- Exercising personal control in the application of security items, where applicable
- Using all security equipment and items only for its designated and specified purpose/s

8. Monitor surveillance equipment may include:

- Setting up equipment in accordance with manufacturer's instructions
- Scheduling regular monitoring periods
- Actively monitoring the surveillance equipment by adhering to the approved monitoring schedule
- Recording evidence of scheduled monitoring activities
- Check and assess computer information and data for reliability and accuracy
- Updating information/data as required on a regular basis

9. Testing alarm sectors may include:

- Conducting tests in accordance with designated testing schedules
- Involving external security support companies where faults are identified in the testing procedure
- Recording evidence of testing activities

CONDITIONS OF PERFORMANCE AND VARIABLES**10. Internal records and reports may relate to:**

- Operational details
- Equipment faults and diagnosis
- Alarm generations
- Repairs and/or servicing undertaken
- Recommended repairs or disposal of equipment
- Testing and inspection results
- Materials used, parts and components replaced
- Costing of security equipment, maintenance and operation

Important behaviours for supervisors/managers include:

1. Present information clearly, concisely, accurately and in ways that promote understanding
2. Give feedback to others to help them maintain and improve their performance
3. Continuously improve products and services
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Make effective use of available resources
6. Recognise stakeholders' needs and interests and manage these effectively

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

A person who demonstrates competency in this unit must be able to provide evidence of selecting and operating security equipment and resources to provide a basic level of security within hospitality or tourism premises.

Assessment evidence should include:

1. One report on how you selected and prepared security equipment for use including performing pre-operational checks to equipment to ensure equipment is working as specified and rectifying or replacing faulty and damaged equipment
2. Two reports or witness statements on how you operated security equipment including maintenance of appropriate personal protective equipment and clothing, operating security equipment in a safe and controlled manner and monitoring surveillance equipment
3. One report on how you took part in testing alarms and running fire drills
4. One report on how you maintained security equipment and resources, arranged cleaning, maintenance and storage of security tools and equipment
5. One report showing completed internal records and reports relating to security.

ASSESSMENT METHODS

This Unit may be assessed holistically by means of a portfolio of evidence, reports or witness statements from a supervisor or manager. 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.

Suitable assessment methods may include:

- Direct observation
- Naturally occurring evidence in the workplace,
- Review of portfolios of evidence
- Witness statements/third party workplace reports of on the job performance by the individual.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HSS.CL4.10

TOS4.1. UNIT TITLE: MONITOR VEHICLES IN SAFE AND CLEAN OPERATIONAL CONDITION

UNIT DESCRIPTOR

This unit describes the competencies required to monitor and maintain vehicles in safe and clean operational condition.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor the safe vehicle operation

- P1. Monitor the safely vehicle operation, including the systematic, safe and efficient control of all vehicle functions
- P2. Monitor traffic and road conditions where relevant
- P3. Handle performance and effective management of hazardous situations

E2. Monitor own vehicle maintenance

- P4. Conduct regular check-ups on vehicle
- P5. Develop organisational procedures on vehicle maintenance
- P6. Conduct regularly needs assessment analysis on vehicle improvement

KNOWLEDGE REQUIREMENTS

- K1. Explain how to follow manufacturer's and tour operator instructions for operation of vehicle
- K2. Describe how to adhere to regulations and safety guidelines
- K3. Explain how to carry out pre-trip inspection
- K4. List and describe vehicle documentation and licensing
- K5. Explain how to assist passengers to board or disembark minimizing risk or injury
- K6. Explain how to make announcements about vehicle safety and emergency procedures

- K7. Describe passengers' positioning, e.g. safety belts secured, before moving vehicle
- K8. Explain how to pay attention to vehicle and surrounding environment
- K9. Describe how to adjust operation of vehicle to driving conditions, e.g. bad weather
- K10. Explain how to reduce distractions, e.g. asking passengers not to move around in vehicle
- K11. Explain how to make alternate arrangements for those participants who do not wish to participate in activity
- K12. Describe how to answer group questions or circulate through group

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Announcements while in the vehicle:

- Location and purpose of stop, current time and time of departure, next stop and time of arrival, disembarking procedures, safety precautions for disembarking and on site

2. Tour programmes:

- Customized, tailor made and à la carte,
- Pre-packaged independent, hosted and escorted tours
- Special events and special interest tour programmes

3. Team:

- Colleagues, suppliers, overseas agents and wholesalers
- Techniques to correctly and safely recover vehicles from adverse terrain, including
 - Sand
 - Mud
 - Rock areas

ASSESSMENT GUIDE

Performance assessment must include:

1. At least one report on real or simulated tour programme or activity, which involves vehicle operation and maintenance monitoring
2. Documentary evidence of vehicle maintenance system currently used by tourism operators to handle the customers' transportation
3. At least one example or case or interactions with personnel for vehicle maintenance and operation

ASSESSMENT METHODS

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 on the designated computerised reservation system
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant

ACCSTP REF

D2.TOS.CL4.13

TOS4.2. UNIT TITLE: MANAGE TRAVEL OPERATIONS

UNIT DESCRIPTOR

This unit describes the competencies required to manage travel operations.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Define the organisation's management objectives</p> <p>P1. Outline the travel operations' implementation plan</p> <p>P2. Organise the management mechanism</p> <p>P3. Ensure planning of e-commerce activity in travel operations</p> <p>E2. Monitor travel operations</p> <p>P4. Develop and improve product quality</p> <p>P5. Maintain and improve relations to suppliers, customers, staff and relevant stakeholders</p> <p>P6. Discuss and identify points of improvement based on collaborative communication techniques with both colleagues and suppliers</p> <p>P7. Develop an improvement plan, encompassing all areas and corresponding operation re-design</p> <p>P8. Track changes in cost structures and establishment costs in relation to travel operations</p>	<p>E3. Evaluate and minimize impacts of travel operations</p> <p>P9. Produce travel plans that minimise negative social and cultural impacts</p> <p>P10. Produce travel plans that minimise negative impacts on the environment</p> <p>P11. Produce travel plans that include ethical and responsible tourism considerations</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. Describe and explain organisational policies and procedures in regard to entering a new tourism market and/or remaining in an existing tourism market</p> <p>K2. Define the management plans and strategic directions of the organisation</p> <p>K3. Explain how to apply research skills and analyse captured data</p> <p>K4. Explain how to interpret tourism industry data, research information and policies</p> <p>K5. Describe the tourism industry and relevant sub-sectors with specialist knowledge regarding countries with which, or in which, the organisation has a current or potential commercial interest</p> <p>K6. List and explain the terminology relating to social, economic, environmental and cultural factors impacting on travel operations</p> <p>K7. Explain how to apply communication, forecasting, interpersonal and statistical manipulation skills</p> <p>K8. Describe the social and cultural impacts of travel operations</p> <p>K9. Classify and describe the social impacts of travel operations</p>	<p>K10. Classify and describe the cultural impacts of travel operations</p> <p>K11. Evaluate the impact, effectiveness and potential future of policies relating to tourism and social and cultural impacts</p> <p>K12. Describe the environmental impacts of travel operations</p> <p>K13. Identify the basic principles of sustainability and responsibility in tourism</p> <p>K14. Describe the relationship between the environment and tourism</p> <p>K15. Explain the impact of travel operations on the environment</p> <p>K16. Describe the macroeconomic factors impacting on travel operations</p> <p>K17. Identify demand and supply factors impacting on travel operations</p> <p>K18. Identify and describe factors creating elasticity of demand for travel operations</p> <p>K19. Describe the economies of countries from which in-bound tourists are sourced</p> <p>K20. Compare local tourism industry performance against those of relevant other countries</p>
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KNOWLEDGE REQUIREMENTS

- K21. Describe the effects of microeconomic factors on travel operations
- K22. Identify current policies and initiatives impacting on travel operations that exists for the host country/region in relation to travel operations

- K23. Describe the impact of e-commerce on travel operations
- K24. Describe the political and legal influences and impacts on travel operations
- K25. Define the ethical considerations that currently apply to travel operations

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Social impacts may include:**

- Social re-location and dislocation
- Changes in crime types and rates
- Introduction of diseases and pests
- Status alterations

2. Cultural impacts may include:

- Art, dance and music
- Storytelling, including legends and histories
- Foods
- Artefacts
- Symbols and symbolic actions
- Rituals, rites, ceremonies and celebrations
- Heroes, significant figures and individuals
- Beliefs, assumptions and attitudes
- Language
- Religion
- Dress

3. Factors affecting cultural sustainability may include:

- Types of travel operations in use
- Numbers of tourists involved
- Type of activities engaged in
- Extent of liaison and cooperation with local communities
- Level of monitoring of agreed codes of practice and acceptable behaviour

4. Impact of tourism operations on the environment may include:

- Air
- Water
- Noise
- Land and soil
- Flora and fauna
- Cultural and natural heritage
- Marine heritage

5. Demand and supply factors may include:

- Economic conditions, including levels of employment, disposable income, interest rates
- Currency exchange rates
- Current tourism alternatives available for tourists to choose from
- New entrants into/opposition to the tourism market
- Amount of leisure time available
- Amount of trade being conducted between the host country and overseas destinations
- Special events, such as Olympics, cultural/religious festivals

6. Elasticity of demand refers to:

- The effect that price changes have on demand for tourism products and services

7. Describe the economies of countries may include:

- Identifying inflation rates
- Identifying currency exchange rates
- Describing economic indicators and measures
- Describing the economic system/types of economies in operation

8. Current policies and initiatives impacting on tourism operations may include:

- Trade agreements
- Structural economic reforms
- Currency exchange rates
- Initiatives undertaken by peak industry bodies including government agencies

9. Current competitive advantage may include:

- Events
- Seasonal considerations
- Access issues
- Currency exchange rates
- Destinations, attractions and experiences available
- Reputation of the destination
- State of the economy
- Political stability

CONDITIONS OF PERFORMANCE AND VARIABLES**10. The impact of e-commerce must include:**

- Impact of internet information provision, including on-line responses to enquiries
- Impact of internet booking facilities
- Impact of internet payment facilities
- Impact of internet on e-ticketing

11. Legal restrictions may include:

- Bans that exist on travel
- Prohibitions that apply to classes of people
- Limitations on granting of passports and visas

12. Legal requirements may include:

- Initial establishment criteria, including mandatory requirements, options available, qualifications, etc., required by new entrants into the industry
- Insurance coverage
- On-going compliance requirements
- Changes to legislation
- General business registration requirements with relevant government agencies

ASSESSMENT GUIDE**Performance assessment must include:**

1. At least one overview developed on the organisation's current management objectives and policies in terms of travel operations
2. At least two travel operations report on economic and environmental impacts
3. At least one presentation on social and cultural impacts on travel operations
4. At least one analysis on political and legal impacts developed

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Case studies
- Observation of practical trainee performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant

ACCSTP REF

D2.TOS.CL4.12

TOS4.3. UNIT TITLE: DEVELOP, COST AND MONITOR A COMPLEX TOUR PROGRAMME

UNIT DESCRIPTOR

This unit describes the competencies required to develop, cost and monitor a complex tour programme.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Agree customers touring requirements

- P1. Discuss available options with customers and suggest best options
- P2. Advise of any changes to original requests and negotiate acceptance of these
- P3. Request written acceptance of final itinerary and deposit
- P4. Communicate with team members at each stage
- P5. Apply ethical practices throughout

E2. Costing a tour programme using gross and net tour prices

- P6. Quote gross prices accurately
- P7. Calculate net tour prices accurately
- P8. Prepare different sorts of invoices promptly and accurately
- P9. Collect deposit and process in accordance with organisational requirements

E3. Develop and monitor complex tour programmes

- P10. Identify customer touring requirements clearly and professionally
- P11. Develop the tour programme efficiently
- P12. Apply ethical business behaviours to all stages of operations
- P13. Monitor the entire process and provide recommendations for improvement

KNOWLEDGE REQUIREMENTS

- K1. Describe organisation product range with features and benefits
- K2. Explain how to present changes in a positive manner
- K3. List and describe legal/contractual significance of deposits and written confirmations
- K4. Explain actions to be taken if deposit/confirmation not received
- K5. Explain ethical business practices and consequences to reputation of not adhering to them
- K6. Explain the purpose of invoicing and consequences of inaccuracies

- K7. Define the difference between invoices intended for the travel trade and those for customers
- K8. Describe how to select products from a wide range available to build an itinerary to match customers' requirements
- K9. List steps used to calculate net tour prices accurately using a confidential tariff
- K10. Explain how to apply agreed mark ups to produce and quote gross prices accurately
- K11. Describe the significance of the monitoring and improvement processes

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit standard covers the following range:

1. Customers:

- Individuals
- Travel agents
- Wholesalers
- Incentive operators
- Direct customers
- Conference organisers
- Corporate negotiators

2. Formal acceptance:

- Written acceptance
- Verbal acceptance
- Deposits

3. Files:

- Computer based
- Paper based
- Reservation forms
- Service orders

4. Team:

- Colleagues
- Suppliers, overseas agents
- Wholesalers

6. Tour programmes:

- Customised
- Tailor made
- À la carte
- Pre-packaged independent
- Costed
- Escorted tours
- Types including special events and special interest

7. Information sources:

- Full range of suppliers and their published information, timetables, brochures
- Material available on paper or in an e-format

5. Legislation:

- Consumer law
- Contract law
- Organisational standards
- Codes of practice
- Invoices
 - Invoice to: wholesaler, retailer, customer
 - Detailed invoice, packaged invoice

ASSESSMENT GUIDE

Performance assessment must include:

1. At least two complex tour programmes developed
2. At least one complete costing
3. At least one improvement plan developed

ASSESSMENT METHODS

Suitable assessment methods may include:

- Observation of practical trainee performance
- Practical exercises that reflect the workplace application of the developing and costing of a complex tour programme
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant

ACCSTP REF

D2.TTA.CL2.19

TOS4.4. UNIT TITLE: MANAGE A TOUR PROGRAMME

UNIT DESCRIPTOR

This unit describes the competencies required to manage the tour programme, 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 tour programme delivery

- P1. Agree the programme and timing between the organiser and suppliers
- P2. Facilitate the delivery of services to the standards and quality agreed by the organiser
- P3. Ensure the provision of relevant, clear and accurate information to customers at key points throughout the tour
- P4. Monitor 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. Manage 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. Tour programme administration handling

- P11. Complete and keep safe and secure all required tour records and customer information
- P12. Provide clear and accurate information bulletins at suitable times and places
- P13. Ensure that all procedures comply with local, national and organisational requirements
- P14. Promptly manage any factors likely to affect future tours
- P15. Manage feedback and complaints

KNOWLEDGE REQUIREMENTS

- K1. List and explain the detailed job descriptions and working instructions for the staff engaged in the itinerary of the tour(s) and procedures for leading it
- K2. List and describe the features of the itinerary in terms of what will be seen and what will be visited
- K3. List and explain 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 and explain the quality standards agreed by the organiser and the way these are to be monitored and measured

- K6. Describe the background information you should ensure is provided to working and supporting staff for the tour(s) you are managing (i.e. local practical information, local customs)
- K7. List and explain the options available and extent of your authority to deal with unforeseen events
- K8. Identify and explain 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:

- 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
- Complaints' handling

4. Working and supporting staff safety and precautions:

- Cultural
- Social
- Environmental

ASSESSMENT GUIDE**Performance assessment must include:**

1. At least one tour programme dossier for improvement and development
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 and monitor hazardous and risky situations
- Written or oral questioning to assess the way in which the working plan has been monitored and improved when necessary
- Written or oral questioning to assess plans for improvement

RELEVANT OCCUPATIONS

Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant

ACCSTP REF

D2.TOS.CL4.09

TOS4.5. UNIT TITLE: ORGANISE, CONDUCT AND FINALIZE A FAMILIARIZATION TRIP

UNIT DESCRIPTOR

This unit describes the competencies required to organise, implement and finalize a familiarisation trip.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop and design the familiarization trip

- P1. Define the familiarization trip objective
- P2. Define the sights and sites to visit based on the group being targeted and make arrangements for appointments
- P3. Select a theme and a general idea of the location
- P4. Arrange accommodation, transportation and onsite activities with the hosts
- P5. Select and invite the participants and communicate the final itinerary and the additional conditions if any

E2. Conduct the Familiarisation trip

- P6. Organise an initial briefing with the participants immediately after their arrival
- P7. Arrange a host/escort with the Familiarization tour, responsible for the daily schedule and any needs that might arise
- P8. Communicate a meeting plan for the participants in advance, and let them know how they will connect with the host
- P9. Follow the itinerary accurately and stay on schedule throughout the entire familiarisation trip
- P10. Ensure safety of tour and inform the participants of each day and what to expect
- P11. Ensure daily briefing and feedback

E3. Follow-up

- P12. Send thank you notes to all of the hosts and familiarisation trip evaluations/feedback forms to participants within a few days of the conclusion of the trip
- P13. Develop criteria to measure return on investment
- P14. Provide recommendations for follow-up collaborations
- P15. File all the information and data collected of the familiarisation trip organised

KNOWLEDGE REQUIREMENTS

- K1. List and describe the characteristics and goals for organizing and conducting a Familiarization trip
- K2. Explain how to communicate and arrange itinerary details with local stakeholders and providers.
- K3. Describe the criteria how to create a Familiarization trip theme.
- K4. List and describe the health and safety issues to be provided to participants

- K5. Explain how to develop criteria for measuring return on investment of Familiarization trips
- K6. List and describe the components of a feedback/evaluation form to be filled in by participants
- K7. Explain which business communication principles to follow for the participants' interaction

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit standard covers the following range of products and processes:

1. Types of Familiarization trips:

- Travel agents' trips
- Tour operators' trips
- Media relations trips
- Individual trips

2. Trip itinerary variables:

- Flights, vehicles, accommodations, meals, fuel, travel times, costs, seasons, and time of year (holidays, events, etc.)

3. Familiarization guiding principles may include:

- Represent the interest of your organisation and location to be promoted, honestly, and with integrity following all cultural protocol
- Market and promote the tour product in a manner which maintains the cultural integrity
- Increase collaboration and creation among stakeholders and location providers to provide audiences with a place to access and experience the diversity first - hand
- Ensure equal opportunities for partners and participants throughout the trip
- Stay committed to the authenticity of the tour products, services, arts and experiences
- Respect the importance of individuals and their roles in the community
- Work together to communicate cultural pride and business practice throughout the trip

4. Information sources:

- Full range of suppliers and their published information, timetables, brochures
- Material available on paper or in an e-format

5. Safety regulations

- National electrical and fire safety codes
- Waste management statutes and rules
- ECC regulations

6. 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

7. Contingency measures:

- Evacuation
- Isolation
- Decontamination
- Calling emergency personnel

8. Business communication principles

- Developing rapport
- Reading non-verbal messages
- Reframing contexts and contents
- Influencing mental maps

ASSESSMENT GUIDE

Performance assessment must include:

1. At least two familiarisation trip itineraries developed
2. At least one familiarisation trip conduction plan developed
3. At least one feedback/evaluation form developed
4. At least one thank-you note developed

ASSESSMENT METHODS

Suitable assessment methods may include:

- Direct observation of the individual using knowledge to develop and monitor the process of compiling a familiarization trip itinerary
- Questioning of working and staff members about the individual's breadth of knowledge and ability to build and develop collaboration and relationships with host providers and stakeholders
- Simulations
- Written or oral questioning to assess plans for conduction and return on investment analysis

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant	D2.TTA.CL2.09

TOS4.6. UNIT TITLE: MONITOR THE PARTICIPATION IN TOURISM TRADE FAIRS AND EXHIBITIONS

UNIT DESCRIPTOR

This unit describes the competencies required to monitor the participation in tourism trade fairs and exhibitions.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan and organise the participation in tourism trade fairs and exhibitions

- P1. Plan and schedule the participation according to marketing plan or other organisation systems
- P2. Identify, analyse and incorporate relevant market information into short-term planning
- P3. Assess invitations to participate in tourism trade fairs and exhibitions based on current marketing focus and other relevant information
- P4. Develop and implement detailed action plans for tourism trade fairs and exhibitions at the appropriate time to address operational details

E2. Undertake a general public relations role

- P5. Establish and conduct relationships with industry and media colleagues in a manner that enhances positive image of organisation throughout the entire participation
- P6. Use networks to assist in the implementation of the participation
- P7. Develop public relations resources where appropriate, including media releases and industry or media support materials

E3. Review and monitor on the participation in tourism trade fairs and exhibitions

- P8. Review all activities according to agreed evaluation methods and incorporate results into future planning
- P9. Monitor reports according to organisation policy and required timeframes
- P10. Ensure the communication of informal reports to relevant colleagues to maximise opportunity to meet organisation targets for the impact of participating in trade fairs and exhibitions

KNOWLEDGE REQUIREMENTS

- K1. Explain the overall content and structure of attending a tourism trade fair and exhibition
- K2. List and define key marketing principles
- K3. Describe the specifics of the industry, including structure and interrelationships, industry networks and information sources
- K4. List and explain the importance of attending a tourism trade fair and exhibition
- K5. Define the distribution and marketing networks, especially those that support the product or service being promoted, including e-business options, during participation in tourism trade fairs and exhibitions

- K6. List and describe the types of promotional activities commonly used at tourism trade fairs and exhibitions:
 - Trade and consumer shows
 - Advertising
 - Public relations
 - Familiarisations
 - Signage and display
- K7. Explain the legal liability and implications of consumer legislation and regulations on the promotion of products appropriate to the particular industry sector

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Tourism trade fairs and exhibitions may include:**

- International tourism fair, Vietnam
- International Tourism Fair in Berlin, Germany
- World Travel Market, London, UK
- World Tourism Fair, Moscow, Russia
- Travel and Adventure Show in Chicago, USA
- ASEAN Tourism Forum
- Los Angeles Times Travel Show, USA
- Travel and Adventure Show in San Francisco, USA
- Asia-Pacific Incentives & Meetings Expo
- Borsa Internazionale del Turismo, Milan, Italy
- Gulf Incentive, Business Travel & Meetings Exhibition, UAE
- International Luxury Travel Market Asia, Shanghai, China
- China Incentive, Business Travel & Meetings Exhibition, China
- Pacific Asia Travel Association Travel Mart
- International French Travel Market, Paris, France
- ITB Asia, Singapore

2. Information to be incorporated into the planning process may include:

- Marketing reports
- Sales reports
- Financial statistics
- Marketplace trends
- Competitive activity

3. Assessment of invitations to participate in a tourism trade fair and exhibition may relate to:

- Consistency with overall marketing direction
- Level of exposure to be achieved
- Matching of attendees to target markets
- Financial resource issues
- Human resource requirements
- Timing of the event

4. Operational details to be considered may include:

- Objectives and nature of the tourism trade fair and exhibition
- Budget availability
- Public relations implications
- Staffing requirements and briefings
- Availability of brochures and other promotional material
- Equipment requirements
- Contracting of other services, such as display
- Travel arrangements
- Strategies to ensure maximum benefits
- Potential to conduct cooperative marketing activities
- Proactive or reactive approaches
- Need for external assistance
- Fulfilling administrative and procedural requirements
- Available technology
- Potential e-business opportunities

ASSESSMENT GUIDE**Performance assessment must include:**

1. At least one plan for participation in tourism trade fairs and exhibitions
2. At least one report for participation in a tourism trade fair or exhibition
3. At least one evaluation report for future follow-up of participation in a tourism trade fair and exhibition

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Evaluation of participation in tourism trade fairs and exhibitions planned and conducted by the trainee
- Evaluation of marketing reports prepared by the trainee to detail the way in which a participation in a tourism trade fair and exhibition has been planned and conducted and lessons to be learned for future activities
- Case studies to assess application of marketing principles to participation in tourism trade fairs and exhibitions
- Written and oral questioning or interview to test knowledge such as marketing principles, structure of the industry, industry interrelationships, distribution networks and legal compliance issues
- Review of portfolios of evidence and third-party workplace reports of on-the-job performance by the trainee

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant	D2.TTA.CL2.09

TOS4.7. UNIT TITLE: ANALYSE CUSTOMER FEEDBACK AND INFORMATION

UNIT DESCRIPTOR

This unit describes the competencies required to analyse customer feedback and information.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Analyse customer feedback and information

- P1. Match the information selected for analysis to the purpose of the evaluation
- P2. Extract information for analysis and synthesize it accurately
- P3. Identify gaps and deficiencies in the data for analysis
- P4. Enhance the accuracy of analysis as necessary, by seeking further assistance from others
- P5. Ensure that the results of the analysis meet evaluation criteria

E2. Communicate customer feedback findings

- P6. Present clearly and on time the results of analysis
- P7. Ensure all involved parties have clear understanding of the findings presented

E3. Provide recommendations for improvement

- P8. Discuss and identify points of improvement based on collaborative communication techniques with both colleagues and suppliers
- P9. Develop an improvement plan, encompassing all areas and corresponding activity/service re-design

KNOWLEDGE REQUIREMENTS

- K1. Explain how to identify key data that will meet the needs of the evaluation
- K2. Describe the principles of customer research
- K3. Explain how to select the most useful feedback opportunities and plan analysis criteria

- K4. Define the factors affecting the analysis of customer feedback data
- K5. Explain the constraints of time, cost and staffing that affect obtaining and analysing customer feedback
- K6. List and describe the characteristics and features of an improvement plan

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Sources and Information collection process:

- Source collection and selection
- Information gathering
- Surveys
- Questionnaires
- Focus groups
- Collaborative sessions

2. Assessment Criteria development process:

- Target orientation
- Travel portfolio development
- Current and future travel and destination improvement and development

3. Analysis and findings process:

- Basic research methodologies: qualitative and quantitative
- Findings' structure
- Findings' validity

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least one customer feedback analysis developed 2. At least one presentation of customer analysis findings identified 3. At least one improvement plan developed 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Observation of practical trainee performance • Practical exercises that reflect the workplace application of the analysing and communicating feedback • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work
RELEVANT OCCUPATIONS	ACCSTP REF
<p>Tour Operator, Travel Agent, Travel Consultant, Tourism Information Officer, Tourism Assistant</p>	<p>D2.TRM.CL9.13</p>

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

RTS4.2. UNIT TITLE: DEVELOP AND DESIGN RESPONSIBLE TOURISM PRODUCTS AND SERVICES

UNIT DESCRIPTOR

This unit covers the competencies required to develop and design responsible tourism products and services.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Source component responsible products/ services</p> <p>P1. Select destinations with good environmental management systems</p> <p>P2. Identify and determine destination and responsible product/service preferences and requirements of customer or consumer market to be serviced</p> <p>P3. Research potential responsible tourism destinations and responsible component products and services using appropriate criteria</p> <p>P4. Develop a company Responsible Tourism Policy that considers: hiring local guides, purchasing local products and services, working with local operators, limiting tour group size, carbon footprint/emission reduction</p> <p>P5. Select responsible destinations and responsible products/services based on the research conducted</p>	<p>E2. Design responsible tourism products and services</p> <p>P6. Develop packaged responsible products and services to meet the requirements of specific customers or markets</p> <p>P7. Combine and integrate responsible tourism product components to create maximum added value in terms of sustainability</p> <p>P8. Make agreements with suppliers according to organisational responsible policy and other requirements and confirm in writing in line with organisation procedures</p> <p>P9. Cost responsible tourism products/services to ensure profitability using appropriate responsible criteria</p> <p>P10. Document the responsible tourism product/ service clearly to include full details of all inclusions, exclusions and add-ons and present to colleagues or customers</p> <p>P11. Check and incorporate legal requirements related to responsible tourism</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. Explain the characteristics of the responsible tourism principles and practices, including structure and interrelationships, responsible tourism industry networks and information sources</p> <p>K2. List and describe the responsible tourism industry information sources or destination marketing networks and their value in conducting research for the responsible tourism product development process</p> <p>K3. List and explain the responsible customer or market product preferences and requirements</p>	<p>K4. List and describe the key principles and elements of calculating complex packaged product costings and pricing structures</p> <p>K5. Define the distribution and marketing networks, especially those involved in distributing responsible tourism products or services</p> <p>K6. Explain the mark-up procedures and rates appropriate to the responsible tourism products and services and the varying organisations within the distribution network</p> <p>K7. Define typical responsible tourism product/ service package styles for different markets or customer types</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Responsible tourism product/service legal requirements may relate to:

- Child sex tourism
- Legal liability insurance requirements and duty of care of customers
- Environmental protection (This would include required environmental licences, permits, accreditation and minimal impact practices).
- Local community protection (This would include land ownership, management and access requirements).
- Consumer protection (This would include refund requirements that must be met by tourism businesses, terms and conditions of quotations and cancellation fees).
- Responsible service of alcohol
- Food origin and safety

2. Research may include:

- Desk research
- Personal contact with responsible tourism authorities, responsible tourism product suppliers or distribution network
- Responsible tourism destination or site inspection

3. Good environmental management system at the destination may include:

- Good water and energy availability
- Adequate transport infrastructure
- Wastewater treatment systems
- Land and marine conservation strategies and structures

4. Responsible tourism component products and services to be packaged might include:

- Green/Eco-certified accommodation
- Environmentally sustainable transport, such as air, rail, bus or coach, and shipping
- Low-impact forms of transportation
- Entrances to attractions, museums, events and exhibits in compliance with the responsible tourism practices
- Local and/or sustainable origin food, beverage and catering
- Responsible tourism entertainment, tours, cruises, conference facilities
- Tour guiding services
- Special event consumable items
- Carbon footprint reduction/clear measurement criteria
- Tour group size

5. Requirements of specific responsible tourism customers or markets may relate to:

- Type of eco-certified accommodation
- Food (environmentally sustainable)
- Budget
- Responsible tourism product or service preferences and requirements
- Socio-cultural sensitivity
- Responsible image of providers (travel, onsite, local, etc.)
- Integration into a wider touring, event or other responsible tourism programme

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
<p>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.</p> <p>This Unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in a 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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least two developed responsible tourism products/services 2. At least one costing of a responsible tourism product/service 3. At least one report on the development of a responsible tourism product/service 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Project activities to develop packaged responsible tourism products and services in conjunction with an industry operator • Review of completed responsible product costing and pricing structures for specific packaged products or programmes • Case studies to assess the trainee's ability to research and meet the needs of responsible customers or markets with differing responsible tourism product preferences and requirements • Written and oral questioning or interview to test knowledge such as principles and practices of the responsible tourism industry • Workplace reports of on-the-job performance by the trainee

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader, Tour Operator, Travel and Tour Manager, Agency Manager, Hotel Manager, Food and Beverage Supervisor	N/A

RTS4.3. UNIT TITLE: SELECT SUPPLIERS BASED ON RESPONSIBLE TOURISM PRINCIPLES

UNIT DESCRIPTOR

This unit covers the competencies required to select suppliers based on responsible tourism principles.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop sustainability policy and standards for suppliers

- P1. Conduct a baseline sustainability assessment
- P2. Ensure to inform suppliers about the organisation's sustainability policy for suppliers and its ramifications

E2. Select suppliers based on Responsible tourism principles and criteria

- P3. Select suppliers, who aim to minimise the use of energy, water and raw materials where practical
- P4. Select suppliers, who maximise the use of recyclable and renewable materials including energy where possible
- P5. Select suppliers, who take practical efforts to minimise waste and dispose of it in a safe, efficient, and environmentally responsible manner
- P6. Select suppliers, who avoid contamination of the local environment and ensure that emissions, air, noise and odour pollution is, as a minimum, within nationally defined limits
- P7. Select suppliers, who have documented policies regarding environmental, socio-cultural and economic responsible tourism management

E3. Ensure supplier contracts include clear statements on Responsible tourism practices

- P8. Work collaboratively with suppliers to improve the contracts in terms of environmental, social and ethical standards with the aim of realising continuous improvement in all three areas
- P9. Ensure that all relevant suppliers' employees are aware of the Responsible Purchasing Policy and have implications based upon it in their contractual agreements

E4. Ensure suppliers are aware of requirements and provide guidelines to help suppliers meet criteria

- P10. Support suppliers to reach the sustainability standards by raising awareness on sustainability issues
- P11. Provide feedback to suppliers on performance
- P12. Provide technical support to suppliers for the implementation of sustainability actions
- P13. Develop a sustainable supply chain action plan to support suppliers in meeting the sustainability standards
- P14. Ensure that suppliers demonstrate continuous improvement in their approach to sustainable and responsible purchasing

KNOWLEDGE REQUIREMENTS

- K1. Describe the roles and responsibilities of different types of suppliers
- 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 responsible tour programme collaboration such as:
 - Catering
 - Venue decoration
 - Audio-visual options
 - Lighting
 - Entertainment
 - Security
 - Electronic media coverage of events
 - Safety equipment, etc.

- K4. Describe the company communication and collaboration procedures
- K5. Explain how to design success criteria for collaboration
- K6. Explain how to select suppliers based on Responsible tourism principles and criteria
- K7. Describe how the develop a contractual agreement with a supplier based on responsible tourism principles
- K8. List and describe the raising awareness mechanisms

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Responsible tourism suppliers may include:**

- Accommodation providers (hotels, tour resorts, cruise ships, motels, hostels, etc.), certified based on sustainability and responsible tourism criteria
- F&B providers (restaurants, guest houses, cafeterias, bars, confectionaries, etc.) certified based on sustainability and responsible tourism criteria
- Meeting halls' providers (conference, workshop, seminar venues; exhibition halls; etc.), certified based on sustainability and responsible tourism criteria
- Staging and audio visual suppliers
- Display suppliers
- Caterers
- Entertainers
- Equipment hire companies
- Tour programme collaboration areas
- Catering
- Venue decoration
- Audio-visual options
- Lighting
- Entertainment
- Security
- Electronic media coverage of events
- Preventing commercial and sexual exploitation of children
- Safety equipment, etc.

2. Specifications for suppliers services may include or relate to:

- Price
- Performance standards
- Timelines
- Technical specifications for equipment etc.
- Theme-related requirements
- Regulatory requirements
- Previous experience

3. Principles of responsible tourism:

- Use natural resources optimally
- Respect and conserve socio-cultural authenticity
- Ensure viable, long-term economic benefits to all stakeholders

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
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RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader, Tour Operator, Travel and Tour Manager, Agency Manager, Hotel Manager, Food and Beverage Supervisor	N/A

RTS4.4. UNIT TITLE: DEVELOP, MANAGE AND MONITOR SUPPLIERS

UNIT DESCRIPTOR

This unit covers the competencies required to develop, manage and monitor suppliers.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Set supplier sustainability targets

- P1. Develop criteria for supplier sustainability targets
- P2. Set supplier sustainability targets for improvement for individual supplier as well as the overall percentage goal of the organisation for all suppliers
- P3. Communicate the supplier sustainability targets accurately and provide support for implementation

E2. Develop a sustainable supply chain action plan

- P4. Develop a sustainable supply chain action plan to support suppliers in meeting the sustainability standards
- P5. Ensure that suppliers demonstrate continuous improvement in their approach to sustainable and responsible purchasing

E3. Support suppliers to reach the sustainability standards

- P6. Support suppliers to reach the sustainability standards by raising awareness on sustainability issues
- P7. Provide feedback to suppliers on performance
- P8. Provide technical support to suppliers for the implementation of sustainability actions

E4. Conduct health, safety and property audits of selected suppliers

- P9. Develop criteria for health, safety and property audits
- P10. Communicate the developed criteria accurately to suppliers
- P11. Conduct regular health, safety and property
- P12. Organise regular training/coaching sessions on health, safety and property

E5. Ensure government regulations on the safe operations of services are followed

- P13. Assist and support suppliers in implementing government regulations on the safe operations of services
- P14. Conduct regular coaching sessions on government regulations on the safe operations
- P15. Monitor the operation and documentation flow of the suppliers, regarding safe operation of services

KNOWLEDGE REQUIREMENTS

- K1. Describe the roles and responsibilities of different types of suppliers
- K2. Explain how to design sustainability target criteria
- K3. Describe the company communication and collaboration procedures
- K4. Explain the steps for developing a sustainable supply chain action plan
- K5. List and describe the ways of supporting suppliers to demonstrate continuous improvement in their approach to sustainable and responsible purchasing

- K6. Describe how to develop efficient feedback provision criteria
- K7. Explain the characteristics of health, safety and property audits for suppliers
- K8. Explain how to conduct training/coaching sessions with suppliers
- K9. List and describe the government regulations on the safe operations
- K10. Explain the importance of monitoring the operation and documentation flow of the suppliers, regarding safe operation of services

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Responsible tourism suppliers may include:**

- Accommodation providers (hotels, tour resorts, cruise ships, motels, hostels, etc.), certified based on sustainability and responsible tourism criteria
- F&B providers (restaurants, guest houses, cafeterias, bars, confectionaries, etc.) certified based on sustainability and responsible tourism criteria
- Meeting halls' providers (conference, workshop, seminar venues; exhibition halls; etc.), certified based on sustainability and responsible tourism criteria
- Staging and audio visual suppliers
- Display suppliers
- Caterers
- Entertainers
- Equipment hire companies
- Tour programme collaboration areas
- Catering
- Venue decoration
- Audio-visual options
- Lighting
- Entertainment
- Security
- Electronic media coverage of events
- Safety equipment, etc

2. Specifications for suppliers services may include or relate to:

- Price
- Performance standards
- Timelines
- Technical specifications for equipment etc.
- Theme-related requirements
- Regulatory requirements
- Previous experience

3. Principles of responsible tourism:

- Use natural resources optimally
- Respect and conserve socio-cultural authenticity
- Ensure viable, long-term economic benefits to all stakeholders

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

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RELEVANT OCCUPATIONS	ACCSTP REF
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

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RELEVANT OCCUPATIONS	ACCSTP REF
<p>Tour Guide, Tour Leader, Tour Operator, Travel and Tour Manager, Agency Manager, Hotel Manager, Food and Beverage Supervisor</p>	<p>N/A</p>

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

<p>E1. Define the role and the functions of the responsible tourism practices in the tourism industry</p> <p>P1. Describe the role of the responsible tourism practices</p> <p>P2. List the responsible tourism practices' applicability and usability</p> <p>P3. Identify the functions of the responsible tourism practices</p> <p>E2. Source and interpret the responsible tourism practices for the tourism industry</p> <p>P4. Identify information and specific guidelines, which need to be incorporated into the responsible tourism practices</p> <p>P5. Facilitate and enable the tourism industries to apply the responsible tourism practices</p> <p>P6. Interpret feedback on the responsible tourism practices received from tourism industries</p>	<p>E3. Improve and update the responsible tourism practices</p> <p>P7. Monitor the content and application of the responsible tourism practices</p> <p>P8. Input updates and other information changes as they arrive</p> <p>P9. Verify completeness, accuracy and currency of updates and amendments made</p> <p>E4. Evaluate the process on the responsible tourism practices' maintenance</p> <p>P10. Develop key evaluation indicators</p> <p>P11. Solicit and record feedback from stakeholders from the tourism industries</p> <p>P12. Compare projected outcomes against actual outcomes</p> <p>P13. Define and implement changes, if any, to maintain or revise the responsible tourism practices</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. List and explain the responsible tourism practices in regard to sourcing and maintaining responsible tourism information both internally and externally</p> <p>K2. Describe the role of responsible tourism practices in the tourism industries</p> <p>K3. List and explain the key functions of the responsible tourism practices</p> <p>K4. Explain industry terminology, jargon and abbreviations</p>	<p>K5. Describe and explain the ways of applying the responsible tourism practices by the tourism industries</p> <p>K6. Explain how to produce and interpret responsible tourism practices' improvement and update reports</p> <p>K7. Explain reporting techniques and their applicability</p> <p>K8. Explain how to design key evaluation indicators</p> <p>K9. Describe how to proactively build responsible tourism practices' analysis data base</p>
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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
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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
<p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>This unit should be assessed by portfolio evidence of performance and oral or written questioning.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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 	<p>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.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • 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 <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

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.

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)

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

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

- | | |
|---|---|
| <p>K1. Discuss how to engage employees and other stakeholders in recruitment, selection and retention activities</p> <p>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</p> <p>K3. Explain what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them</p> <p>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</p> <p>K5. Evaluate the different recruitment and selection methods and their associated advantages and disadvantages</p> <p>K6. Explain why it is important to give fair, clear and accurate information on vacancies to potential applicants</p> | <p>K7. Discuss how to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy</p> <p>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</p> <p>K9. Explain the importance of keeping applicants informed about progress and how to do so</p> <p>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</p> <p>K11. Discuss the importance of understanding the reasons why individuals are leaving an organisation</p> <p>K12. Describe the specialist resources available to support recruitment, selection and retention, and how to make use of them</p> |
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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
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

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

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

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

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

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 METHODS
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	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 fallback 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 METHODS
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
Supervisors or Manager in tourism occupations	D1.HFA.CL7.07

FMS2. UNIT TITLE: PROCURE PRODUCTS OR SERVICES

UNIT DESCRIPTOR

This unit covers the competencies required for procuring products and/or services from external suppliers. This unit is relevant to managers who are not procurement specialists but are required to procure products and/or services as part of their role.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare for procurement

- P1. Comply with relevant organisational procedures and legal and ethical requirements when procuring products and/or services
- P2. Seek support from colleagues or procurement or legal specialists on any aspect of procuring products and/or services about which you are unsure
- P3. Consult with others involved to identify your requirements for products and/or services, drawing up detailed specifications, where necessary

E2. Source and select products, services and suppliers

- P4. Source products and/or services which meet your requirements, where possible identifying a diverse range of products, services and/or suppliers so you can compare alternatives
- P5. Select products, services and suppliers which offer the optimal mix of quality, cost, timeliness and reliability

E3. Agree terms and issue contract

- P6. Negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties
- P7. Agree contract with suppliers

E4. Monitor supplier performance

- P8. Monitor the performance of suppliers in terms of the quality, quantity, timeliness and reliability of products and/or services
- P9. Take prompt action to resolve any problems, in line with the terms of the contract

KNOWLEDGE REQUIREMENTS

- K1. Explain the importance of following relevant organisational procedures and legal and ethical requirements when procuring products and/or services
- K2. Explain the importance of consulting with others involved to identify your requirements for products and/or services
- K3. Describe how to draw up detailed specifications for procuring products and/or services
- K4. Describe how to source products and/or services which meet your requirements
- K5. Explain how to compare alternative products and/or services and suppliers
- K6. Explain how to select products and/or services and suppliers which offer the optimal mix of quality, quantity, costs, timeliness and reliability
- K7. Explain how to negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties

- K8. Discuss the importance of agreeing a contract which clearly states quality and quantity of products and/or services, timescales and costs, terms and conditions, and consequences if either party fails to comply with the contract
- K9. State how you monitor the performance of suppliers in terms of the quality, quantity, timeliness and reliability of products and/or services
- K10. Discuss the importance of taking prompt action to resolve any problems with the performance of suppliers, in line with the terms of the contract, and how to decide what action should be taken and when. You need to know and understand: Industry/sector specific knowledge and understanding
- K11. State the industry requirements for procuring products and/or services

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Legal requirements when procuring products and/or services could include:

- Local laws and regulations
- Company policies and regulations
- Company tender requirements

2. Ethical requirements when procuring products and/or services could include:

- Fair and transparent tendering
- Suppliers sourced by product or service criteria rather than personal relationships
- No personal interest or family/friendship involvement
- No personal financial gain or commission arrangement

3. Support from colleagues or procurement or legal specialists could include:

- Advice on procurement procedure and policy
- Recommendations on suitable suppliers
- Legal advice

4. Monitor supplier performance could include:

- Quality of product/service according to specifications agreed
- Timeliness of delivery
- Reliability
- Maintenance and support from supplier

5. Contracts should include:

- Quality and quantity of products and/or services to be supplied
- Timescales and costs
- Terms and conditions
- Consequences if either party fails to comply with the contract

Important behaviours for supervisors/managers include:

1. Present information clearly, concisely, accurately and in ways that promote understanding
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. Show integrity, fairness and consistency in decision-making
5. Address performance issues promptly and resolve them directly with the people/suppliers involved
6. Clearly agree what is expected of others and hold them to account
7. Work towards win-win solutions
8. Make effective use of available resources
9. Seek new sources of support when necessary
10. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence for this unit should include:</p> <ol style="list-style-type: none"> 1. At least two examples of products or services procured showing how you complied with relevant organisational procedures and legal and ethical requirements 2. At least two recorded examples of how you seek support and consult with colleagues or procurement or legal specialists on aspects of procuring products and/or services about which you are unsure 3. At least two examples of products and/or services sourced and selected which met your requirements (should include details of comparative products/services and final contracts offered) 4. At least two examples showing how you monitored the performance of suppliers in terms of the quality, timeliness and reliability of products and/or services and how your resolved any problems 	<p>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.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
<p>All staff with supervisory or management responsibility in tourism occupations</p>	<p>D1.HFA.CL7.02</p>

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	ASSESSMENT METHODS
<p>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.</p> <p>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.</p> <ol style="list-style-type: none"> 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 	<p>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.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • 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 <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p> <p>Assessing knowledge and understanding:</p> <p>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:</p> <ul style="list-style-type: none"> • 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	ASSESSMENT METHODS
<p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Performance evidence should include:</p> <ol style="list-style-type: none"> 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 	<p>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.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • 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 <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p> <p>Resource Implications</p> <p>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</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.11

GAS4. UNIT TITLE: MONITOR, CONTROL AND ORDER NEW STOCK

UNIT DESCRIPTOR

This unit covers the competencies required to develop and operate an effective stock control system including the purchasing, received, storage and internal distribution and management of stock within the hotel workplace context.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop and operate a purchasing and/or supply system

- P1. Identify potential suppliers for goods required
- P2. Select suppliers based on nominated internal requirements
- P3. Determine purchasing and supply requirements
- P4. Determine terms of purchase that may apply to the purchase of stock items
- P5. Implement ordering system using identified suppliers

E2. Develop and implement stock received procedures

- P6. Monitor in-coming deliveries and stock
- P7. Inspect incoming stock
- P8. Return unwanted or damaged stock
- P9. Reject unsuitable stock
- P10. Complete appropriate delivery documentation

E3. Develop and implement stock storage systems

- P11. Create appropriate storage conditions for all stock that needs to be stored
- P12. Store stock according to required storage conditions
- P13. Enter stock data into the internal stock system
- P14. Secure stock and protect it from damage, deterioration and unauthorized access

E4. Develop and implement stock issuing systems

- P15. Identify the basis on which stock will be issued or distributed internally
- P16. Develop documentation to support the issuing of stock
- P17. Manage stock distribution within the hospitality or tourism enterprise
- P18. Track and record the movement of stock within the hospitality or tourism enterprise

E5. Develop and implement stock management systems

- P19. Create and implement stock taking systems
- P20. Create and implement stock valuation systems
- P21. Create and implement stock reporting systems
- P22. Make recommendations to improve the operation of the existing stock system.

KNOWLEDGE REQUIREMENTS

- K1. Describe the stock items to be covered and controlled by the stock control and management system
- K2. Describe the steps in the stock control cycle
- K3. Describe the role of documentation within the stock control and management process

- K4. Explain recommended and legislated storage requirements for stock items being processed
- K5. Explain principles of stock control and rotation
- K6. Describe the enterprise's policies and procedures in regard to stock control and management handling

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Internal requirements may be related to:

- Stock security
- Physical inventory levels
- Monetary value of inventory
- Timing and delivery requirements
- Continuity of supply
- Cost, quality and quantity
- Choice, including options relating to different quality items
- Back-up service
- Terms of payment
- Factoring in supplier lead times

2. Stock items may include:

- Food and beverages
- Linen and staff uniforms
- Housekeeping supplies
- Stationery
- Merchandise
- Promotional material
- Others

3. Personnel involved in stock control duties may include:

- Purchasing officer
- Store man
- Managers and owners
- Department heads

4. Documentation may include:

- Internal documentation, such as purchase orders, bin cards, requisitions, internal stock transfers, stock take sheets, ledgers
- External documentation, such as delivery dockets, invoices, statements, credit notes

5. Purchasing and supply requirements may include:

- Development of purchasing specifications
- Conducting yield testing or market surveys
- Development of bidding and tendering process, where applicable
- Price control and price mapping
- Product cycle details
- Internal demand
- Establishment of economic order quantities
- Determination of minimum and maximum stock levels

6. Implementation ordering system may include:

- Standing orders
- On-line ordering
- Purchase orders
- Telephone orders
- Face-to-face lodgement of orders

7. Storage conditions may include:

- Storage conditions for fresh, refrigerated, frozen and dry goods
- Storage conditions for alcoholic and non-alcoholic beverages
- Storage conditions for other items, including linen, uniforms, chemicals, stationery, equipment, merchandise and promotional materials

8. Documentation to support the issuing of stock may include:

- Requisitions sheets
- Internal transfer sheets

9. Stock distribution within the hotel enterprise may include:

- Physical supply of stock to departments within the property
- Verifying stock ordered against stock supplied internally
- Ensuring the security of stock supplied
- Use of the impress stock system

10. Stock valuation systems may include:

- Development of stock figures to identify stock performance
- Calculation of stock-on-hand figures
- Comparison of theoretical stock levels against actual stock levels
- Investigation of stock irregularities and variances.

Important behaviours for supervisors/managers include:

1. Constructively challenge the existing situation 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
13. Identify slow moving items and take appropriate action

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. At least two documented purchases made through an open process of identifying, selecting and determining purchasing and supply requirements leading to the purchase of stock items 2. At least two documented examples of monitoring, inspecting and returning/rejecting unwanted or damaged stock 3. One example of a stock control system – including issuing, distributing, tracking and moving stock 4. One example of recommendations made to management on improving the operation of the existing stock system 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
<p>Staff involved in stock purchase and inventory in Front Office, Housekeeping, Food and Beverage Service, Food Production and other departments including those in tourism and travel operations</p>	<p>D1.HRM.CL9.12</p>

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

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

CONDITIONS OF PERFORMANCE AND VARIABLES**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

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

Head of Department, Manager, Manager on Duty

ACCSTP REF

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

- | | |
|--|---|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
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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 METHODS
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • 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) <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

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

- | | |
|--|--|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
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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	ASSESSMENT METHODS
<p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Performance assessment must include:</p> <ol style="list-style-type: none"> 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 	<p>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.</p> <p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence to include notes of meetings, samples of marketing plans, promotional materials and other information • Personal statements • Witness testimony • Professional discussion <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility for marketing in hospitality and tourism occupations	D2.TTA.CL2.09

TOS5.1. UNIT TITLE: MANAGE AND IMPROVE TOUR PRODUCT MARKETING

UNIT DESCRIPTOR

This unit describes the competencies required to manage and improve tour product marketing.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Create initiatives for tour product marketing</p> <p>P1. Identify the context for tour product marketing development</p> <p>P2. Undertake market research on identified opportunities and identified target markets</p> <p>P3. Determine product life cycle issues that apply to identified opportunities and products</p> <p>P4. Determine financial issues that relate to the development of tour product marketing initiatives</p> <p>P5. Identify and select partners for the tour product marketing if necessary</p> <p>P6. Develop tour product marketing plans, reflecting research information and business objectives</p> <p>P7. Produce the identified product or service marketing initiative</p>	<p>E2. Implement tour product marketing initiative</p> <p>P8. Test the developed marketing plan</p> <p>P9. Revise the tour product marketing plan as required on the basis of operational matters and customer feedback</p> <p>P10. Monitor the introduction and implementation of the initiative</p> <p>P11. Promote the initiative to customers</p> <p>E3. Evaluate the tour product marketing initiatives</p> <p>P12. Develop key performance indicators</p> <p>P13. Solicit and record feedback from stakeholders</p> <p>P14. Compare projected outcomes against actual outcomes</p> <p>P15. Define and implement changes, if any, to maintain or revise the tour product marketing initiative</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. List and describe the organisational policies and procedures in regard to tour product marketing plan development, promotion, ethical standards and the positioning of the organisation in the competitive business environment</p> <p>K2. Define the principles of market research and data analysis</p> <p>K3. Explain how to use verbal and written communication skills, leadership skills, negotiation skills and creative thinking techniques</p>	<p>K4. List and describe the legal issues and implications that apply to the development and introduction of marketing initiatives that have been identified</p> <p>K5. Explain the marketing principles, relating to tour products and services being offered and the activities of marketplace competitors</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Undertake market research should include:

- Identifying objectives for market research
- Determining market research techniques to be applied
- Selecting targets for primary market research
- Developing and testing primary market research tools
- Applying the prepared market research tools to obtain primary data in accordance with previously established procedures
- Examining and analysing trends and relevant secondary information, including quantitative and qualitative data
- Analyse and evaluate the results of the market research
- Identify and describe the potential opportunities that have been identified by the market research

2. Research tour product marketing development opportunities may include:

- Visiting organisations of interest, including suppliers, competitors and other relevant, local, domestic and international operators
- Seeking input from relevant stakeholders, including colleagues, local communities and special interest groups
- Seeking input from authorities and industry peak bodies
- Providing resources to enable research to be effectively undertaken, including financial, resources, physical resources and time
- Undertaking small scale marketing surveys
- Undertaking market research to determine potential acceptability and up-take of selected tour product and service initiatives
- Generating, analysing and evaluating innovative ideas that arise

3. Develop tour product marketing plans may include:

- Evaluating marketing development models that exist
- Selecting a marketing model appropriate for the initiative that has been chosen and applicable to the associated trading and competitive position of the organisation
- Integrating tour product marketing plans into existing business and strategic plans, including revising existing plans to accommodate changes in direction and/or objectives
- Developing policies and procedures to guide and govern the implementation of the marketing initiative
- Allocating tasks, resources and responsibilities to enable the identified tour product and service marketing initiatives to be achieved
- Identifying quality standards that will apply to the marketing initiative
- Developing key performance indicators, where appropriate

4. Key Performance indicators may include:

- Number of customers
- Sale volume
- Customer satisfaction
- Market share
- Media coverage/PR
- Cost benefit/Profit

5. Test the marketing initiative may include:

- Applying gradual and scheduled introduction of the marketing initiative, or specified aspects of the initiative, into delivery of existing tour products and services
- Conducting small scale introduction of the marketing initiative to targeted tours and/or customer groups

6. Monitor the introduction and implementation may include:

- Seeking and analysing feedback on the marketing pilot from customers and partners
- Personal observation
- Monitoring and recording unanticipated operational issues that arise as a result of the introduction of the tour product marketing plan
- Determining whether or not to continue with the tour product marketing plan, including decisions relating to the need to proceed and/or the need to amend the initiative

7. Promote the tour product marketing plan may include:

- Verbally notifying customers and potential customers in relation to the tour product marketing plan, including explanation of the benefits that the marketing initiative involves
- Incorporating the initiative into brochures and other relevant marketing materials, including in-house and external materials
- Conducting external and internal events to launch the tour product marketing plan

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least one tour product marketing plan developed 2. At least two tour product marketing initiatives proposed 3. At least one presentation of a tour product marketing plan 4. At least one analysis based on the performance indicators developed 	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Operator, Travel Agent, Travel Consultant	D2.TCS.CL5.06

TOS5.2. UNIT TITLE: ANALYSE AND IMPROVE TRAVEL OPERATIONS, TOUR PRODUCTS AND SERVICES

UNIT DESCRIPTOR

This unit describes the competencies required to analyse and improve travel operations, tour products and services.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Evaluate the social, cultural and environmental impacts of travel operations, tour products and services

- P1. Develop criteria for analysing social, cultural and environmental impacts of travel operations, tour products and services
- P2. Assess the impacts based on the criteria developed versus the organisational strategic objectives
- P3. Identify measures for improvement and develop an action plan

E2. Evaluate the macro- and microeconomic factors impacting on travel operations, tour products and services

- P4. Assess the impact of macro- and microeconomic factors, influencing the travel operations, tour products and services based on the data collected.
- P5. Systematize the opportunities for travel operations', tour products and services' development based on in-bound and out-bound tourism development strategies
- P6. Identify and analyse local tourism industry performance against the one of relevant other countries

E3. Assess the political and legal influences and impacts on travel operations, tour products and services

- P7. Analyse the compliance of the legal and ethical issues of the host destinations versus the international ones
- P8. Address accurately the political influences onto the strategic development of the travel operations, tour products and services of the organisation

E4. Develop an evaluation and Improvement report on travel operations, tour products and services

- P9. Develop an evaluation report based on the specific findings
- P10. Develop an action plan on improvement of travel operations, tour products and services
- P11. Communicate the plan to the entire organisation and parties involved
- P12. Set up and monitor the implementation of the developed plans
- P13. Develop collaboration plans for local, regional, national and international governmental organisations for travel operations', tour products and services' sustainability trends

KNOWLEDGE REQUIREMENTS

- K1. Describe and explain organisational policies and procedures in regard to managing travel operations, tour products and services
- K2. Explain the management plans and strategic directions of the organisation
- K3. Explain how to apply research skills and analyse captured data
- K4. List and explain the terminology relating to social, economic, environmental and cultural factors impacting on travel operations, tour products and services
- K5. Explain how to apply communication, forecasting, interpersonal and statistical manipulation skills

- K6. Explain risk management issues to be considered for key areas of analysis
- K7. Explain reporting techniques and their applicability
- K8. Explain how to design success criteria and performance indicators
- K9. Explain how to interpret potentially complex and detailed research output on impacts on travel operations, tour products and services
- K10. Describe how to proactively build travel operations', tour products and services' analysis data base

CONDITIONS OF PERFORMANCE AND VARIABLES

1. 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
- Analysis and findings process
- Basic research methodologies: qualitative and quantitative
- Findings' structure
- Findings' validity
- Research methodology and techniques
- Comparison
- Analysis
- Qualitative and quantitative methods
- Sampling
- Interviewing
- Collaborative sessions
- Surveys
- Questionnaires
- Focus groups
- Mobile interviews

2. Develop Evaluation reports may be related to:

- Identifying relevant acquisition strategies for materials, information, resources, etc., required for the report
- Defining deliverables and criteria for evaluating
- Preparing evaluation criteria for progress and completion
- Determining final expected outcomes and measurable benefits of the report
- Determining program/project milestones
- Clarifying/revising criteria, including confirming or clarifying the rationale for the report

3. Develop action plans may be related to:

- Developing a human resource plan, where applicable, describing training, staff involved, time commitment, authority and communication structure
- Developing performance indicators
- Describing control mechanisms
- Defining quality assurance and quality control strategies for the plan
- Developing risk management protocols for the plan
- Defining relevant roles and responsibilities for those involved in the plan
- Deciding schedules and timelines
- Defining tasks and activities
- Coordinating staff
- Preparing specific documentation

4. Social impacts may include:

- Social re-location and dislocation
- Changes in crime types and rates
- Introduction of diseases and pests
- Status alterations

5. Cultural impacts may include:

- Art, dance and music
- Storytelling, including legends and histories
- Foods
- Artefacts
- Symbols and symbolic actions
- Rituals, rites, ceremonies and celebrations
- Heroes, significant figures and individuals
- Beliefs, assumptions and attitudes
- Language
- Religion
- Dress

6. Factors affecting cultural sustainability may include:

- Types of travel operations, tour products and services in use
- Numbers of tourists involved
- Type of activities engaged in
- Extent of liaison and cooperation with local communities
- Level of monitoring of agreed codes of practice and acceptable behaviour

7. Impact of tourism operations on the environment may include:

- Air
- Water
- Noise
- Land and soil
- Flora and fauna
- Cultural heritage
- Marine heritage

8. Demand and supply factors may include:

- Economic conditions, including levels of employment, disposable income, interest rates
- Currency exchange rates
- Current tourism alternatives available for tourists to choose from
- New entrants into/opposition to the tourism market
- Amount of leisure time available
- Amount of trade being conducted between the host country and overseas destinations
- Special events, such as Olympics, cultural/religious festivals

CONDITIONS OF PERFORMANCE AND VARIABLES

9. Elasticity of demand refers to:

- The effect that price changes have on demand for tourism products and services

10. Describe the economies of countries may include:

- Identifying inflation rates
- Identifying currency exchange rates
- Describing economic indicators and measures
- Describing the economic system/types of economies in operation

11. Current policies and initiatives impacting on tourism operations may include:

- Trade agreements
- Structural economic reforms
- Currency exchange rates
- Initiatives undertaken by peak industry bodies including government agencies

12. Current competitive advantage may include:

- Events
- Seasonal considerations
- Access issues
- Currency exchange rates
- Destinations, attractions and experiences available
- Reputation of the destination
- State of the economy
- Political stability

13. Legal restrictions may include:

- Bans that exist on travel
- Prohibitions that apply to classes of people
- Limitations on granting of passports and visas

14. Legal requirements may include:

- Initial establishment criteria, including mandatory requirements, options available, qualifications, etc., required by new entrants into the industry
- Insurance coverage
- On-going compliance requirements
- Changes to legislation
- General business registration requirements with relevant government agencies

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 METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least one analysis on the different impacts on travel operations, tour products and services 2. At least one evaluation report on travel operations, tour products and services 3. At least one action plan for travel operations', tour products and services' improvement 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Case studies • Observation of practical trainee performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
<p>Tour Operator, Travel Agent, Travel Consultant Tour Guide, Tour Leader, Travel and Tour Manager, Agency Manager, Hotel Manager, Food and Beverage Supervisor</p>	<p>D2.TOS.CL4.1</p>

RTS5.1. UNIT TITLE: ENSURE RESPONSIBLE EMPLOYMENT CONDITIONS

UNIT DESCRIPTOR

This unit covers the competencies required to ensure responsible employment conditions.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Apply responsible employment conditions

- P1. Apply the government's requirements for good employment and working conditions within the Human Resource Management Policy of the organisation
- P2. Pay above the minimum wages for your area and link wages to positions and experience
- P3. Provide industry accepted employment benefits
- P4. Provide an adequate work space with suitable furniture, lighting, access to appropriate information and communication technology
- P5. Provide staff with incentives and bonuses linked to performance or service levels

E2. Instigate policies on gender equality and equal opportunity

- P6. Clearly describe how positions are advertised, the criteria for selecting new staff and the organisational human resources policies
- P7. Provide appropriate skills training programmes for your staff
- P8. Set targets to increase the number of local people employed and the percentage of the wage bill going to local residents

E3. Develop responsible team commitment and cooperation

- P9. Develop and clearly communicate responsible tourism plans and objectives in consultation with the team
- P10. Develop responsible plans and objectives consistent with organisation goals
- P11. Communicate expectations, roles and responsibilities of team members and leaders in a way that encourages individuals and teams to take responsibility for their work

KNOWLEDGE REQUIREMENTS

- K1. List and describe the government and organisational requirements for good employment and working conditions
- K2. Explain how to recruit and employ staff transparently
- K3. Describe how to create a diverse workforce in terms of gender, ethnicity, age and disability
- K4. Explain the importance of how positions are being advertised
- K5. List and describe the criteria for selecting new staff and the organisational human resources policies

- K6. Explain the significance of team commitment
- K7. Describe how to develop responsible tourism plans and objectives
- K8. List and describe principles of teamwork, including characteristics of effective teams, roles and attributes of team members, organisation of teams, potential team problems and the benefits of effective teamwork
- K9. Explain the role and theories of motivation and their application to different workplace contexts

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Plans and objectives may be short, medium or long-term and relate to:**

- Sales targets
- Performance targets for a particular project
- Increased productivity
- Meeting key performance indicators
- Organisational responsible tourism strategies
- Operational activities
- Task management
- Contingency management

2. Teams may be:

- Project-based
- Permanent teams
- Paid workers
- Volunteers

3. Responsible employment conditions may refer to:

- Transparency of employment
- Cultural and social staff diversity
- Clear and transparent job positions' advertisements
- Prioritization of local people employment
- Tailor-made staff training programmes developed
- Community labour agreements with local representatives
- Wages linked to positions and experience
- Staff incentive and bonus policies linked to performance or service levels

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
<p>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.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in a 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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least two staff contractual agreements developed 2. At least two cases of gender equality and equal opportunities 3. At least one responsible tourism plan developed 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
<p>Tour Guide, Tour Leader, Tour Operator, Travel and Tour Manager, Agency Manager, Hotel Manager, Food and Beverage Supervisor</p>	<p>N/A</p>

RTS5.2. UNIT TITLE: BUILD CAPACITY OF STAFF IN SUSTAINABLE AND RESPONSIBLE TOURISM PRINCIPLES AND PRACTICES

UNIT DESCRIPTOR

This unit covers the competencies required to build capacity of staff in sustainable and responsible tourism principles and practices.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop organisational policies, guidelines and procedures on sustainable tourism practices

- P1. Develop energy and water saving organisational policy
- P2. Develop an organisational policy on increasing recycling, waste management and decreasing printing
- P3. Develop an organisational policy on socio-cultural sensitivity
- P4. Develop an organisational policy on fair and viable economic distribution
- P5. Develop an ethical policy regarding commercial and sexual exploitation of children
- P6. Develop organisational guidelines and procedures based on the developed policies
- P7. Relate the organisational guidelines and procedures to day-to-day practices

E2. Provide development and training for staff in sustainable tourism policies, practices, procedures and guidelines

- P8. Develop training programmes and coaching sessions for staff in sustainable tourism practices, policies, procedures and guidelines
- P9. Conduct regular training and coaching sessions for staff in sustainable tourism practices, policies, procedures and guidelines
- P10. Update and improve training and coaching programmes based on the novelties in sustainable tourism practices as well as on feedback received

E3. Develop and maintain staff development system on knowledge dissemination and awareness raising, regarding the organisational guidelines and procedures on sustainable tourism practices

- P11. Organise internal knowledge and awareness raising campaigns on organisational guidelines and procedures on sustainable tourism practices
- P12. Develop internal dissemination and knowledge development tools for the developed organisational guidelines and procedures on sustainable tourism practices
- P13. Ensure the regularity and efficiency of the knowledge and dissemination flow

KNOWLEDGE REQUIREMENTS

- K1. List and describe the principles of developing an organisational policy on sustainable tourism practices
- K2. Explain the meaning and importance of developing organisational policies related to the environmental, socio-cultural and economic sustainability
- K3. List and describe the principles of developing efficient and applicable organisational guidelines and procedures
- K4. Define the characteristics of knowledge and awareness raising campaigns

- K5. List and explain the types and characteristics of knowledge and dissemination tools
- K6. Explain the importance of regular training and coaching programmes on sustainable tourism practices
- K7. List and describe the data and information sources on improving training and coaching programmes in sustainable tourism practices
- K8. List and explain the main elements of a policy and procedures against sexual exploitation of children

KNOWLEDGE REQUIREMENTS

K9. Define the role of training employees in children's rights and the prevention of sexual exploitation

K10. Explain how to report suspected cases of violating the organisational policies and guidelines in sustainable and responsible tourism

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
- 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
- Organisational procedures on dealing with sexual exploitation of children and child protection
- Ethical policy regarding commercial and sexual exploitation of children

3. Sexual exploitation of children includes:

- Child sex tourism
- Child pornography
- Child prostitution
- Child sexual abuse

4. Guidelines may be short, medium or long-term and relate to:

- Sales targets
- Performance targets for a particular project
- Increased productivity
- Meeting key performance indicators
- Organisational responsible tourism strategies
- Operational activities
- Task management
- Contingency management

5. Staff may be:

- Project-based
- Permanent teams
- Paid workers
- Volunteers

6. Staff training in children's rights and the prevention of sexual exploitation may include:

- Knowledge on children's rights
- Principles of preventing sexual exploitation
- Implementing workplace procedures to prevent exploitation of children
- Reporting suspected cases

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
<p>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.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in a 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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least two organisational policies developed 2. At least one staff knowledge and awareness raising campaign developed 3. At least one training/coaching programme on sustainable tourism practices developed 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
<p>Tour Guide, Tour Leader, Tour Operator, Travel and Tour Manager, Agency Manager, Hotel Manager, Food and Beverage Supervisor</p>	<p>N/A</p>

RTS5.3. UNIT TITLE: MONITOR AND EVALUATE TOUR PRODUCTS AND SERVICES

UNIT DESCRIPTOR

This unit covers the competencies required to monitor and evaluate Tour Products and Services.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Evaluate the social, cultural and environmental impacts of tour products and services

- P1. Develop criteria for analysing social, cultural and environmental impacts of tour products and services developed and provided
- P2. Assess the impacts based on the criteria developed versus the organisational strategic objectives
- P3. Identify measures for improvement and develop an action plan

E2. Evaluate the macro- and micro-economic factors impacting on tour products and services

- P4. Assess the impact of macro- and micro-economic factors, influencing the tour products and services based on the data collected
- P5. Systematise the opportunities for tour products'/services' development based on in-bound and out-bound tourism development strategies
- P6. Identify and analyse local tourism industry performance against the one of relevant other countries

E3. Assess the political and legal influences and impacts on tour products and services

- P7. Analyse the compliance of the legal and ethical issues of the host destinations versus the international ones
- P8. Address accurately the political influences onto the strategic development of the tour products and services of the organisation

E4. Develop an Evaluation and Improvement report on tour products and services

- P9. Develop an evaluation report based on the specific findings
- P10. Develop an Action plan on improvement of tour products and services
- P11. Communicate the plan to the entire organisation and parties involved
- P12. Set up and monitor the implementation of the developed plans
- P13. Develop collaboration plans for local, regional, national and international governmental organisations for tour products' and services' sustainability trends

KNOWLEDGE REQUIREMENTS

- K1. Describe and explain enterprise's policies and procedures in regard to monitoring tour products and services
- K2. Explain the management plans and strategic directions of the organisation
- K3. Explain how to apply research skills and analyse captured data
- K4. List and explain the terminology relating to social, economic, environmental and cultural factors impacting on tour products and services
- K5. Explain how to apply communication, forecasting, interpersonal and statistical manipulation skills

- K6. Explain risk management issues to be considered for key areas of analysis
- K7. Explain reporting techniques and their applicability
- K8. Explain how to design success criteria and performance indicators for monitoring and evaluating tour products and services
- K9. Explain how to interpret potentially complex and detailed research output on impacts on tour products and services
- K10. Describe how to proactively build tour products' and services' monitoring and evaluation data base

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Analysis criteria development process includes:

- Stakeholder profiling
- Power-Interest Matrix compiling
- Current and future collaboration improvement and development
- Analysis and findings process
- Basic research methodologies: qualitative and quantitative
- Findings' structure
- Findings' validity

2. Research methodology and techniques include:

- Comparison
- Analysis
- Qualitative and quantitative methods
- Sampling
- Interviewing
- Collaborative sessions
- Surveys
- Questionnaires
- Focus groups
- Mobile interviews

3. Develop Evaluation reports may be related to:

- Identifying relevant acquisition strategies for materials, information, resources, etc., required for the report
- Defining deliverables and criteria for evaluating
- Preparing evaluation criteria for progress and completion
- Determining final expected outcomes and measurable benefits of the report
- Determining program/project milestones
- Clarifying/revising criteria, including confirming or clarifying the rationale for the report

4. Develop Action plans may be related to:

- Developing a human resource plan, where applicable, describing training, staff involved, time commitment, authority and communication structure
- Developing performance indicators
- Describing control mechanisms
- Defining quality assurance and quality control strategies for the plan
- Developing risk management protocols for the plan
- Defining relevant roles and responsibilities for those involved in the plan
- Deciding schedules and timelines
- Defining tasks and activities
- Coordinating staff
- Preparing specific documentation

5. Social impacts may include:

- Social re-location and dislocation
- Changes in crime types and rates
- Introduction of diseases and pests
- Status alterations

6. Cultural impacts may include:

- Art, dance and music
- Storytelling, including legends and histories
- Foods
- Artefacts
- Symbols and symbolic actions
- Rituals, rites, ceremonies and celebrations
- Heroes, significant figures and individuals
- Beliefs, assumptions and attitudes
- Language
- Religion
- Dress

7. Factors affecting cultural sustainability may include:

- Types of tour products and services in use
- Numbers of tourists involved
- Type of activities engaged in
- Extent of liaison and cooperation with local communities
- Level of monitoring of agreed codes of practice and acceptable behaviour

8. Impact of tour products and services on the environment may include:

- Air
- Water
- Noise
- Flora and fauna
- Cultural heritage
- Marine heritage

9. Demand and supply factors may include:

- Economic conditions, including levels of employment, disposable income, interest rates
- Currency exchange rates
- Current tourism alternatives available for tourists to choose from
- New entrants into/opposition to the tourism market
- Amount of leisure time available
- Amount of trade being conducted between the host country and overseas destinations
- Special events, such as Olympics, cultural/religious festivals

CONDITIONS OF PERFORMANCE AND VARIABLES

10. Elasticity of demand refers to:

- The effect that price changes have on demand for tourism products and services

11. Describe the economies of countries may include:

- Identifying inflation rates
- Identifying currency exchange rates
- Describing economic indicators and measures
- Describing the economic system/types of economies in operation

12. Current policies and initiatives impacting on tour products and services may include:

- Trade agreements
- Structural economic reforms
- Currency exchange rates
- Initiatives undertaken by peak industry bodies including government agencies

13. Current competitive advantage may include:

- Events
- Seasonal considerations
- Access issues
- Currency exchange rates
- Destinations, attractions and experiences available
- Reputation of the destination
- State of the economy
- Political stability

14. Legal restrictions may include:

- Bans that exist on travel
- Prohibitions that apply to classes of people
- Limitations on granting of passports and visas

15. Legal requirements may include:

- Initial establishment criteria, including mandatory requirements, options available, qualifications, etc., required by new entrants into the industry
- Insurance coverage
- On-going compliance requirements
- Changes to legislation
- General business registration requirements with relevant government agencies

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 METHODS
<p>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.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in a 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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least two analysis on the different impacts on tour products and services 2. At least one evaluation report on tour products and services 3. At least one action plan for tour products' and services' improvement 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Case studies • Observation of practical trainee performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • 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

RTS5.4. UNIT TITLE: SUPPORT TOURISM DESTINATIONS IN IMPLEMENTING RESPONSIBLE TOURISM PRACTICES

UNIT DESCRIPTOR

This unit cover the competencies required to support tourism destinations in implementing responsible tourism practices.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Incorporate Responsible Tourism practices into interactions with destination communities

- P1. Develop organisational procedures on interaction with destination communities related on responsible tourism practices
- P2. Ensure the responsible tourism practices introduction into the collaboration mechanisms and agreements with destination communities

E2. Promote sustainable development in visited destinations

- P3. Directly engage with national and local authorities
- P4. Work together with other like-minded organisations: NGOs or tour operators in the destination
- P5. Educate local communities about the importance of sustainable natural resource management, socio-cultural sensitivity preservation and fair economic distribution maintenance

E3. Support the generation of funds for tourism management in protected areas

- P6. Offer tours to the protected area destinations
- P7. Provide information to customers on ways to support conservation
- P8. Encourage direct donations
- P9. Assist local entrepreneurs to prepare business plans and funding proposals
- P10. Help coordinate or fund training programmes to develop local business skills

E4. Support local social development causes

- P11. Ensure sponsorships
- P12. Provide visitors opportunities to donate money or volunteer on projects
- P13. Link local communities or entrepreneurs with SME support agencies that can help with capacity building

E5. Assist communities to develop products and services that meet the needs of the consumer

- P14. Provide advice and guidance on the tourist preferences
- P15. Ensure the understanding amongst local community on the quality standards expected by tourists at local accommodation, food and beverage, entertainment, etc. providers

KNOWLEDGE REQUIREMENTS

- K1. List and describe the ways of developing organisational procedures on interaction with destination communities related on responsible tourism practices
- K2. Explain how to introduce responsible tourism practices into the collaboration mechanisms and agreements with destination communities
- K3. Describe the importance of engaging with national and local authorities
- K4. Explain how to educate local communities about the importance of sustainable natural resource management, socio-cultural sensitivity preservation and fair economic distribution maintenance

- K5. Describe how to develop tour programmes to the protected area destinations
- K6. Define specifics and importance of conservation
- K7. List and describe the types of direct donations
- K8. Explain how to support local entrepreneurs in preparing business plans and funding proposals
- K9. Explain how to link local communities or entrepreneurs with SME support agencies that can help with capacity building

KNOWLEDGE REQUIREMENTS

K10. List and describe the possibilities for providing advice and guidance on the tourist preferences

K11. List and describe the quality standards expected by tourists at local accommodation, food and beverage, entertainment, providers etc.

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Local destination responsible tourism suppliers may include:**

- Accommodation providers (hotels, tour resorts, cruise ships, motels, hostels, etc.), certified based on sustainability and responsible tourism criteria
- F&B providers (restaurants, guest houses, cafeterias, bars, confectionaries, etc.) certified based on sustainability and responsible tourism criteria
- Meeting halls' providers (conference, workshop, seminar venues; exhibition halls; etc.), certified based on sustainability and responsible tourism criteria
- Staging and audio visual suppliers
- Display suppliers
- Caterers
- Entertainers
- Equipment hire companies

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. Tourism destination stakeholders may comprise:

- Extended families in urban or rural settings
- Groups with common cultural links and interests
- Individuals who identify with and are accepted by a particular group
- Residents in urban, regional or rural settings
- Traditional communities on ancestral lands

4. Tourism opportunities for the destination may include:

- Accommodation development
- Attractions
- Tourism destination involvement in: Providing staff for external operations, training for the tourism industry
- Events
- Festivals
- Tour operations
- Tourism retailing operations
- Implementation agreements in terms of introducing policies on preventing commercial and sexual exploitation of children
- Awareness raising campaigns on child protection
- Visits to the tourism destination by external tour operators

5. Information sources may include:

- Tourism destinations with common interests
- Government bodies: Funding agencies, land management agencies
- Internet
- Local people
- Reports and research: local, state, regional or national marketing plans, statistical data
- Research bodies: public, private
- Tourism operators: accommodation, destination marketing companies, tour operators, inbound tour operators, tour wholesalers, tourism organisations and associations, training agencies

CONDITIONS OF PERFORMANCE AND VARIABLES**6. Tourism destination impact may include:**

- Benefits: cultural, including cultural preservation; economic; employment opportunities; greater understanding between host and visitor cultures; improved local facilities; visitor education
- Costs: damage to environmentally or culturally sensitive areas, effect on social structures, trivialisation of culture

7. Current and accurate information to be provided to destination local community may include:

- Proposed tourism products
- Tourism destination stakeholders' capacity: ability to successfully market proposed tourism products, ability to successfully deliver proposed tourism products
- Tourism destination stakeholders' impacts: negative, positive
- Tourism industry and market information: current market trends and needs, product and service gaps within the local area and region, service and quality expectations, distribution and marketing networks
- Information about other communities
- Recommendations, including any alternative product offerings for the tourism destination stakeholders to consider
- Ethical policy/code of conduct on preventing commercial and sexual exploitation of children

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
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least one example of responsible tourism practices introduced in interaction with tourism destinations 2. At least one example of a promotion plan/activity for sustainable development of tourism destinations 3. At least one report on social development cause support provided 4. At least one report on capacity building of local destination providers 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Case studies • Observation of practical trainee performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • 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

RTS5.5. UNIT TITLE: SUPERVISE THE APPLICATION OF RESPONSIBLE TOURISM PRINCIPLES

UNIT DESCRIPTOR

This unit cover the competencies required to support tourism destinations in implementing responsible tourism practices.

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

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 METHODS
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Performance assessment must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • 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

KNOWLEDGE REQUIREMENTS

- | | |
|---|--|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 METHODS
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence (This could be minutes or notes of meetings, reports or recommendations from others) • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

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 policies 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 policies and steps in the planning process
- K2. Explain how to develop operational policies 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
<p>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.</p> <p>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.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 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 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence (This could be minutes or notes of meetings, reports or recommendations from others) • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
Managers in tourism occupations	D1.HGA.CL6.01

SCS4. UNIT TITLE: PLAN AND CONDUCT AND EVACUATION OF PREMISES

UNIT DESCRIPTOR

This unit describes the competencies required to plan and conduct an evacuation of premises while providing for the maximum safety and protection of self and others. It requires the ability to contribute to the development of an evacuation policy, arrange and participate in evacuation drills, maintain regular communication with designated fire wardens, and conduct evacuations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Contribute to policy and procedures for an evacuation situation

- P1. Identify national, legal and organisational requirements relevant to planning and conducting evacuations
- P2. Review Occupational Health and Safety (OHS) requirements for evacuation procedures
- P3. Discuss evacuation scenarios and a system of emergency alerting determined in consultation with relevant persons
- P4. Present evacuation policy for review to relevant persons

E2. Participate in conducting evacuation drills

- P5. Disseminate evacuation policy and procedures to all staff
- P6. Plan routine and regular evacuation drills in consultation with relevant persons
- P7. Conduct evacuation drills in accordance with evacuation policy and procedures
- P8. Gather feedback on evacuation implementation make amendments to evacuation policy and procedures

E3. Conduct evacuation

- P9. Confirm evacuation and notify appropriate emergency services agencies
- P10. Identify hazards and implement risk control measures within scope of own responsibility, competency and authority
- P11. Evacuate premises in accordance with evacuation policy and procedures
- P12. Identify and make special arrangements for mobility impaired persons
- P13. Account for all evacuated personnel in accordance with evacuation policy and procedures
- P14. Complete and securely maintain all relevant documentation in accordance organisational procedures

KNOWLEDGE REQUIREMENTS

- K1. Identify applicable legislation and regulations including licensing requirements
- K2. Describe the major reasons for evacuation of premises and the factors to consider in planning evacuation
- K3. Identify the key evacuation procedures and processes
- K4. Describe the emergency and evacuation requirements for organisations
- K5. Describe the company first aid principles and procedures

- K6. Explain the limits of own responsibility and authority
- K7. Identify the location of emergency and security systems
- K8. Review the premises layout and access points
- K9. Explain the principles of effective communication including interpersonal techniques
- K10. List the evacuation report and documentation requirements
- K11. Identify the types of safety hazards and risks

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Legislative requirements may relate to:

- Apprehension and powers of arrest
- Counter-terrorism
- Crowd control and control of persons under the influence of intoxicating substances
- Inspection of people and property, and search and seizure of goods
- Privacy and confidentiality
- Environmental issues
- Trespass and the removal of persons

2. Organisational requirements may relate to:

- Equal access and equality policies and procedures
- Business and performance plans
- Client service standards
- Communication channels and reporting procedures
- Documentation systems, procedures and processes
- Emergency and evacuation procedures
- Employer and employee rights and responsibilities
- Legal and organisational policy and procedures including personnel practices and guidelines
- Quality and continuous improvement processes and standards

3. Emergency scenarios may include:

- Emergencies e.g. fire, scenes of crime, accidents
- Hazardous situations e.g. physical, chemical, electrical, weather (typhoons and tropical storms)
- Threats e.g. bombs, sabotage

4. Relevant persons may include:

- Building manager
- Clients
- Colleagues
- Emergency services personnel e.g. fire, ambulance, police
- Senior manager
- Emergency response team

5. Notification may be made by:

- Dedicated communications link
- Direct alarm link
- Telephone and mobile phone
- Two-way radio (portable and installed)

6. Hazards may include:

- Blocked stairway exits
- Falling debris
- Incorrect or insufficient information on evacuation procedures
- Smoke inhalation

7. Risk control measures may involve:

- Evacuating the premises
- Isolating and removal of risk
- Isolating area of potential risk
- Notifying relevant emergency services agencies
- Providing access for emergency services
- Provision of first aid
- Request for support and assistance
- Restraint of persons
- Use of negotiation techniques

8. Evacuation of premises may be:

- By designated alternative routes
- By prescribed primary routes
- To designated assembly point

9. Documentation may include:

- Activity logs
- Incident reports
- Request for assistance forms
- Review and feedback of evacuation policy and procedures

Important behaviours for supervisors/managers include:

1. Constructively challenge the current situation 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 quality of 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	ASSESSMENT METHODS
<p>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.</p> <p>A person who demonstrates competency in this unit must be able to provide evidence of accurately planning and completing an evacuation of premises.</p> <p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. One report on contribution to planning and completing an evacuation of premises 2. One report on how you disseminated evacuation policy and procedures to all staff and planned routine and regular evacuation drills in consultation with relevant persons 3. One report on outcome of conducting evacuation drills in accordance with evacuation policy and procedures 4. One report of actual or simulated evacuation of premises. Report should include hazards and risk control measures, special arrangements for mobility impaired persons and completed documentation in accordance organisational procedures 	<p>This unit may be assessed holistically by means of a portfolio of evidence or report on evacuation procedures and practices. 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.</p> <p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Direct observation • 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 <p>Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HSS.CL4.10

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

COS2. UNIT TITLE: WORK EFFECTIVELY WITH OTHERS

UNIT DESCRIPTOR

This unit describes the competencies required to work in a hospitality or tourism environment promoting department/team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Develop effective workplace relationships</p> <p>P1. Identify own responsibilities and duties in relation to department/team members</p> <p>P2. Undertake activities in a manner that promotes cooperation and good relationships</p> <p>P3. Encourage, acknowledge and act upon feedback provided by others in the department/team</p> <p>E2. Contribute to department or team activities</p> <p>P4. Provide support to department or team members to ensure goals are met</p> <p>P5. Contribute to department/team goals and tasks according to organisational requirements</p> <p>P6. Share information relevant to work with department/team to ensure designated goals are met</p>	<p>E3. Deal effectively with issues, problems and conflict</p> <p>P7. Respect differences in personal values and beliefs and their importance in the development of relationships</p> <p>P8. Identify any linguistic and cultural differences in communication styles and respond appropriately</p> <p>P9. Identify issues, problems and conflict encountered in the workplace</p> <p>P10. Seek assistance from department/team members when issues, problems and conflict arise</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. List own responsibilities and duties in relation to department/team members</p> <p>K2. Explain how to undertake activities in a manner that promotes cooperation and good relationships</p> <p>K3. Explain how to act upon feedback provided by others in the department/team</p> <p>K4. Give examples of how to contribute to department or team activities</p> <p>K5. Describe how to support department or team members to ensure goals are met</p> <p>K6. Suggest ways to share information relevant to work with department/team to ensure designated goals are met</p>	<p>K7. Explain how to deal effectively with issues, problems and conflict</p> <p>K8. Explain how to respect differences in personal values and beliefs</p> <p>K9. Explain how to respond to linguistic and cultural differences in communication styles</p> <p>K10. List the type of issues, problems and conflict encountered in the workplace</p> <p>K11. Explain how to get assistance from department/team members when issues, problems and conflict arise</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

The unit variables interpret the scope and context of this unit of competence, allowing for differences between different working environments and is appropriate for all tourism and hospitality job roles.

1. Responsibilities and duties may include:

- Code of conduct
- Job description and employment arrangements
- Skills, training and competencies
- Supervision and accountability
- Responsible and sustainable working practices

2. Department/team members may include:

- Peers/work colleagues/team/trainees/intern
- Supervisor or manager

3. Feedback on performance may include:

- Formal/informal performance appraisals
- Feedback from supervisors and colleagues
- Personal, reflective behaviour strategies

4. Support to team members may include:

- Explaining/clarifying
- Helping colleagues
- Problem solving
- Providing encouragement
- Providing feedback to a team member
- Undertaking extra tasks if necessary

5. Information to be shared may include:

- Acknowledging satisfactory performance
- Acknowledging unsatisfactory performance
- Assisting a colleague
- Clarifying the organisation's preferred task completion methods
- Encouraging colleagues
- Open communication channels
- Workplace hazards, risks and controls

6. Opportunities for improvement may include:

- Career planning/development
- Coaching, mentoring and/or supervision
- Formal/informal learning programmes
- Internal/external training provision
- Performance appraisals
- Personal study
- Recognition of prior learning/experience

ASSESSMENT GUIDE

Evidence of the following is required:

1. Two examples of providing support to team members to ensure goals are met
2. Two examples of seeking feedback from clients and/or colleagues and taking appropriate action
3. Two examples/cases of resolving conflicts in the workplace

Assessment must ensure:

- Access to an actual workplace or simulated environment
- Access to office equipment and resources
- Examples of problems, issues or conflicts that have been resolved

ASSESSMENT METHODS

A range of assessment methods should be used to assess practical skills and knowledge.

The following examples are appropriate for this unit:

- Direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate
- Analysis of responses to case studies and scenarios
- Demonstration of techniques
- Observation of demonstrated techniques in resolving conflict
- Observation of presentations
- Review of documentation identifying and planning strategies/opportunities for workgroup improvement

RELEVANT OCCUPATIONS	ACCSTP REF
Appropriate for all tourism job roles	(1) D1.HOT.CL1.02; (2) D1.HOT.CL1.11; (3) D1.HOT.CL1.01

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

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	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 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 	<p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Third party reports completed by a supervisor
RELEVANT OCCUPATIONS	ACCSTP REF
<p>Front Office Staff, Travel and Tour Operator Companies</p>	<p>D1.HOT.CL1.05 & 06; D1.HGA.CL6. 03, 06, 07 & 12</p>

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

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
<p>Assessment should ensure that the person can communicate effectively in the following situations:</p> <ol style="list-style-type: none"> 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 	<p>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</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • 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

<p>E1. Source current information on the hospitality and tourism industry</p> <p>P1. Access sources of information on the hospitality and tourism industry relevant to job requirements</p> <p>P2. Obtain information on the hospitality and tourism industry to assist effective work performance</p>	<p>E2. Use industry information to inform best practice</p> <p>P3. Obtain and distribute information as required by customers or guests</p> <p>P4. Conduct work activities in accordance with legal requirements and ethical standards</p> <p>P5. Apply industry knowledge and information to the day-to-day operation of the hospitality or tourism business</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. Identify sources of reliable information on the Internet and elsewhere to update industry knowledge</p> <p>K2. Describe the different sectors of the hospitality and tourism industry and their inter relationships</p> <p>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</p>	<p>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</p> <p>K5. Provide examples of responsible tourism including energy saving, waste minimization and recycling</p> <p>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</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

<p>1. This unit applies to maintaining hospitality and tourism industry knowledge and may include:</p> <ul style="list-style-type: none"> • Hotel operations • Travel and tour operations • Tour guiding • Event management • Other tourism related industries such as transport, airlines and spa and leisure etc. 	<p>2. Information may relate to:</p> <ul style="list-style-type: none"> • 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
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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

All occupational areas in tourism businesses

ACCSTP REF

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

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 may be 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 identifying 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	ASSESSMENT METHODS
<p>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.</p> <p>Evidence should show the person is able to:</p> <ol style="list-style-type: none"> 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 <p>Have knowledge of:</p> <ol style="list-style-type: none"> 1. Agreed safety procedures to minimise risks to people and property 2. Know how to take action to deal with security and safety risks 	<p>Assessment for this unit may be either from actual workplace incident reports and supervisor witness statements.</p> <p>If this cannot be assessed in the workplace, then assessment would involve:</p> <ul style="list-style-type: none"> • 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

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

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

4. Storage media may include but not be limited to:

- Diskettes
- CDs
- Zip disks
- DVDs
- Hard disk drives, local and remote

ASSESSMENT GUIDE

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

ASSESSMENT METHODS

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

Most staff in tourism occupations

ACCSTP REF

DT.TCC.CL1.10

GES1. UNIT TITLE: PREPARE FOR WORK

UNIT DESCRIPTOR

This unit covers the competencies required for timekeeping, personal grooming and hygiene, uniforms, professional behaviours and preparing the work area for the shift.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Report for work

- P1. Report on time and log in
- P2. Use staff changing areas for washing, dressing and personal preparation
- P3. Turn off any personal communications devices and ensure that they are locked in a safe place in accordance with organisation policy
- P4. Go directly to work area and sign in if a departmental attendance sheet is used
- P5. Make presence known to other colleagues and/or supervisor

E2. Ensure grooming and personal hygiene

- P6. Ensure uniform is clean, tidy and safety
- P7. Ensure personal grooming is up to standard required

E3. Apply professional behaviour

- P8. Listen carefully and respond courteously to guests or customers
- P9. Communicate professionally on business matters
- P10. Ensure the requisite equipment is available to hand
- P11. Ensure that personal behaviour brings credit to the property or organisation

E4. Prepare the work area for the shift

- P12. Read the log book and make a note of any points for action
- P13. Take notes relevant to your work at the shift briefing
- P14. Attend shift briefing and review your duties for the shift
- P15. Review staff movements and arrivals of groups and VIPs
- P16. Check equipment and stock levels
- P17. Organise the work area in a professional way

KNOWLEDGE REQUIREMENTS

- K1. Describe the sequence of procedures when reporting for work
- K2. Describe the basic grooming and personal hygiene procedures
- K3. Describe what levels of courtesy may be expected by a guest of a service agent

- K4. List what personal habits will cause damage to reputation and displeasure to guests
- K5. Describe the steps that should be taken prior to starting a shift and what actions to take as a result

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 staff should be discrete and away from guests
- Guests must be recognised and acknowledged promptly and assisted with requirements whenever needed
- Communication with guests should be limited to matters concerning service, organisation, department matters or local tourism facilities
- In public areas, staff 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 in the staff area
- Water may be taken during service back-of-house
- Professional staff must not be intoxicated, smell of alcohol or take alcohol during work hours
- Follow organisation policies and procedures

2. Reporting procedure should include:

- Being early for shift and ensuring uniform and grooming is to a high standard
- Using the recording device used in the establishment whether a punch card, clocking device, ID card scanner or manual system

3. Preparing the work area for the shift could include:

- The log book must be consulted every shift to note past difficulties, actions taken, messages for imminent situations and irregularities
- The arrivals and departures list (whether manual or a computerised screen) should be consulted to ensure that there are enough rooms, to foresee shortages, back-to-back turn-around or special requirements
- Conference and banqueting activity should be known so that guests can be directed to the correct rooms, billing procedures anticipated and associated rooming accommodated. Signage should be present and correct
- Group and airline activity should be monitored so that high volume check-ins and check-outs can be anticipated and prepared for
- Special arrangements and amenities for VIPs should be checked with the relevant departments (housekeeping, F&B)
- Check equipment, stock levels (stationery, vouchers, keys...)

4. 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 make up 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 each service period
- 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	ASSESSMENT METHODS
<p>Performance assessment must include documentation of the following:</p> <ul style="list-style-type: none"> • Record of at least three occasions of good timekeeping and reporting • Record of at least three occasions of good personal hygiene and grooming with correct uniform • Record of at least two customer interactions • Record of at least two occasions of attendance at shift briefings 	<p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Oral and written questions • Third party reports completed by a supervisor

RELEVANT OCCUPATIONS	ACCSTP REF
All staff in tourism occupations	DH1.HFO.CL2.03 1.1, 1.2, 1.3

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. Apply professional behaviour

- P8. Listen carefully and respond courteously to guests or customers
- P9. Communicate professionally on business matters
- P10. Ensure the requisite equipment is available to hand
- P11. Ensure that personal behaviour brings credit to the property or organisation

E4. Prepare the work area for the shift

- P12. Read the log book and make a note of any points for action
- P13. Take notes relevant to your work at the shift briefing
- P14. Attend shift briefing and review your duties for the shift
- P15. Review staff movements and arrivals of groups and VIPs
- P16. Check equipment and stock levels
- P17. Organise the work area in a professional way

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

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

GES7. UNIT TITLE: MAINTAIN DOCUMENT FILING AND RETRIEVAL SYSTEMS

UNIT DESCRIPTOR

This unit covers the competencies required to use different information systems to store and retrieve information.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Process information

- P1. Collect required information
- P2. Follow agreed organisation procedures to maintain security and confidentiality
- P3. Store required information in approved locations to the required standard
- P4. Update information as required

E2. Retrieve information

- P5. Confirm information for retrieval
- P6. Comply with organisation procedures for accessing an information system
- P7. Locate and retrieve required information
- P8. Refer any problems to the appropriate colleague

E3. Maintain existing recording and filing systems

- P9. Maintain recording and filing systems
- P10. File new documents to designated category and locations
- P11. Archive, remove and update documents to make space available for current records
- P12. Keep records of document movements
- P13. Maintain documents in good condition and in correct location
- P14. Separate confidential files from general files, with access available to nominated personnel only
- P15. Ensure issued files are traceable at all times

KNOWLEDGE REQUIREMENTS

- K1. Explain the purpose of storing and retrieving required information
- K2. List the different information systems and their main features
- K3. Describe the organisational requirements covering the security and confidentiality of information

- K4. List the methods used to collect required information
- K5. Describe the procedures to be followed to access information systems
- K6. Explain the types of problems that occur with information systems and who to report them to

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Information may include:

- Correspondence, such as faxes, memos, letters, email and other documents
- Computer databases such as customer records
- Sales records, including monthly forecasts, targets achieved
- Forms, such as daily stock re-ordering
- Invoices
- Personnel records
- Information on training needs
- Marketing reports/plans/budgets
- Financial figures
- Others

2. Organisational requirements may include:

- Security and confidentiality requirements
- Legal guidelines and requirements
- Code of Conduct/Code of Ethics
- Procedures for updating records

3. Inactive or dead files may include:

- Completed projects/events
- Old clients
- Paid accounts
- Ex employees
- Others

4. Reference and index systems may relate to:

- Alphabetic
- Numeric
- Alpha-numeric
- Topic
- Subject
- Date & time
- Other

CONDITIONS OF PERFORMANCE AND VARIABLES**5. Record movements may include:**

- Updating file register
- Updating records management system
- Temporary or permanent transfer of records
- Others

6. Security and confidentiality procedures may include:

- Access authority
- Lockable files/cabinets
- Confidentiality
- Others

7. Archive may refer to:

- Handling completed/closed files in accordance with the organisation's policy, procedure
- Storing confidential files in an internal/external location
- Being able to retrieve archived files from storage, when required
- Manual system
- Others

8. Confidential files may include:

- Staff personnel files
- Commercial in confidence

ASSESSMENT GUIDE

This unit should be assessed by documentary evidence of performance and oral or written questioning.

Evidence must include:

1. Three examples of documents prepared and processed and updated and filed in appropriate manner
2. Three examples of documents retrieved in accordance with organisational policies and procedures
3. Two examples of maintaining information and filing systems and archiving files in accordance with organisational requirements

ASSESSMENT METHODS**The following methods may be used to assess competency for this unit:**

- Samples of records and systems
- Oral and written questions
- Portfolio evidence
- Third party reports completed by a supervisor
- Project and assignment work
- Simulation

RELEVANT OCCUPATIONS

All staff dealing with document filing systems in tourism occupations

ACCSTP REF

D1.HGA.CL6.03

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	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 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 <p>Knowledge assessment by documented oral questioning or written questions</p>	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Interviews • Role plays

RELEVANT OCCUPATIONS	ACCSTP REF
All staff who interact with guests or customers in tourism	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
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. Preparation of at least two types of reports 2. Two occasions when at least two verbal presentations are made 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • 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

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

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
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. At least two tourism activities organised, conducted and documented as evidence 2. At least three evaluations of completed tours 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • 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

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
<p>Evidence of the following is essential:</p> <ol style="list-style-type: none"> 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 <p>Context of and specific resources for assessment must ensure:</p> <ul style="list-style-type: none"> • Access to an actual workplace or simulated environment • Access to office equipment and resources • Access to examples of style guides and organisational procedures 	<p>A range of assessment methods should be used to assess practical skills and knowledge.</p> <p>The following methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • 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
-  On-site Tour Guiding
-  Small Accommodation Operations
-  Tourist Boat Service



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