Tourism
Curriculum Framework
Stage 6

Support Document

2002
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1 Tourism Industry Curriculum Framework

1.1 Introduction

The Tourism Industry Curriculum Framework has been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications in Tourism under the Australian Qualifications Framework (AQF). This framework is based on the national Tourism Training Package (THT02).

This industry curriculum framework contains all HSC Tourism VET courses delivered by:
- schools
- TAFE colleges
- other Registered Training Organisations (RTOs) on behalf of schools or TAFE colleges for the Higher School Certificate.

This document, the Tourism Curriculum Framework Stage 6 Support Document, contains materials and advice which are intended to assist teachers and trainers in the initial implementation of courses within the framework and in the assessment of student competency. It must be read in conjunction with Part A and Part B of the syllabus.

Part A of the syllabus contains general advice about the Tourism Curriculum Framework and describes course structures and requirements, including work placement. For HSC accreditation, the delivery of all courses in the Tourism Curriculum Framework must comply with the structures and requirements described in Part A of the syllabus.

Part B of the syllabus contains the text of the units of competency from the Tourism Training Package that have been included in the framework. Part B must be used in the delivery of the 120, 240 indicative hour and extension HSC courses in Tourism.

The Framework documentation for the Tourism Curriculum Framework also includes a Tourism Competency Record for recording assessment activities and student achievement of competency. The use of the Competency Record is recommended but is not mandatory. RTOs may choose to design an alternative form of competency record or use versions produced by industry bodies.

Industry Curriculum Framework Documentation

| Syllabus Part A Course Structures and Requirements |
| Syllabus Part B Units of Competency and HSC Requirements |
| Competency Record Book |
| Support Document |

Specimen HSC Examination Paper

Sample Marking Guidelines

Draft Performance Bands
Support materials for this curriculum framework include this support document and a resource list. The Board has also developed the *Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs*.

Parts A and B of the syllabus are available in hard copy from the Board of Studies and may also be accessed on the Board’s website (www.boardofstudies.nsw.edu.au) The competency record, support documents and the resource list may be accessed through the website.

### 1.2 Comparison of the units of competency within the revised Tourism Curriculum Framework and the Tourism and Hospitality Curriculum Framework

VET Curriculum Frameworks are based on nationally endorsed Training Packages. These Training Packages are subject to revision on a regular basis. The Tourism Training Package underwent a national review which resulted in the development of the new Tourism Training Package (THT02). As a result of these changes a revised curriculum framework has been developed.

Much of the content of the courses in the revised Tourism Curriculum Framework is similar to that in the previous Tourism and Hospitality Curriculum Framework. The packaging of content within units of competency may vary, as may the names and/or codes of the units of competency that form the revised HSC Framework.

The following table provides a summary of the changes to units of competency included in the revised Tourism Curriculum Framework in relation to the previous Tourism and Hospitality Curriculum Framework.
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core / Elective for HSC course</th>
<th>Core / Elective for HSC course</th>
</tr>
</thead>
<tbody>
<tr>
<td>THHCOR01A</td>
<td>Work with colleagues and customers</td>
<td>Core</td>
<td>THHCOR01B Work with colleagues and customers</td>
</tr>
<tr>
<td>THHCOR02A</td>
<td>Work in a socially diverse environment</td>
<td>Core</td>
<td>THHCOR02B Work in a socially diverse environment</td>
</tr>
<tr>
<td>THHCOR03A</td>
<td>Follow health, safety and security procedures</td>
<td>Core</td>
<td>THHCOR03B Follow health, safety and security procedures</td>
</tr>
<tr>
<td>THHGCS01A</td>
<td>Develop and update local knowledge</td>
<td>Elective (240-hour)</td>
<td>THHGCS01B Develop and update local knowledge</td>
</tr>
<tr>
<td>THHGGA01A</td>
<td>Communicate on the telephone</td>
<td>Core</td>
<td>THHGGA01B Communicate on the telephone</td>
</tr>
<tr>
<td>THHGGA02A</td>
<td>Perform clerical procedures</td>
<td>Core</td>
<td>THHGGA02B Perform clerical procedures</td>
</tr>
<tr>
<td>THHGFA05A</td>
<td>Process financial transactions</td>
<td>Core</td>
<td>THHGFA01B Process financial transactions</td>
</tr>
<tr>
<td>THTTCO01A</td>
<td>Develop and update tourism industry knowledge</td>
<td>Core</td>
<td>THTTCO01B Develop and update tourism industry knowledge</td>
</tr>
<tr>
<td>THTSOP02A</td>
<td>Source and provide destination information and advice</td>
<td>Elective (240-hour)</td>
<td>THTSOP02B Source and provide destination information and advice</td>
</tr>
<tr>
<td>THTSOP03A</td>
<td>Access and interpret product information</td>
<td>Elective (240-hour)</td>
<td>THTSOP03B Access and interpret product information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>THHGCS02B Promote products and services to customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>THHGCS03B Deal with conflict situations</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THHGCT01A Access and retrieve computer data</td>
<td>THHGCT02A Produce documents on computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBCM205A Use business technology</td>
<td>BSBCM213A Produce simple word-processed documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTSOP15B Process and monitor event registrations</td>
<td>THTFME01B Coordinate guest and delegate registrations at venues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (240-hour only)</td>
<td>Elective (240-hour only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTFME03A Develop and update event industry knowledge</td>
<td>THTFME09A Develop and update knowledge of protocol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective (240-hour only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTSOP05B Prepare quotations</td>
<td>THTSOP06B Receive and process reservations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (240-hour)</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTSOP09A Process non-air documentation</td>
<td>THTSOP09B Process non-air documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (240-hour)</td>
<td>Elective (240-hour)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTFAT01B Provide on-site information and assistance</td>
<td>THTFTG07B Research and share general information on Australian Indigenous cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective (240-hour)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 Teaching Programs

2.1 General information

Teaching programs for courses in the Tourism Curriculum Framework can be developed using a number of different approaches. These include:

- programming individual units of competency sequentially
- identifying a theme which is common to several units of competency and programming teaching and learning activities which address this theme
- devising a project, experience or event which requires students to learn and use a number of competencies
- a combination of any of the above.

Each approach may have merit depending on the nature of particular competencies selected, access to facilities, equipment, resources and workplaces, and the needs and experiences of students.

When considering these approaches, teachers and trainers should keep in mind the following general principles:

- VET courses focus on the achievement of workplace competence. They are intended to equip students with the skills and knowledge required to perform workplace roles to the standard expected in industry. Competence incorporates all aspects of work performance including communication, problem-solving and the capacity to apply skills and knowledge in both familiar and new situations, as well as industry specific skills.
- Students must be given the opportunity to develop skills over time and have multiple opportunities to demonstrate that they possess the necessary combination of skills and knowledge.
- Students must have the opportunity to develop and practise skills in a workplace setting.
- Assessment of competence involves the assessment of skills and knowledge combined. An integrated or holistic approach to assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes. An integrated approach to course delivery will facilitate integrated competency assessment.

On the basis of these principles, it is recommended that teachers and trainers develop teaching and learning programs that allow for the integrated development of several elements and/or units of competency simultaneously. Where this is not possible, learning activities developed for individual units of competency should seek to integrate elements within the unit and to address the linkages to other units identified in the training package and in the syllabus.

Where possible, assessment tasks and events should be included as an integral part of training.
2.2 Sequence of delivery

Neither the Tourism Curriculum Framework nor the Tourism Training Package prescribes a specific delivery sequence for individual units of competency or for related groups of competency. Refer to the Tourism Curriculum Framework Part A for information on course structures.

The sequencing of a teaching program for a particular course is a matter for the teacher’s professional judgement, based on the existing skills and experience of students, student interest, access to facilities including workplaces and the timing of work placement.

2.2.1 Relationships between units of competency

Relationships exist between units of competency and this should inform programming and assessment activities.

Units of competency generally need to be linked to reflect the skills required for an overall job role. Relevant linkages are highlighted in the Evidence Guide of each unit under the heading Linkages to Other Units. This provides guidance for trainers and assessors but is not prescriptive or exhaustive.

While holistic assessment is recommended, most units of competency in the training package can be assessed independently. There are also some units that must be assessed with or after other units (pre-requisites/co-requisites). This is the case when the skills and knowledge essential to the achievement of a particular unit of competency are found in other units. These units have also been identified under the heading Linkages to Other Units. Information about linkages is provided in the table below, reproduced directly from the Tourism Training Package.

The Linkages identified are only for those units of competency included in the Tourism Curriculum Framework.

<table>
<thead>
<tr>
<th>UNIT OF COMPETENCY</th>
<th>PRE-REQUISITE / CO-REQUISITE</th>
<th>LINKAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THHCOR01B Work with colleagues and customers</td>
<td>None</td>
<td>• THHCOR02B Work in a socially diverse environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THHGCS02B Promote products and services to customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THHGCS03B Deal with conflict situations</td>
</tr>
<tr>
<td>THHCOR02B Work in a socially diverse environment</td>
<td>• THHCOR01B Work with colleagues and customers</td>
<td>• THHGCS02B Promote products and services to customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THHGCS03B Deal with conflict situations</td>
</tr>
<tr>
<td>THHCOR03B Follow health, safety and security procedures</td>
<td>None</td>
<td>• All units</td>
</tr>
<tr>
<td>UNIT OF COMPETENCY</td>
<td>PRE-REQUISITE / CO-REQUISITE</td>
<td>LINKAGES</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>THHGCS01B Develop and update local knowledge</td>
<td>None</td>
<td>• Units in the Attractions and Theme Parks section</td>
</tr>
<tr>
<td>THHGGA01B Communicate on the telephone</td>
<td>None</td>
<td>• THHGCOR01B Work with colleagues and customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THHGGA02B Perform office procedures</td>
</tr>
<tr>
<td>THHGGA02B Perform office procedures</td>
<td>None</td>
<td>• THHGGA01B Communicate on the telephone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• BSBCMN205A Use business technology</td>
</tr>
<tr>
<td>THHGFA01B Process financial transactions</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>THTTCO01B Develop and update tourism industry knowledge</td>
<td>None</td>
<td>• All units</td>
</tr>
<tr>
<td>THTSOP02B Source and provide destination information and advice</td>
<td>None</td>
<td>• THTSOP06B Receive and process reservations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THTSOP09B Process non-air documentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THTSOP15B Process and monitor event registrations</td>
</tr>
<tr>
<td>THTSOP03B Access and interpret product information</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THTSOP02B Source and provide destination information and advice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THTSOP06B Receive and process reservations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THTSOP09B Process non-air documentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THTSOP15B Process and monitor event registrations</td>
</tr>
<tr>
<td>THHGCS02B Promote products and services to customers</td>
<td>None</td>
<td>• THHGGA01B Communicate on the telephone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THHGCOR01B Work with colleagues and customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Operational or service skills units which apply to particular industry sectors</td>
</tr>
<tr>
<td>THHGCS03B Deal with conflict situations</td>
<td>THHGCOR01B Work with colleagues and customers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBCMN205A Use business technology</td>
<td>None</td>
<td>• BSBCMN213A Produce simple word-processed documents</td>
</tr>
<tr>
<td>BSBCMN213A Produce simple word-processed documents</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>UNIT OF COMPETENCY</td>
<td>PRE-REQUISITE / CO-REQUISITE</td>
<td>LINKAGES</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>THTSOP15B Process and monitor event registrations</td>
<td>• TTHGGA02B Perform office procedures</td>
<td>• BSBCM205A Use business technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THTFME01B Coordinate guest and delegate registrations at venues</td>
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<tr>
<td>THTFME01B Coordinate guest and delegate registrations at venues</td>
<td>None</td>
<td>• THTSOP15B Process and monitor event registrations</td>
</tr>
<tr>
<td>THTFME03A Develop and update event industry knowledge</td>
<td>• THTTCO01B Develop and update tourism industry knowledge</td>
<td></td>
</tr>
<tr>
<td>THTFME09A Develop and update knowledge of protocol</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>THTSOP05B Prepare quotations</td>
<td>• THTSOP03B Access and interpret product information</td>
<td>• THTSOP06B Receive and process reservations</td>
</tr>
<tr>
<td>THTSOP06B Receive and process reservations</td>
<td>None</td>
<td>• BSBCM205A Use business technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THTHGA01B Communicate on the telephone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• TTHGGA02B Perform office procedures</td>
</tr>
<tr>
<td>THTSOP09B Process non-air documentation</td>
<td>• THTSOP03B Access and interpret product information</td>
<td></td>
</tr>
<tr>
<td>THTFAT01B Provide on-site information and assistance</td>
<td>None</td>
<td>• Attractions and Theme Parks units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THHCOR01B Work with colleagues and customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• THHGCS01B Develop and update local knowledge</td>
</tr>
<tr>
<td>THTFTG07B Research and share general information on Australian Indigenous cultures</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
2.2.2 Selecting elective units of competency for qualifications

The training package **Certificate II in Tourism (Operations)** THT20502 requires the achievement of five core units of competency plus six elective units of competency, with at least two from one or more of the following tourism areas: **Sales and Office Operations**, Guiding, Tour Operations, **Attractions or Theme Parks**, Wine Tourism or **Meetings and Events**. (The tourism areas available in the Tourism Curriculum Framework are listed in italics).

Students studying the **Tourism 240-hour course** who achieve the compulsory units of competency meet the requirements for this qualification.

Students who do not meet these requirements but achieve at least one unit of competency will be eligible for a **Statement of Attainment** towards Certificate II in Tourism (Operations).

The training package **Certificate III in Tourism (Operations)** THT31002 requires the achievement of eight core units of competency plus nine elective units of competency, with at least four from one or more of the following tourism areas: **Sales and Office Operations**, Guiding, Tour Operations, **Attractions or Theme Parks**, Wine Tourism or **Meetings and Events**. (The tourism areas available in the Tourism Curriculum Framework are listed in italics).

Students who achieve the units of competency required for the **Tourism 240-hour course** and a minimum of three units of competency from the **Tourism extension course** meet the requirements for this qualification. The units of competency from the extension course must come from the tourism areas of Sales and Office Operations, Meetings and Events, Attractions and Theme Parks or Guiding.

Students who do not meet these requirements will be eligible for a **Statement of Attainment towards Certificate III in Tourism (Operations)**.

2.2.3 Selecting elective units of competency for job-outcomes

While the qualifications in this framework are broadly focused, it is recommended that the combination of units of competency chosen take into consideration occupational outcomes.

Examples of elective units available in the **Tourism (120-hour course)** relevant to specific job outcomes and tourism contexts include the following:

**Office Assistant in a small Tour Operation**
- THHGGA02B Perform office procedures
- BSBCMN205A Use business technology
- BSBCMN213A Produce simple word-processed documents
- THTSOP06B Receive and process reservations
- THHGFA01B Process financial transactions

**Receptionist/Office Assistant in a Professional Conference Organiser**
- THHGGA02B Perform office procedures
- BSBCMN205A Use business technology
- BSBCMN213A Produce simple word-processed documents
- THHGFA01B Process financial transactions
- THTFME03B Develop and update event industry knowledge
Retail Sales Assistant in an Attraction
THTFAT01B Provide on-site information and assistance
THHGGA02B Perform office procedures
THHGCS02B Promote products and services to customers
THHGFA01B Process financial transactions

Examples of elective units available in the Tourism (240-hour course) relevant to specific job outcomes and tourism contexts include the following:

Guide/Salesperson in an Indigenous Art Gallery and Retail Outlet
THTFAT01B Provide on-site information and assistance
THTFTG07B Research and share general information on Australian Indigenous cultures

Information Officer in a Visitor Centre
THTSOP06B Receive and process reservations
THTSOP09B Process non-air documentation
BSBCMN205A Use business technology
BSBCMN213A Produce simple word-processed documents

Event Coordinator in a Professional Conference Organisation
THTFME03A Develop and update event industry knowledge
THTFME09A Develop and update knowledge of protocol
THTSOP15B Process and monitor event registrations
THTFME01B Coordinate guest and delegate registrations at venues

2.2.4 The timing of work placement

The scheduling of work placement should reflect student readiness and should complement off-the-job learning programs. It is recommended that the following units of competency be addressed prior to students undertaking a work placement:

THHCOR01B Work with colleagues and customers
THHCOR03B Follow health, safety and security procedures

2.2.5 Common units of competency across curriculum frameworks

At the commencement of a course it is important to establish whether student/s are undertaking any other VET curriculum frameworks as part of their HSC pattern of study.

The units of competency common to the Tourism Curriculum Framework and other HSC frameworks are detailed in the table following:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with colleagues and customers</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Work in a socially diverse environment</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Follow health, safety and security procedures</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Develop and update local knowledge</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Communicate on the telephone</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Perform office procedures</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Process financial transactions</td>
<td></td>
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<td>Promote products and services to customers</td>
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<td>Use business technology</td>
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<tr>
<td>Receive and process reservations</td>
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</table>

Each of these common units of competency may be undertaken in one course only. As a result, students undertaking courses in both Tourism and Business Services, Entertainment or Hospitality need to undertake alternative units of competency in one course or the other in order to satisfy indicative hour requirements for HSC credit.

Elective units of competency may be substituted for compulsory units undertaken in another course. The pool of elective units of competency is greater in both the Tourism and Hospitality Curriculum Frameworks than in the previous Tourism and Hospitality Curriculum Framework.

### 2.2.6 Traineeships and Vocational Training Orders

Part-time school-based traineeships provide students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work. Students generally undertake a Certificate II traineeship during Years 11 and 12 over a period of between 24 and 36 months. The formal or off-the-job training component contributes directly to their HSC and can be delivered by the school, TAFE NSW or other approved registered training organisation.

In NSW, the requirements for each recognised traineeship are set out in a Vocational Training Order (VTO). This includes:
- paid work under an appropriate industrial arrangement
- a training contract that is signed by the employer and the trainee and approved by the NSW Department of Education and Training
• a training program, delivered by an approved registered training organisation, which leads to the nationally recognised qualification specified in the VTO.

Training plans developed to support school-based traineeships must meet the requirements of the VTO and the relevant HSC course from the Tourism Curriculum Framework.

2.2.7 THTFTG07B Research and share general information on Australian Indigenous cultures

This unit deals with complex and interrelated elements of Indigenous culture that are the cultural and intellectual properties of specific communities. Persons authorised by a local tribal elder, on behalf of their community, may interpret these on behalf of their community. This elective unit can only be delivered following approval from your relevant school authority.

Also refer to the following resource: Board of Studies NSW, 2001, Working with Aboriginal Communities: A Guide to Community Consultation and Protocols.

2.2.8 Possible sequence of delivery

It is recommended that some units be delivered at the beginning of a course, for example:

- THHCOR01B Work with colleagues and customers
- THHCOR03B Follow health, safety and security procedures
- THTTCO01B Develop and update tourism industry knowledge
- THTFME03A Develop and update event industry knowledge

Some units may best be delivered together, for example:

- THHCOR01B Work with colleagues and customers
  THHCOR02B Work in a socially diverse environment
  THHGCS03B Deal with conflict situations
- THTFME03A Develop and update event industry knowledge
  THTFME01B Coordinate guest and delegate registrations at venues
  THTSOP15B Process and monitor event registrations
- THHGGA01B Communicate on the telephone
  THHGGA02B Perform office procedures
  THHGFA01B Process financial transactions
- BSBCMN205A Use business technology
  BSBCMN213A Produce simple word-processed documents
- THTSOP03B Access and interpret product information
  THTSOP05B Prepare quotations
  THTSOP09B Process non-air documentation
### 2.3 A modular approach to delivery

Tourism HSC courses are primarily delivered by TAFE NSW. For this reason, the advice included in this section focuses on the delivery of the TAFE NSW modules which TAFE will use to deliver tourism courses within the Tourism Curriculum Framework. Each TAFE NSW module aligns to one unit of competency from the training package.

#### Tourism (120 indicative hours)

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>HSC Indicative Hours of Credit</th>
<th>TAFE NSW MODULE</th>
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<tr>
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<tr>
<td>THHCOR01B Work with colleagues and customers</td>
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<td>7038A Tourism Customers and Colleagues</td>
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<tr>
<td>THHCOR02B Work in a socially diverse environment</td>
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<td>7038B Tourism Cultural Awareness</td>
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<tr>
<td>THHCOR03B Follow health, safety and security procedures</td>
<td>10</td>
<td>7038C Health, Safety and Security Procedures</td>
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<tr>
<td>THHGCS01B Develop and update local knowledge</td>
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<td>7038E Tourism Local Knowledge</td>
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<tr>
<td>THHGGA01B Communicate on the telephone</td>
<td>5</td>
<td>7038G Tourism Telephone Skills</td>
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<td>7038D Tourism Industry Knowledge</td>
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<tr>
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<td>10</td>
<td>7038K Deal with Conflict</td>
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<td>THHGGA02B Perform office procedures</td>
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<td>THHGFA01B Process financial transactions</td>
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<td>7038F Tourism Financial Transactions</td>
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<tr>
<td>THHGCS02B Promote products and services to customers</td>
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<td>BSBCM205A Use business technology</td>
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<td>7038S Event Industry Knowledge</td>
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<td>THTSOP06B Receive and process reservations</td>
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<td>7038N Receive and Process Reservations</td>
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<tr>
<td>THTFAT01B Provide on-site information and assistance</td>
<td>10</td>
<td>7038U On-Site Information and Assistance</td>
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<td>Units of Competency</td>
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<td>THTSOP02B Source and provide destination information and advice</td>
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<td>7038L Tourism Destination Information</td>
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<td>7038Q Event Registrations</td>
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<td>THTFME01B Coordinate guest and delegate registrations at venues</td>
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<tr>
<td>THTFME09A Develop and update knowledge of protocol</td>
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<td>15</td>
<td>7038V Research Australian Indigenous Cultures</td>
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</table>
2.4 Programmed modules

The advice included in this section has been prepared by TAFE NSW and briefly outlines each module used by TAFE NSW to deliver tourism courses within the Tourism Curriculum Framework.

2.4.1 Tourism Customers and Colleagues (7038A)

Unit of competency: THHCOR01B Work with colleagues and customers

Suggested time allowed: 10 hours

Module purpose:

By completing this module, you should be able to work with colleagues and customers. The module deals with interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries.

This would include:

- ability to communicate effectively with customers and colleagues (including those with special needs) within a range of situations required for the relevant job role
- ability to work in a team
- ability to respond effectively to a range of different customer service situations
- understanding of communication and customer service and its importance in a tourism/hospitality context.

Specifically, on successful completion of this module, you will be able to:

1. Communicate in the workplace
2. Maintain personal presentation standards
3. Provide service to colleagues and customers
4. Work in a team.

Assessment:

Assessment methods must be chosen to ensure that communication skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direct observation of the learner carrying out work tasks involving dealing with customers and colleagues
- role-plays about communication situations and dealing with conflicts and misunderstandings
- review of simple messages written by the learner for various situations
- questions about effective communication and personal presentation
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.2 Tourism Cultural Awareness (7038B)

**Unit of competency:** THHCOR02B Work in a socially diverse environment

**Suggested time allowed:** 10 hours

**Module purpose:**

By completing this module, you should be able to work in a socially diverse environment. The module deals with the cultural awareness required by all people working in the tourism and hospitality industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds.

This would include:

- cultural understanding and sensitivity in responding to different types of customers
- ability to identify and respond to the cultural context of the workplace
- ability to apply knowledge of different cultures and cultural characteristics appropriately to communicate with colleagues and customers
- ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role.

Specifically, on successful completion of this module, you will be able to:

1. Communicate with customers and colleagues from diverse backgrounds
2. Deal with cross-cultural misunderstandings.

**Assessment:**

Assessment methods must be chosen to ensure that candidates are able to respond constructively to issues that arise in a culturally and socially diverse workplace. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direct observation of the learner carrying out work tasks involving dealing with customers and colleagues/interacting with colleagues and customers from diverse backgrounds
- direct observation of the learner demonstrating complaint handling or negotiation skills, either in the workplace or through role plays
- role-plays about communication situations and dealing with conflicts and misunderstandings
- case studies or projects to consider particular conflict situations in general in the workplace and/or arising from diversity and to suggest appropriate means of dealing with them
- review of simple messages written by the learner for various situations
- questions about effective communication, personal presentation, problem-solving techniques, theories related to conflict resolution and cultural values/differences
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.3 Health, Safety and Security Procedures (7038C)

**Unit of competency:** THHCOR03B Follow health, safety and security procedures

**Suggested time allowed:** 6 hours

**Module purpose:**

By completing this module, you should be able to follow health, safety and security procedures in the context of a tourism business.

This would include:

- ability to follow established procedures
- knowledge and understanding of the implications of disregarding those procedures
- demonstration of safe work practices for particular job roles
- knowledge and understanding of the legal requirement to work in accordance with health, safety and security procedures.

Specifically, on successful completion of this module, you will be able to:

1. Follow workplace procedures on health, safety and security
2. Deal with emergency situations
3. Maintain safe personal presentation standards
4. Provide feedback on health, safety and security.

**Assessment:**

Assessment methods must be chosen to ensure that knowledge of workplace health and safety issues can be demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- observation of the learner explaining workplace safety or emergency procedures to a colleague or customer
- observation of the learner demonstrating safe work practices for particular job roles
- case studies and problem solving exercises for emergency situations
- questions about legislation and requirements relating to workplace safety and security
- questions about appropriate clothing and protective gear for particular jobs and situations
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.4 Tourism Local Knowledge (7038E)

Unit of competency: THHGCS01B Develop and update local knowledge

Suggested time allowed: 27 hours

Module purpose:

By completing this module, you should be able to develop and update local knowledge. This knowledge is required to effectively respond to general customer information requests in a range of tourism and hospitality businesses.

This would include:

- ability to source accurate and current information on the local area
- general knowledge of the local area sufficient to answer commonly asked customer questions as relevant to the job role.

Specifically, on successful completion of this module, you should be able to:

1. Develop local knowledge
2. Update local knowledge.

Assessment:

Assessment methods must be chosen to ensure that the application of knowledge to different customer service situations can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direct observation of the learner 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 learner.

Further details can be found in the TAFE module document.
2.4.5 Tourism Telephone Skills (7038G)

Unit of competency: THHGGA01B Communicate on the telephone

Suggested time allowed: 6 hours

Module purpose:

By completing this module you will be able to communicate efficiently on the telephone, an essential skill for people working in all sectors of the tourism and hospitality industry.

This would include:

- correct use of telephone equipment
- courteous and friendly telephone service
- clear and concise verbal and written communication.

Specifically, on successful completion of this module, you should be able to:

1. Respond to incoming telephone calls
2. Make telephone calls.

Assessment:

Assessment methods must be chosen to ensure that answering the phone and making phone calls can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direct observation of candidate answering and making a variety of phone calls
- review of messages taken on behalf of customers and colleagues
- role-plays to observe candidate dealing with difficult customer or situations
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.6 Tourism Clerical Duties (7038H)

Unit of competency: THHGGA02B Perform office procedures

Suggested time allowed: 9 hours

Module purpose:

By completing this module, you should be able to perform a range of office procedures in the context of a tourism or hospitality business.

This would include:

- ability to accurately process a range of office documentation within enterprise-acceptable timeframes
- ability to draft a piece of clear, concise and correct written communication appropriate to the purpose, audience and situation and free from errors.

Specifically, on successful completion of this module, you will be able to:

1. Process office documents
2. Draft written communication

Assessment:

Assessment methods must be chosen to ensure that the performing of office procedures can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- review of documents processed or produced by the learner
- project to develop a portfolio of documentation and/or correspondence associated with a particular job, event or project
- questions to evaluate selection of appropriate type and format of correspondence for particular audiences, purposes and situations
- observation of learner's safe and correct usage of office equipment
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.7 Tourism Financial Transactions (7038F)

Unit of competency: THHGFA01B Process financial transactions

Suggested time allowed: 12 hours

Module purpose:
By completing this module, you should be able to process financial transactions in the context of a tourism business.

This would include:
- ability to conduct accurate and secure financial transactions
- ability to accurately balance transactions within acceptable enterprise timeframes
- knowledge of security principles and procedures in relation to tender and other financial documentation.

Specifically, on successful completion of this module, you will be able to:
1. Process receipts and payments
2. Reconcile takings.

Assessment:
Assessment methods must be chosen to ensure that accurate processing of transactions can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:
- direct observation of the learner processing financial transactions and balancing takings
- review of reconciliation documentation prepared by the learner
- written or oral questions to assess knowledge of procedures for cash and/or non-cash transactions
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.8 Tourism Industry Knowledge (7038D)

Unit of competency: THTTCO01B Develop and update tourism industry knowledge

Suggested time allowed: 28 hours

Module purpose:

By completing this module, you should be able to develop and update tourism industry knowledge. This knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry.

This would include:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

Specifically, on successful completion of this module, you will be able to:

1. Seek information on the tourism industry
2. Source and apply information on legal and ethical issues that impact on the tourism industry
3. Update tourism industry knowledge.

Assessment:

Assessment methods must be chosen to ensure that ability to develop and update knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- case studies and problem-solving exercises to assess application of knowledge to different situations and contexts
- questions to assess knowledge of different aspects of the tourism industry
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner

Further details can be found in the TAFE module document.
2.4.9 Tourism Destination Information (7038L)

Unit of competency: THTSOP02B Source and provide destination information and advice

Suggested time allowed: 54 hours

Module purpose:

By completing this module, you should be able to source and provide destination information and advice.

This would include:

- ability to research current, relevant and accurate information on tourism destinations and the styles of product offered in those destinations
- knowledge of current industry information networks and sources.

Specifically, on successful completion of this module, you will be able to:

1. Develop destination knowledge
2. Update destination knowledge
3. Provide destination information and advice.

Assessment:

Assessment methods must be chosen to ensure that the skills required to source and provide a range of destination information and advice can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direct observation of the learner providing advice to customers via actual or simulated activities
- project activities that allow the learner to demonstrate their ability to source a range of different types of destination information for different purposes
- project activities that allow the learner to demonstrate their ongoing ability to access and provide up to date information to customers
- written and oral questioning or interview to test knowledge of the sources of destination information and the role of information systems within the tourism industry
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.10 Tourism Products: Australia and Pacific (7038M)

Unit of competency: THTSOP03B Access and interpret product information

Suggested time allowed: 36 hours

Module purpose:

By completing this module you should be able to access and interpret, product information for destination regions in Australia and the Pacific.

This would include:

- ability to access and correctly interpret information on different categories of tourism products within enterprise acceptable timeframes
- knowledge of product terminology and procedures.

Specifically, on successful completion of this module, you should be able to:

1. Identify and access product information
2. Interpret product information.

Assessment:

Assessment methods must be chosen to ensure that the skills required to access and interpret a range of product information can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- project activities that allow the learner to demonstrate their ability to access and interpret a range of different types of information for different purposes
- project activities that allow the learner to demonstrate their ongoing ability to access up-to-date information
- written and oral questioning or interview to test knowledge of the sources of product information and the role of information systems within the tourism industry
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.11 Tourism Products and Services (7038J)

**Unit of competency:** THHGCS02B Promote products and services to customers

**Suggested time allowed:** 18 hours

**Module purpose:**

By completing this module, you should be able to promote tourism products and services to customers. This module applies to those employees who deal with customers and whose job provides the opportunity to promote products and services and to ascertain changes in customer preferences.

This would include:

- ability to use selling techniques to promote products and services within a specific tourism or hospitality context
- knowledge of different customer preferences and ways to meet both stated and unstated requirements.

Specifically, on successful completion of this module, you will be able to:

1. Develop and maintain product/service and market knowledge
2. Encourage customers to use and buy products and services.

**Assessment:**

Assessment methods must be chosen to ensure that promoting products and services can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direct observation of the learner promoting products and services to customers
- oral or written questions to determine product knowledge
- case studies to test knowledge of appropriate products and services for different contexts, customers and situations
- role-plays in which the learner demonstrates up-selling techniques
- projects to develop promotional ideas or suggestions for a particular product or service
- project to research customer preferences for a particular enterprise and/or context
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.


**2.4.12 Deal with Conflict (7038K)**

**Unit of competency:** THHGCS03B Deal with conflict situations

**Suggested time allowed:** 10 hours

**Module purpose:**

By completing this module, you should be able to handle difficult interpersonal situations – both with customers and colleagues. The module covers the conflict resolution skills required by all people working in the tourism industry to address the conflicts that may arise in day-to-day work activities.

This would include:

- knowledge of conflict resolution techniques
- ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and workplace.

Specifically, on successful completion of this module, you will be able to:

1. Identify conflict situations
2. Resolve conflict situations
3. Respond to customer complaints.

**Assessment:**

Assessment methods must be chosen to ensure that dealing with conflict can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direct observation of the learner demonstrating complaint handling or negotiation skills, either in the workplace or through role-plays
- role-plays about communication situations and dealing with conflicts and misunderstandings
- case studies to analyse and resolve conflict arising in various work contexts
- written or oral questions to assess underpinning theories related to conflict resolution
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.13 Event Registrations (7038Q)

**Unit of competency:** THTSOP15B Process and monitor event registrations

**Suggested time allowed:** 21 hours

**Module purpose:**

By completing this module, you should be able to process and monitor registrations for a range of meetings and events, using the skills required by office-based staff involved in the event organisation process.

This would include:

- ability to accurately process registrations and produce accurate registration materials within enterprise acceptable timeframes
- knowledge of meeting and event registration systems and procedures.

Specifically on successful completion of this module, you should be able to:

1. Process registrations
2. Monitor registrations
3. Finalise registrations and produce materials.

**Assessment:**

Methods must be chosen to ensure that the skills required to process, monitor and finalise registrations for a meeting or event can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- review of registration documentation and reports prepared by the learner in preparation for an event
- evaluation of reports prepared by the learner on the registration process for an event, including challenges and responses
- written and oral questioning or interview to test knowledge of registration procedures and material formats
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.14 Coordinating Delegate Registrations (7038R)

**Unit of competency:** THTFME01B Coordinate guest and delegate registrations at venues

**Suggested time allowed:** 9 hours

**Module purpose:**

By completing this module, you should be able to coordinate the on-site registration of guests/delegates/attendees at a meeting or event. This role would normally be undertaken under supervision and would include:

- knowledge of registration procedures as they apply to a range of meeting and event styles
- ability to prepare registration materials, set up a registration area and efficiently process registrations within workplace-acceptable timeframes.

Specifically, on successful completion of this module, you should be able to:

1. Prepare for registration
2. Set up a registration area

**Assessment:**

Methods must be chosen to ensure that the skills required to prepare for and to action registrations at a venue can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direct observation of the learner processing registrations at a meeting or event
- review of registration documentation prepared by the learner
- written and oral questioning or interview to test knowledge of registration procedures and materials
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.15 Event Industry Knowledge (7038S)

Unit of competency: THTFME03A Develop and update event industry knowledge

Suggested time allowed: 24 hours

Module purpose:

By completing this module, you should be able to develop and update meeting and event industry knowledge. This knowledge underpins effective performance in all meeting and event management roles.

This would include:

- general knowledge of the events industry
- understanding of how knowledge can be applied to work activities to maximise effective performance
- knowledge of ways to maintain currency of knowledge.

Specifically, on successful completion of this module, you should be able to:

1. Source and apply information on the structure and operation of the event industry
2. Source and apply information on legal and ethical issues for the event industry
3. Source and apply information on event industry technology
4. Update event industry knowledge.

Assessment:

Assessment methods must be chosen to ensure that the application of knowledge to event organisation activities can be practically demonstrated. Methods must include assessment of knowledge as well as practical skills.

Assessment tools may include:

- case studies and problem solving to assess application of knowledge to different event organisation situations and contexts
- questions to assess knowledge of different aspects of the events industry
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.16 Event Protocol Knowledge (7038T)

**Unit of competency:** THTFME09A Develop and update knowledge of protocol

**Suggested time allowed:** 9 hours

**Module purpose:**

By completing this module you should be able to develop and apply knowledge of protocol to a range of tourism and hospitality related activities. This includes:

- knowledge of where to source accurate information on protocol for specific situations
- knowledge of protocols.

Specifically, on successful completion of this module, you should be able to:

1. Seek information on appropriate protocol
2. Interpret appropriate protocol procedures into work activities
3. Update knowledge of protocol.

**Assessment:**

Assessment methods must be chosen to ensure that knowledge of protocol can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- case studies and projects to assess ability to apply knowledge of protocol to different workplace situations
- oral or written questions to assess knowledge of protocol for different situations
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.17 Prepare Tourism Quotations (THTSOP05B)

Unit of competency: THTSOP05B Prepare quotations

Suggested time allowed: 9 hours

Module purpose:

By completing this module, you should be able to prepare quotations. The module applies to many sales staff across multiple tourism sectors including travel consultants, reservations sales agents and event coordinators or managers.

It includes:

- ability to accurately cost and quote on a range of tourism products and services within enterprise acceptable timeframes
- knowledge of industry practices in relation to commissions and mark-up.

Specifically, on successful completion of this module, you should be able to:

1. Calculate costs of products and services
2. Provide quotations to customer
3. Update and amend quotations.

Assessment:

Methods must be chosen to ensure that tourism quotations can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- project activities that allow the learner to demonstrate their performance of the full range of quotation activities for a series of files
- project activities that allow the learner to demonstrate their ongoing performance of quotation activities
- written exercises, quizzes and tests of quotation activities
- written and oral questioning or interview to test knowledge of the principles that underpin quotation procedures and the consumer protection regulations that would apply
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.18 Receive and Process Reservations (7038N)

Unit of competency: THTSOP06B Receive and process reservations

Suggested time allowed: 9 hours

Module purpose:

By completing this module you should be able to receive and process reservations for a tourism or hospitality product or service offered for sale to agents or direct to the consumer.

It includes:

- ability to make accurate reservations in accordance with established systems and procedures and within enterprise-acceptable timeframes
- understanding of the different sources of reservations and the industry interrelationships that apply.

Specifically, on successful completion of this module, you will be able to:

1. Receive reservation request
2. Record details of reservation
3. Update reservations
4. Advise others on reservations details.

Assessment:

Assessment methods must be chosen to ensure that the skills required to receive and process reservations can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direct observation of the learner receiving and processing a series of reservations
- project and role-play activities which allow the learner to demonstrate their performance of the full range of reservation activities including booking, retrieving and amending a series of bookings
- project activities that allow the learner to demonstrate their ongoing performance of reservation activities
- written exercises, quizzes and tests of reservation activities
- written and oral questioning or interview to test knowledge of the principles which underpin reservations procedures and the relationships between different sectors of the tourism industry
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.19 Non Air Documentation (7038P)

Unit of competency: THTSOP09B Process non-air documentation

Suggested time allowed: 30 hours

Module purpose:

By completing this module, you should be able to process non-air documentation, commonly used or issued in the tourism industry.

This includes:

- ability to correctly interpret the customer's requirements and specific services confirmed to the customer
- ability to correctly issue/process accurate tourism documentation within enterprise acceptable timeframes
- understanding of the principles that apply to the processing of any type of documentation.

Specifically, on successful completion of this module, you will be able to:

1. Interpret information required for processing of documentation

Assessment:

Assessment methods must be chosen to ensure that the skills required to process non-air documentation can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- project activities that allow the learner to demonstrate their performance of the full range of document issuance activities for a series of files
- project activities that allow the learner to demonstrate their ongoing performance of document issuance activities
- written exercises, quizzes and tests of requirements of various documents
- written and oral questioning or interview to test knowledge of the principles that underpin the issuance of various documents and the relationships between different sectors of the industry
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.20 On-Site Information and Assistance (7038U)

Unit of competency: THTFAT01B Provide on-site information and assistance

Suggested time allowed: 20 hours

Module purpose:

By completing this module, you will be able to provide on-site information and assistance to customers. This unit applies to operational staff working in attractions but may also be relevant to similar enterprises such as resorts.

It includes:

- knowledge of the role of attractions and theme parks within the tourism industry
- knowledge of and ability to use information systems within attractions/theme parks.

Specifically, on successful completion of this module you should be able to:

1. Access and update attraction/theme park information
2. Provide assistance and information.

Assessment:

Methods must be chosen to ensure that the skills required to provide on-site information and assistance can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direction observation of the learner providing advice to customers via actual or simulated activities
- project activities that allow the learner to demonstrate their ability to source a range of different types of information for different purposes
- written and oral questioning or interview to test knowledge of the sources of information and the role of information systems within the attraction or theme park
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
2.4.21 Research Australian Indigenous Cultures (7038V)

**Unit of competency:** THTFTG07B Research and share general information on Australian Indigenous cultures

**Suggested time allowed:** 18 hours

**Module purpose:**

By completing this module, you should be able to research and share general information on Australian Indigenous cultures.

This includes:

- knowledge of the protocols that apply to researching and sharing information generally available about Australian Indigenous cultures
- ability to research and share information in a culturally appropriate way
- general knowledge of Australian Indigenous cultures as appropriate to the region.

This module is designed to train Australian Indigenous people in the interpretation of areas of Australian Indigenous cultures in a tourism context.

Specifically, on successful completion of this module you will be able to:

1. Research general information on Australian Indigenous cultures
2. Share general information with customers on Australian Indigenous cultures.

**Assessment:**

Assessment methods must be chosen to ensure that the ability to source and share information in a culturally appropriate way can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment tools may include:

- direct observation of the learner sharing information about Australian Indigenous culture with customers
- oral or written questions or interview to evaluate the process undertaken by the learner to source information
- case studies to assess ability to apply correct protocols to particular situations
- oral or written questions to assess knowledge of protocols and other issues
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the learner.

Further details can be found in the TAFE module document.
3 Assessment

3.1 Industry Curriculum Frameworks – the purposes of assessment

Assessment for Higher School Certificate VET courses within industry curriculum frameworks has two distinct purposes.

1. Assessment for Australian Qualifications Framework (AQF) VET qualifications – competency-based assessment:
   - applies to all courses within frameworks
   - provides industry recognition.

2. Assessment for the Universities Admissions Index (UAI):
   - for 240-hour courses only
   - optional written HSC examination.

3.2 Assessment for AQF certification

Assessment for AQF Certification:
- is competency-based
- must be reliable, flexible, fair and valid. Judgements are made on the basis of evidence, which may be in a variety of forms
- must be conducted by qualified assessors and be consistent with Training Package assessment guidelines
- assesses students as competent or as not yet competent.

An integrated or holistic approach to competency-based assessment is encouraged.

3.2.1 Guiding principles for assessment materials

This section is reproduced from the Assessment Guidelines of the Tourism Training Package (THT02)\(^1\) incorporating the AQTF Standards for RTOs.

These Assessment Guidelines provide the endorsed framework for assessment of the Units of Competency in the Training Package. They are designed to ensure that assessment activities are consistent with the Australian Quality Training Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair.

The Competency Standards in this Tourism Training Package are benchmarks for assessment and are the basis of the nationally recognised Australian Qualifications Framework (AQF), qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Assessment within the National Training Framework is defined as the process of collecting evidence and making judgements about whether competency has been achieved. The purpose of assessment is to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the Competency Standards in the Training Package.

When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit(s) of Competency being assessed. In particular, they must ensure that the assessment arrangements:

- cover all elements of the Unit of Competency being assessed;
- address the four dimensions of competency: task skills, task management skills, contingency management skills and job/role environment skills;
- are consistent with the Evidence Guide for each relevant Unit of Competency, as this specifies the context of assessment, the critical aspects of competency, the required underpinning knowledge and skills, and the identification of Key Competencies and their performance level. In some cases there will be reference to having access to real workplace conditions and infrastructure.

**Australian Quality Training Framework assessment requirements for RTOs**

Assessment for national recognition purposes must meet the requirements of the Australian Quality Training Framework (AQTF). Assessment must be conducted by an RTO formally registered under Australian Quality Training Framework Standards for Registered Training Organisations with the specific Competency Standards or Training Package within its scope of registration. The RTO must meet the requirements of the relevant assessment standards in the Australian Quality Training Framework Standards for Registered Training Organisations as set out below.

The RTO’s assessments for national recognition, regardless of whether this is through a training and assessment pathway or an assessment-only pathway must (AQTF Standard 8.1):

- comply with the Assessment Guidelines included in nationally endorsed Training Packages;
- lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed Unit(s) of Competency;
- be underpinned by an assessment process that complies with the principles of validity, reliability, fairness and flexibility;
- provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job/role environment skills;
- involve the evaluation of sufficient evidence to enable professional judgements to be made about whether competency has been attained;
- provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
- provide for reassessment on appeal, and
- be equitable for all groups or persons, taking account of cultural and linguistic needs.

Reasonable adjustments are to be made to ensure equity in assessment for people with disabilities. This means that wherever possible, ‘reasonable’ adjustments are to be made to meet the individual needs of a person with a disability. Adjustments are considered ‘reasonable’ if they do not impose an unjustifiable hardship on a training provider or employer.

When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.
The RTO’s Recognition of Prior Learning (RPL) process must be accessible to all applicants upon enrolment and must:

- be structured to minimise the time and cost to applicants;
- provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

The RTO must ensure that, in developing, adapting or delivering training and assessment products and services:

- methods used to identify learning needs, and methods for designing training and assessment materials are documented;
- language, literacy and numeracy requirements are consistent with the essential requirements for workplace performance specified in the relevant Units of Competency and that they develop the learning capacity of the individual;
- the requirements of the Training Package are met;
- core and elective units, as appropriate, are identified; and
- customisation meets the requirements specified in the Training Package.

The RTO must document its plans for delivery and assessment of each Training Package qualification and accredited course within its scope of registration. These plans must ensure that:

- the delivery modes and training materials meet the needs of a diverse range of clients;
- assessment plans, including proposed validation processes, are developed in consultation with enterprises/industry, and that they are documented at the point of registration and on application for extension of scope;
- where assessment or training is conducted in the workplace, the RTO negotiates the delivery and assessment plan with the employer and learners, works with the employer to integrate on-the-job and off-the-job training and assessment, and schedules workplace visits to monitor/review the training and assessment;
- where a New Apprenticeship Training Contract is in place or being negotiated, individual Training plans encompassing both off-the-job training and structured on-the-job training are developed, documented, implemented and monitored for each apprentice or trainee.

The RTO must validate its assessment plans by (AQTF Standard 9.2):

- reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards, at least annually; and
- documenting any action taken to improve the quality and consistency of assessment.

(AQTF Standard 9.4)

The RTO must have access to the staff, facilities, equipment, training and assessment materials necessary to provide the training and/or assessment within its scope of registration, and to accommodate client number and client needs (including off-campus and on-line delivery and assessment requirements).

RTOs may operate in partnership with other organisations but, in doing this, are still responsible for the quality of their service and service outcomes.

(AQTF Standard 10.1)

In order to deliver and/or assess Units of Competency or qualifications and issue nationally recognised qualifications under the AQF, RTOs must have those Units of Competency and/or qualifications within their scope of registration.
Recognition of prior learning and current competency

The competencies in this Training Package may be attained in a number of ways (AQTF Standard 8.2):
• formal or informal training and education;
• work experience;
• general life experience; and/or
• any combination of the above.

All assessment pathways must provide for the recognition of competencies previously attained. Competencies achieved and currently held by individuals can be formally assessed against the Units of Competency and qualification in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In assessing the competency of individual candidates, assessor must ensure that assessment processes take into account the skills and knowledge that candidates already possess. This can be done by conducting a pre-assessment where the candidate provides evidence of prior learning. In order for prior learning to be recognised, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed industry or enterprise competency standards. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients and work examples.

The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In determining whether a candidate has presented sufficient evidence, the assessor must ensure that the evidence of prior learning is:
• authentic (the candidate’s own work);
• valid (directly related to the current version of the relevant endorsed Competency Standards);
• reliable (shows that the candidate consistently meets the Competency Standards);
• current (reflects the candidate’s current capacity to perform the aspect of the work covered by the standards);
• sufficient (covers the full range of elements in the relevant Unit of Competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).
Assessor requirements

Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

The options listed below show how the requirement to use qualified assessors can be met.

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS (Includes mandated requirements and recommended attributes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single assessor</strong></td>
<td>An individual assessor conducts the assessment</td>
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<tr>
<td></td>
<td>An assessor is required to:</td>
</tr>
<tr>
<td></td>
<td>• hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training;</td>
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<tr>
<td></td>
<td>• be deemed competent and, where possible, hold formal recognition of competence in the specific Units of Competency in this Training Package, at least to the level being assessed.</td>
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<tr>
<td></td>
<td>In addition, it is recommended that the assessor is able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts,</td>
</tr>
<tr>
<td></td>
<td>• demonstrate the necessary interpersonal and communication skills required in the assessment process.</td>
</tr>
<tr>
<td><strong>Partnership arrangement</strong></td>
<td>Assessor is required to hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training.</td>
</tr>
<tr>
<td></td>
<td>In addition, it is recommended that the assessor is able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;</td>
</tr>
<tr>
<td></td>
<td>• demonstrate the interpersonal and communication skills required in the assessment process.</td>
</tr>
<tr>
<td></td>
<td>A technical expert is required to be deemed competent and, where possible, hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed.</td>
</tr>
<tr>
<td></td>
<td>In addition, it is recommended that the Technical Expert is able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;</td>
</tr>
<tr>
<td></td>
<td>• communicate and liaise with the assessor throughout the assessment process.</td>
</tr>
</tbody>
</table>
**Partnership arrangement**

An assessor works with workplace supervisor in collecting evidence for valid assessment

An assessor is required to:
- hold formal recognition of competence in Assessment and Workplace Training in the relevant units in the Training Package;
- make the assessment decision.

In addition, it is recommended that the assessor is able to:
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;
- demonstrate the interpersonal and communication skills required in the assessment process;
- communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process.

A workplace supervisor is required to be deemed competent and, where possible, is to hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that the workplace supervisor is able to:
- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- communicate and liaise, where appropriate, with the assessor throughout the assessment process;
- use agreed practices to gather and record evidence for the assessor to use in making a valid judgement on competency.

**Partnership arrangement**

Assessment team/panel

A team working together to conduct the assessment

Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgements about competency.

The members of the team must include at least one person who:
- holds formal recognition of competence in Assessment and Workplace Training in the relevant units in the Training Package;
- is deemed competent and, where possible, holds formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that members of the team/panel involved in the assessment are able to:
- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;
- demonstrate the interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process.
3.2.2 Integration of Key Competencies in training packages

The following is drawn from ANTA’s *Training Package Development Handbook – Integration of Key Competencies*.

The Key Competencies are a set of generic capabilities prepared by the Mayer Committee in *Putting Education to Work: The Key Competencies Report* (Mayer 1992).

The Key Competencies were described in the Mayer report as being fundamental to the transfer and application of learning to and within workplaces.

Since their development the Key Competencies have been identified in all national industry competency standards to ensure they are part of the learning and assessment process in vocational education and training. They have also been widely taken up in school curriculum.

Consistent with this the National Training Quality Council considers that all Training Packages ‘require the effective integration of key competencies’ (ANTA 1998, p 11).

The seven Key Competencies identified in the Mayer (1992) report are:

**Collecting, analysing and organising information**
The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

**Communicating ideas and information**
The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

**Planning and organising activities**
The capacity to plan and organise one’s own work activities, including making good use of time and resources, sorting out priorities and monitoring one’s own performance.

**Working with others and in teams**
The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

**Using mathematical ideas and techniques**
The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

**Solving problems**
The capacity to apply problem-solving strategies in purposeful ways both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve an outcome.

**Using technology**
The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.
The Key Competencies are defined as the set of competencies which enable people to transfer and apply knowledge and skills developed in classrooms and other learning situations to the workplace.

**Implications for vocational education and training**

The Key Competencies need to be explicitly developed and applied in vocational education and training delivery and assessment in order to ensure the flexibility and adaptability of staff to respond effectively to current and future direction and challenges within Australian workplaces.

This means that the Key Competencies cannot be considered as supplementary to vocational competency but integral to it. They are part of good learning and essential to good practice. It is therefore, critical that Training Package developers, support materials developers, teachers and trainers deliberately incorporate the Key Competencies into the design, customisation, delivery and assessment of vocational education and training programs.

The traditional training focus has been on technical skills. However, these skills must be developed in ways which enable them to be transferable across different applications and work contexts. This requires a conscious and deliberate effort to incorporate the Key Competencies explicitly into every stage of the training cycle, represented in Figure 1 (below), through units of competency and Training Package development, delivery, learning, assessment and reflection for those working within the VET environment.

![Integration of Key Competencies](image)

There is a clear need to move from an approach centred on the classroom to a contextualised problem-solving approach in which the learner is central to the process and the learning reflects the realities, processes and procedures of the workplace.
Such an approach is characterised by:

- focus on the development of thinking skills in relation to vocational competency
- assessment integrated with training
- collaborative learning reflecting work-based teams
- competencies learned and assessed in the context of real problems within actual or closely simulated workplace environments
- learner-centres with teachers/trainers/work supervisors as facilitators and mentors
- the explicit development of the Key Competencies to enhance competency in reasoning and making sound and defensible judgements.

The move to a problem-solving approach means recognising the learner and his/her learning and vocational contexts as central to the learning process. Achieving competency should not be viewed as a progression through learning and assessment activities. Instead, it is seen as an individual interacting in a structured way with knowledge, skill and vocational contexts in order to better understand and work with them.

Such an approach is only possible if the specification of the Units of Competency makes explicit the embedding of the Key Competencies within them. This can be done quite simply by framing the performance criteria around the Key Competencies and by reinforcing this with appropriate statements within the Range Statement and Evidence Guide.

3.2.3 Principles for designing and conducting assessments

*This section is reproduced from the Assessment Guidelines of the Tourism Training Package (THT02).*

Assessment resources provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency. In some cases, assessors may use prepared assessment materials, such as those specifically developed to support this Training Package. Alternatively they may develop their own assessment materials to meet the needs of their clients.

If using prepared assessment materials, assessors should ensure that the materials are benchmarked, or mapped, against the current version of the relevant Unit of Competency. This can be done by checking that the materials are listed on the National Training Information Service (http://www.ntis.gov.au). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

When developing their own assessment materials, assessors must ensure that:

- the materials are benchmarked against the selected Unit(s) of Competency in this Training Package;
- the materials are validated to ensure that assessors can gather sufficient valid and reliable information to make assessment decisions against the Competency Standards;
- the materials and processes meet the AQTF Assessment Requirements for RTOs.

The following information describes the industry-preferred process for conducting assessments against Competency Standards in this Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

**Step 1**

**Establish the assessment context**

The assessor:
- establishes the context and purpose of the assessment
- identifies the relevant competency standards, assessment guidelines and qualification framework in this Training Package
- identifies any NTQC noted support materials that have been developed to facilitate the assessment process
- analyses the competency standards and identifies the evidence requirements
- identifies potential evidence collection methods.

**Step 2**

**Prepare the candidate**

The assessor meets with the candidate to:
- explain the context and purpose of the assessment and the assessment process
- explain the Competency Standards to be assessed and the evidence to be collected
- advise on self-assessment including processes and criteria
- outline the assessment procedure, the preparation which the candidate should undertake, and answer any questions
- assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies
- seek feedback regarding the candidate’s understanding of the competency standards, evidence requirements and assessment process
- determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment
- develop an assessment plan.

**Step 3**

**Plan and prepare the evidence gathering process**

The assessor must:
- establish a plan for gathering sufficient and quality evidence about the candidate’s performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment)
- source or develop assessment materials to assist the evidence gathering process
- organise equipment or resources required to support the evidence gathering process
- coordinate and brief other personnel involved in the evidence gathering process.
Step 4
Collect the evidence and make the assessment decision

The assessor must:
- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- collect appropriate evidence and assess this against the Elements, Performance Criteria, Range Statement and Evidence Guide in the relevant Units of Competency
- evaluate evidence in terms of the four dimensions of competency — task skills, task management skills, contingency management skills and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- consult and work with other staff, assessment panel members or technical experts involved in the assessment process
- record details of evidence collected
- make a judgement about the candidate’s competency-based on the evidence and the relevant Unit(s) of Competency.

Step 5
Provide feedback on the assessment

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:
- clear and constructive feedback on the assessment decision
- information on ways of overcoming any identified gaps in competency revealed by the assessment
- the opportunity to discuss the assessment process and outcome
- information on reassessment and the appeals processes.

Step 6
Record and report the result

The assessor must:
- record the assessment outcome according to the policies and procedures of the RTO
- maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO
- maintain the confidentiality of the assessment outcome
- organise the issuance of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.

Step 7
Review the assessment process

On completion of the assessment process, the assessor must:
- review the assessment process
- report on the positive and negative features of the assessment to those responsible for the assessment procedures
- make suggestions (if necessary) on improving the assessment procedures to appropriate personnel in the RTO.
Step 8
Participate in the reassessment and appeals process

The assessor must:
• provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options
• provide the candidate with information on the reassessment and appeals process
• report any assessment decision that is disputed by the candidate to the appropriate personnel in the RTO
• participate in the reassessment or appeal according to the policies and procedures of the RTO.

3.2.4 Explanation of terms used under Context of Assessment in each unit of competency

This section is reproduced from the Competency Standards section of the Tourism Training Package (THT02).³

The section in the competency standards titled Context of Assessment describes the required conditions for assessing particular skills. For example:

• Where? How many times? How quickly?
• Does it need to be done in more than one place or industry context?
• Does it have to be undertaken over a period of time?
• Do you have to actually do it, just know about it or plan it?
• What equipment, materials and documentation do you have to use?
• What other people should be involved?
• How many customers do you need to serve?
• What are the special industry conditions and restraints?

Below are some explanations of terms used in this section of the competency standards.

industry-realistic timeframes / typical workplace time constraints / work conditions, ratios of staff to customers

• Tasks must be completed within a timeframe that would be acceptable in a real workplace and with the presence of daily work realities such as interruptions. For example, how long should it take to issue a single coach ticket in a busy workplace?
• Staff to customer ratios must reflect those generally used by a commercially viable business on an average day. For example, how many customers would a waiter be reasonably expected to serve, or how many meals would a cook generally prepare during a lunch period?

project or work activities conducted over a period of time

• The competency requires the application of monitoring skills, ongoing supervision or implementation of a plan or policy, so an activity that extends over a length of time is required. For example, the development and management of an event, function or tour would be appropriate (e.g., running an end of term excursion for a class).

³ ANTA Tourism Training Package (THT02) Volume One: Competency Standards, pp 4–5.
involvement of customers or suppliers, interaction with others

- Involvement of other people such as customers, team members and passengers is required to allow the candidate to demonstrate the interactive or customer service aspects of the competency. For example, working with other members of a kitchen brigade, or role-playing answering of customer questions.
- In units dealing with project-based or management skills, consultation with or leadership of others may be a key unit requirement, and this must be reflected in assessment. For example, developing a proposal for an event would require consultation with suppliers.

on more than one occasion

- This statement has been used sparingly and is only included when a totally separate performance occasion is considered essential. For example, the preparation of specialised food items may require demonstration on different occasions to ensure an appropriate range.

to address differing..., to address a range...

- It is impossible to define range precisely as the standards are relevant to so many different contexts. However, adherence to general business norms should apply. For example, many different reservations from different types of customer and for varying services would need to be processed, as no business would be viable without reservations staff able to do this.

which reflects local industry practice

- Activities should be tailored to local industry needs. For example, in a tour guiding situation, the numbers of people involved as customers and the type of environment in which the assessment is conducted should reflect the relevant style of products and services offered. For a National Parks guide this may mean assessment in a natural area with a small group whereas a guide in the city might be assessed on a coach during an urban tour.

commercially-realistic environment

- The environment must be one in which the activity would take place in the real world of work. For example, a guide might run an activity or deliver a commentary at a tourist site, on a coach or on a beach.

3.2.5 List of assessment resources

A list of resources and organisations is provided in the Resource List to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

3.2.6 Assessment and evidence-gathering methods

The Assessment Methods section of each unit of competency details a range of appropriate assessment and evidence-gathering methods. Teachers and trainers are advised to refer to this information when designing assessment programs.
The following range of assessment and evidence-gathering methods could be used to develop assessment materials for the Tourism Industry.\footnote{This material has been modified from the \textit{THT98 Tourism Training Package}.}

### DEMONSTRATION / SIMULATION

_Candidates may be observed directly or by indirect means such as video_

<table>
<thead>
<tr>
<th>ASSESSMENT TECHNIQUE</th>
<th>DESCRIPTION</th>
<th>APPLICATION EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Demonstration</td>
<td>Demonstrates capabilities via steps and/or processes to produce a product or a work sample.</td>
<td>Write a cash receipt. Prepare an itinerary. Deliver a tour commentary.</td>
</tr>
<tr>
<td>Practical Experience</td>
<td>Participant fulfils certain criteria as described in the unit of competence. Demonstrates job-specific skills.</td>
<td>Communicate on the telephone.</td>
</tr>
<tr>
<td>Practical Demonstration in simulated work condition.</td>
<td>Participant is required to fulfil certain criteria as called for in the unit of competence, but in a simulated work condition.</td>
<td>Perform functional skills using equipment in a simulated work environment, eg photocopier, microphone.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Implement problem-solving techniques to analyse a product or process for errors or problems.</td>
<td>Identify why a bank deposit slip cannot be reconciled with items to be banked. Identify the disparity between guest/delegate actual arrivals and pre-event name list.</td>
</tr>
</tbody>
</table>

### DOCUMENTATION FORMAT

<table>
<thead>
<tr>
<th>ASSESSMENT TECHNIQUE</th>
<th>DESCRIPTION</th>
<th>APPLICATION EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents / Portfolios</td>
<td>Documentation of prior experience or learning as it is taking place. Evidence must be authenticated by the assessor.</td>
<td>Documentation can include: certificates letters of reference verbal referees course information log books or diaries reports newsletters minutes correspondence financial records.</td>
</tr>
<tr>
<td>Critical Incident</td>
<td>Identifies situations which need to be resolved and assessment is made on how skills could be used to overcome problems.</td>
<td>Solutions to: breakdown of machinery stock lines held up or out of stock.</td>
</tr>
</tbody>
</table>

\footnote{This material has been modified from the \textit{THT98 Tourism Training Package}.}
| Journal | A journal of competence development and skills acquired. | • Client documents not ready. Journal recordings reflect skills as they are accomplished. |

### VISUAL FORMAT

<table>
<thead>
<tr>
<th>ASSESSMENT TECHNIQUE</th>
<th>DESCRIPTION</th>
<th>APPLICATION EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>Demonstration of capabilities in a given field. Time is given for research. The participant presents arguments or evidence to the assessor.</td>
<td>Preparing a sales presentation is used to assess self-confidence and verbal communication skills.</td>
</tr>
<tr>
<td>Presentation to Audience in presence of Assessor</td>
<td>Demonstration of capabilities in a given field. Time is given for research. The participant presents arguments or evidence to the assessor in the presence of a group such as a meeting etc.</td>
<td>Meetings, presentations, tour briefings.</td>
</tr>
</tbody>
</table>

### AUDIO VISUAL FORMAT

<table>
<thead>
<tr>
<th>ASSESSMENT TECHNIQUE</th>
<th>DESCRIPTION</th>
<th>APPLICATION EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>Demonstration of capabilities in an interview situation. This may be conducted one-to-one or in a panel situation. This type of interview is normally highly structured and uses a range of questioning techniques.</td>
<td>Allows interaction: open, closed, hypothetical questioning techniques. Interview may be used to gather information on participant’s processes or skills.</td>
</tr>
<tr>
<td>Video</td>
<td>Demonstration of job-specific skills in a video format. The video performance is analysed by the assessor.</td>
<td>Recording of meeting, product presentations or tour briefings.</td>
</tr>
<tr>
<td>Visual / Oral Slide / Tapes</td>
<td>Presentation of photographs and audio tapes.</td>
<td>Skills performed on equipment that is generally inaccessible.</td>
</tr>
</tbody>
</table>

### PROJECT FORMAT

<table>
<thead>
<tr>
<th>ASSESSMENT TECHNIQUE</th>
<th>DESCRIPTION</th>
<th>APPLICATION EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
<td>Response to a situation which is presented by the assessor. Used to ascertain the participant’s problem-solving techniques, background knowledge.</td>
<td>Problem-solving techniques. Case study on handling customer complaints. Case study on interpersonal issues and staff grievances.</td>
</tr>
<tr>
<td>Project</td>
<td>Demonstration of skills in the production of a project assignment.</td>
<td>Prepare a client’s final itinerary and non-air documentation.</td>
</tr>
</tbody>
</table>
### GROUP FORMAT

<table>
<thead>
<tr>
<th>ASSESSMENT TECHNIQUE</th>
<th>DESCRIPTION</th>
<th>APPLICATION EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project</td>
<td>A group demonstration. The product or work sample should be the product of the contribution of all the members of the group.</td>
<td>Plan a promotional event. Prepare a work plan. Assessor can observe interaction, initiative, leadership and planning capabilities of each candidate.</td>
</tr>
<tr>
<td>Group Discussions</td>
<td>Participants may select or be assigned a topic for discussion. The topic should require analysis and problem-solving.</td>
<td>Discuss resolution of a staff cross-cultural problem. Assessor may observe participant in a group situation, leadership skills and interpersonal interaction.</td>
</tr>
<tr>
<td>All round Assessment 360 degrees</td>
<td>Participant and the assessor plan how to call for feedback on the capabilities and competencies of participant – from peers, supervisors and people who may be supervised by the participants.</td>
<td>Questionnaire relating to duties. Meetings with supervisors. Peers’ comments in a logbook. This type of assessment works well in conjunction with self assessment. All participants should be fully briefed on the competencies that are being assessed.</td>
</tr>
</tbody>
</table>

### 3.2.7 Programming assessment

An integrated approach to assessment, in which a number of elements or units of competency are assessed together, is encouraged. This accords with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

This approach also reduces the danger of over-assessment, which can easily occur if units and elements of competency are assessed individually.

In addition, it is preferable that assessment be integrated with training delivery. For this reason, the programmed modules shown in Section 2 include assessment strategies.

Some forms of assessment will be ongoing. Evidence of competence gathered through the observation of student performance in the classroom, in the workplace or in a simulated work environment will provide one means of ongoing assessment. Questioning of students in the course of teaching and learning activities, self-assessment and peer assessment and reports from workplace supervisors will also allow evidence of competence to be gathered on an ongoing basis.

Other evidence may be collected through specific assessment tasks and events such as projects and assignments, portfolios, written and practical tests and presentations, role-plays and simulations.
It is advisable for teachers and assessors to decide in advance on the forms of assessment and evidence-gathering methods to be used for various units or groups of units and devise a planned program of assessment.

Where specific assessment events are to be used these should be scheduled well in advance, keeping in mind the assessment demands placed on students in their other HSC subjects. As with other HSC courses, students should be informed in writing of school (or other RTO) requirements for assessment in each course.

### 3.3 Recording assessment

It is advisable that a competency record be maintained containing information about both units and elements of competency. The Tourism Competency Record developed by the Board of Studies as part of the syllabus documentation may be used for this purpose. Alternatively, Registered Training Organisations (RTOs) may use records designed by themselves or by industry bodies. Schools and other RTOs will be required to report to the Office of the Board of Studies on units of competency for which students have been assessed as competent.

A sample record sheet for an individual unit of competency from the Board of Studies competency record is shown below.

The competency record also contains the following proformas:
- forms for recording student, school, RTO and work placement employer details
- a summary list of units of competency for each available (or partly available) AQF qualification
- a verification statement.
### 3.3.1 Competency Record – Sample Unit of Competency Record Sheet

**THHCOR02B Work in a socially diverse environment**

<table>
<thead>
<tr>
<th>Element of Competency</th>
<th>Competent (Assessor Signature)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate with customers and colleagues from diverse backgrounds</td>
<td></td>
</tr>
<tr>
<td>2. Deal with cross cultural misunderstandings</td>
<td></td>
</tr>
</tbody>
</table>

**VERIFICATION OF ACHIEVEMENT OF UNIT OF COMPETENCY**

I, _________________________, of __________________________
(name of assessor) (Registered Training Organisation)
certify that

__________________________
(name of student)

has demonstrated competence in the unit of competency

**THHCOR02B Work in a socially diverse environment**

Signature ______________________ Date ______________________
### 3.4 Sample assessment items

#### 3.4.1 Tourism Customers and Colleagues

<table>
<thead>
<tr>
<th>Module name:</th>
<th>Tourism Customers and Colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module number:</td>
<td>7038A</td>
</tr>
<tr>
<td>Unit of competency:</td>
<td>THHCOR01B Work with colleagues and customers</td>
</tr>
<tr>
<td>Assessment linkages:</td>
<td>THHCOR02B Work in a socially diverse environment</td>
</tr>
<tr>
<td></td>
<td>THHGCS02B Promote products and services to customers</td>
</tr>
<tr>
<td></td>
<td>THHGCS03B Deal with conflict situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Method of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate in the workplace.</td>
<td>1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.</td>
<td>Role-play(s) based on tourism workplace scenario(s): • with colleague(s) • with customer(s) • with supplier(s) • with colleagues and/or customers of differing cultural and/or social groups</td>
</tr>
<tr>
<td></td>
<td>1.2 Use language and tone appropriate to a given situation in both written and spoken communication.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Use appropriate non-verbal communication in all situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 Observe and take into consideration non-verbal communication of colleagues and customers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 Show sensitivity to cultural and social differences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.6 Use active listening and questioning to facilitate effective two-way communication.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.7 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.8 Select an appropriate medium of communication for the particular audience, purpose and situation taking into consideration the characteristics of each medium and the relevant factors involved.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.9 Use the medium correctly and according to standard protocol and enterprise procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis of case studies based on tourism workplace situations: • potential or existing conflicts identified • solutions proposed • medium of communication selected.</td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
<td>Method of assessment</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| 2. Maintain personal presentation standards. | 2.1 Practise high standards of personal presentation in accordance with:  
• enterprise requirements  
• work location  
• occupational health and safety issues  
• impacts on different types of customers  
• specific requirements for particular work functions. | Role-play(s) based on tourism workplace scenario(s).  
Oral and/or written questions. |
| 3. Provide service to colleagues and customers. | 3.1 Identify customer needs and expectations correctly, including those with special needs and provide appropriate products, services or information.  
3.2 Meet all reasonable needs and requests of customers within acceptable enterprise time frames.  
3.3 Identify and take all opportunities to enhance the quality of service.  
3.4 Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and enterprise procedures.  
3.5 Handle customer complaints positively, sensitively and politely and in consultation with the customer.  
3.6 Refer difficult complaints to the appropriate person in accordance with individual level of responsibility and enterprise policy and procedures.  
3.7 Maintain a positive and cooperative manner at all times. | Role-play(s) based on tourism workplace scenario(s):  
• matching products and services to customers  
• responding to customer dissatisfaction  
• handling customer complaints.  
Analysis of case studies based on tourism workplace situations:  
• matching products and services to customers  
• responding to customer dissatisfaction  
• opportunities to offer quality service  
• handling customer complaints. |
| 4. Work in a team. | 4.1 Demonstrate trust, support and respect towards team members in day-to-day work activities.  
4.2 Recognise and accommodate cultural differences within the team.  
4.3 Identify work-team goals jointly with colleagues and relevant others. | Group project based on tourism workplace. |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Method of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Identify, prioritise and complete individual tasks within designated time frames.</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Seek assistance from other team members, supervisors and managers when required.</td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>Offer assistance to colleagues when required, to ensure designated work goals are met.</td>
<td></td>
</tr>
<tr>
<td>4.7</td>
<td>Acknowledge and respond to feedback and information from other team members.</td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td>Negotiate changes to individual responsibilities to meet reviewed work goals.</td>
<td></td>
</tr>
</tbody>
</table>
### Health, Safety and Security Procedures

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Method of assessment</th>
</tr>
</thead>
</table>
| 1.      | Follow workplace procedures for health, safety and security. | 1.1 Follow correct health, safety and security procedures in accordance with enterprise policy, relevant legislation and insurance requirements. | Case study/scenario requiring:  
- identification of correct health, safety and security procedures  
- breaches of procedures.  
Written and/or oral questions. |
|         |                      | 1.2 Identify and promptly report breaches of health, safety and security procedures. |               |
|         |                      | 1.3 Report any suspicious behaviour or unusual occurrences promptly to the designated person. |               |
| 2.      | Deal with emergency situations. | 2.1 Recognise emergency and potential emergency situations promptly and determine and/or take required actions within the scope of individual responsibility. | Case study/scenario and/or role play involving:  
- identification of required actions and/or procedures  
- possible authorities of assistance  
- reporting procedures.  
Written and/or oral questions. |
|         |                      | 2.2 Follow emergency procedures correctly in accordance with enterprise procedures. |               |
|         |                      | 2.3 Seek assistance promptly from colleagues and/or other authorities where appropriate. |               |
|         |                      | 2.4 Report details of emergency situations accurately in accordance with enterprise policy. |               |
| 3.      | Maintain safe personal presentation standards. | 3.1 Ensure that personal presentation takes account of the workplace environment and health and safety issues including:  
- appropriate personal grooming and hygiene  
- appropriate clothing and footwear. | Written and/or oral questions. |
| 4.      | Provide feedback on health, safety and security. | 4.1 Identify issues requiring attention. | Case study/scenario. |
|         |                      | 4.2 Raise issues with the designated person(s) in accordance with enterprise and legislative requirements. | Written and/or oral questions |
## 3.4.3 Tourism Industry Knowledge

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Method of assessment</th>
</tr>
</thead>
</table>
| 1. Seek information on the tourism industry. | 1.1 Identify sources of information on the tourism industry correctly including information relating to:  
- economic and social significance of the tourism industry and the role of local communities  
- different tourism markets and their relevance to industry sectors  
- relationships between tourism and other industries  
- different sectors of the industry, their interrelationships and the services available in each sector  
- major tourism industry bodies  
- environmental issues for tourism  
- industrial relations  
- specific features of the local/regional industry  
- the roles and responsibilities of individual staff members in a successful tourism business including ethical practices  
- work organisation and time management  
- quality assurance  
- current and emerging industry technology including e-business | Research project/portfolio.  
Oral and/or written questions. |
<p>| 1.2 Access and update specific information on relevant sector(s) of work. | | |
| 1.3 Access and use knowledge of the tourism industry in the correct context to enhance the quality of work performance. | | |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Method of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Source and apply information on legal and ethical issues that impact on the tourism industry.</td>
<td>2.1 Obtain information on legal and ethical issues to assist effective work performance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 Conduct day-to-day activities in accordance with legal obligations and ethical industry practices.</td>
<td></td>
</tr>
<tr>
<td>3. Update tourism industry knowledge.</td>
<td>3.1 Identify and use a range of opportunities to update general knowledge of the tourism industry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 Monitor current issues of concern to the tourism industry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities.</td>
<td></td>
</tr>
</tbody>
</table>
### 3.4.4 Non-Air Documentation

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Method of assessment</th>
</tr>
</thead>
</table>
| 1. Interpret information required for processing of documentation. | 1.1 Identify deadline for preparation and despatch of documents.  
1.2 Interpret existing reservation data held for the customer to correctly identify all customer details.  
1.3 Identify and correctly interpret details of specific products and services which have been sold and confirmed to the customer.  
1.4 Identify confirmed bookings held for customers and costs quoted by product and service suppliers.  
1.5 Identify sources of any general information required to correctly issue all required documents.  
1.6 Check payment status and take appropriate action.  
1.7 Check for and report any discrepancies in costs quoted to the customer and actual cost of services and take any follow up action required to collect any shortfall. | Practical exercises based on customer scenarios involving:  
- interpretation of booking cards, files and customer profiles  
- interpretation of product information in the form of schedules, tariffs, brochures, databases, product manuals, etc.  
Written and/or oral questions. |
| 2. Process documentation. | 2.1 Prepare complete and accurate documentation within designated timeframes.  
2.2 Record all required details with complete accuracy on all documentation.  
2.3 Make appropriate calculations and record any required costs on documentation.  
2.4 Action any payment required by the supplier at the appropriate time in accordance with enterprise procedures.  
2.5 Check all documentation for accuracy prior to issue and amend as necessary. | Practical exercises based on customer scenarios involving:  
- completion of a range of non-air documentation  
- reissuing incomplete and/or inaccurate documentation.  
Written and/or oral questions. |
3.5 The HSC Examination

The HSC examination:

- is independent of competency-based assessment requirements for AQF qualifications
- is optional for students of Tourism (240 indicative hours) and intended for Universities Admission Index (UAI) purposes only
- is a two-hour written paper.

3.5.1 Internal examinations

Teachers and trainers need to be aware that students enrolled in Tourism (240 indicative hours) may elect to undertake the optional written HSC examination. These students should have the opportunity to practise appropriate written tasks under examination conditions. As far as possible internal examinations set for this purpose should reflect the specifications and conditions of the HSC examination.

For this reason, it is highly recommended that students undertake at least a trial HSC examination.

Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the Higher School Certificate examination and will be used only in the case of an illness/misadventure appeal.

Note that a trial HSC or other internal written examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.
4 Work Placement

The Board of Studies has formally endorsed the following principles for HSC VET courses:

4.1 Principles underpinning work placement in the Higher School Certificate

Preamble

Industry curriculum frameworks have been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework.

Industry curriculum frameworks are derived from national Training Packages. Courses within the frameworks specify the range of industry-developed units of competency from the relevant Training Packages and have been identified as suitable for the purposes of the Higher School Certificate. VET courses in industry curriculum frameworks are aligned to national vocational qualifications.

Although not all Training Packages mandate work placement it is a mandatory HSC requirement of each course within the frameworks. Indicative hours have been assigned to the work placement requirement for each course.

Learning in the workplace serves a number of purposes including enabling students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the Key Competencies.

Under some circumstances, students’ part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, teachers and principals should consult the Board of Studies’ Assessment, Certification and Examination (ACE) Manual or relevant Board of Studies’ Official Notices.

The following principles should be read in conjunction with any systems documentation relating to work placement, for example the Industry Curriculum Frameworks Information Package.

Principle 1

Work placement must have a clearly articulated and documented purpose. The structure of the work-based learning experience needs to be planned and developmental.

A range and number of purposes are possible including, for example:

- learning about a particular industry, workplace culture and career opportunities
- practising skills learnt off the job
- developing new skills
- improving work-related skills
- developing skills including Key Competencies such as teamwork, using technology, problem-solving
- achieving entry level competencies
- achieving workplace performance of particular competency standards
- assessing in a realistic environment or allowing for holistic assessment
- providing opportunities to build skills in a developmental manner from the simple to the complex
• providing opportunities for the learner to reflect upon the workplace learning experience in the context of individual current knowledge and understanding
• encouraging students to undertake further education and training.

Principle 2
The scheduling of the work placement should reflect student readiness and should complement off-the-job learning programs.
The scheduling of the work placement should take account of:
• whether or not students are work place ready in terms of the competencies they will need to develop and demonstrate in the workplace
• how the timing of the work placement links to overall course planning
• the degree of flexibility available at both the workplace and the school
• how the alignment of both on- and off-the-job competencies can be best achieved.

An individual work placement program focusing on a developmental approach should be negotiated with the workplace supervisor/employer. This approach should focus on students moving from simple to more complex tasks. Dependence on supervision should reduce over time as students move towards greater independence in the workplace. The ultimate goal of a work placement should be competence and autonomy in the range of tasks required for the job being undertaken.

Principle 3
Work placement should be relevant to the VET courses being undertaken.
The ‘real’ tasks being undertaken in the workplace should complement the tasks and learning being undertaken by the student in their VET courses at school. Work placement may also provide students with the opportunity of having learning outcomes/units of competency assessed in the workplace by accredited trainers and assessors.

Principle 4
Work placement can provide opportunities for work-based assessment.
Not all industry curriculum frameworks specify that it is mandatory for competencies to be assessed in the workplace. Assessment events should relate to overall course planning and the purpose of the work placement. In a competency-based course, assessment of competencies is criterion-referenced. This means that a participant’s performance is judged against a prescribed standard – not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent.

Competency-based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

Assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.
4.2 Work placement for tourism courses

HSC courses in tourism are designed to provide participants with the skills, knowledge and work-related attitudes required to perform the role of entry-level employee in a range of tourism sectors. These employees perform a variety of administrative duties whilst also assisting those employees working at AQF Certificate III and higher.

Occupational outcomes include retail travel assistant, documentation clerk, information assistant or operations assistant.

Ideally, work placement should occur in workplaces in the tourism industry. These include:

- retail travel agency
- tour wholesale office
- local tour operator
- meeting/professional conference or event management organisation
- airport eg meet-and-greet services, information desk or check-in counter
- coach company eg meet-and-greet services or office
- rail operator
- retail travel office
- rail depot booking and information office
- cruise or ferry retail or Information booking office
- vehicle rental depot or sales office
- local area visitor information centre
- local or national park information office or retail shop
- museum or art gallery information office or retail shop
- local zoo, attractions, theme parks or amusements information office, retail shop or entrance gate
- state tourism authority information office or retail sales office
- national tourism office information office
- state or federal government tourism-related authorities’ information or sales offices

However, where there are insufficient opportunities for students to undertake work placement in a tourism-specific workplace, work placement requirements may be partially met by placement in enterprises where general office administration workplace competencies are required. These could include:

- hospitality front offices eg motels, hotels, conference or meetings venues
- tourism related retail outlets eg currency exchange bureaux or duty-free shops
- local government offices eg staging local events, parades or festivals
- general business offices ie for the development of administration, office and computing competencies and workplace communication competencies
- retail outlets ie to develop customer service and workplace communications competencies.

It is suggested that where work placements available in the tourism industry are not adequate to fully accommodate all students, these placements be shared between participating students. In this way, all students will have the opportunity to experience a tourism workplace and to contextualise competencies to tourism industry practice.

Teachers should use their professional judgement in the selection of relevant work placements in related industry areas and the mix of tourism-specific and more general workplace experience undertaken by each student.
4.2.1 Work placement in a simulated tourism environment

The work placement for the Tourism Industry Curriculum Framework is a mandatory minimum 70 hours for the 240-hour course or 35 hours for the 120-hour course. Work placement is to be undertaken in a tourism industry enterprise. It is permissible for up to 50% to be undertaken in a simulated tourism environment (ie 17 hours for the 120-hour course and 35 hours for the 240-hour course).

It is preferable that students undertake work placement in a real workplace environment but if it is difficult to source and place students then work placement may be undertaken in a simulated environment. If teachers take this option they should consider how they will ensure the equivalent valuable industry exposure for students and how they will differentiate between this type of work placement and project-based class teaching.

A simulated tourism environment should provide activities that aim to reflect the complexity of the workplace. The Australian National Training Authority (ANTA) advice to Training Package developers and the assessment guidelines contained in various training packages state that simulations must provide opportunities for integrated assessment of competence, which includes:

- performing the task (task skills)
- managing a number of tasks (task management skills)
- dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
- fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
- transferring competencies to new contexts.

Simulation possibilities include:

- simulation activities that provide actual products or services but do not trade
- simulated businesses, trading in a simulated environment
- model workplaces
- technology-assisted simulations.

The simulated environment should include:

- the use of facilities and equipment that meet current industry standards. This would include workstations with suitable computer hardware and software (as used in the tourism industry), a fax machine, telephone and resources applicable to the module/unit of competency chosen (for example, tour brochures and manuals)
- the presence of a range of diverse types of customers. (This could be students from other subject areas, teaching staff at the college or students from a another school or TAFE institute)
- integrated approaches to work performance (including the performance of multiple tasks, prioritising competing tasks and the application of service standards and OHS requirements). Students need to be provided with multiple tasks reflecting the tourism environment being simulated (for example, tour operator, meetings/events organisation or attraction site)
- realistic allocation of time to tasks and deadlines (to enterprise and industry standards)
- consistent performance over time. Student should be assessed over time performing multiple tasks
- working with others in teams and as a team leader. Students need to demonstrate the ability to work within a team situation.

The following points may be useful in considering approaches to be taken if setting up a simulated tourism work placement environment:

- students should take on a substantial role or responsibility under supervision by professional tourism facilitators
• students undertaking work placement at a school or TAFE institute will still need to make arrangements for release from regular school activities and classes in order to guarantee that everyone understands that the student is on work placement and not ‘at school’.
• students’ experience must reflect the discipline required in a professional tourism working environment, even when the work placement is undertaken within the school. For example, scheduling of students’ time may require start and finish times that are different from the normal school hours, students may need to sign in and out rather than attending roll call, dress standards will vary from school uniform and special provision may be required for student access to school or community resources or venues outside usual school hours or policy.
5  Teaching and Learning Materials

It is the responsibility of the Registered Training Organisation to determine the teaching and learning materials that will be used to support the delivery of tourism courses within the Tourism Curriculum Framework.

RTOs may also choose to use TAFE NSW or other TAFE modules and their related learner guides as major resources.

Alternatively, RTOs may develop their own training materials or use a combination of in-house and commercially produced curriculum resources.

Advice on curriculum materials that may be used to support the delivery of tourism courses within the Tourism Curriculum Framework is contained within the Tourism Curriculum Framework Stage 6 Resource List. This information is provided as a guide to RTOs and teachers delivering HSC courses within the curriculum framework. The use of the listed modules and other training materials is not mandatory.

5.1  HSC indicative hours of credit and TAFE nominal hours

<table>
<thead>
<tr>
<th>Units of competency</th>
<th>HSC indicative hours of credit</th>
<th>TAFE nominal hours</th>
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<td>THHCOR01B  Work with colleagues and customers</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>THHCOR02B  Work in a socially diverse environment</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>THHCOR03B  Follow health, safety and security procedures</td>
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<td>6</td>
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<td>THHGCS01B  Develop and update local knowledge</td>
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<td>27</td>
</tr>
<tr>
<td>THHGGA01B  Communicate on the telephone</td>
<td>5</td>
<td>6</td>
</tr>
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<td>THHGGA02B  Perform office procedures</td>
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<td>9</td>
</tr>
<tr>
<td>THHGFA01B  Process financial transactions</td>
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<td>THTTTCO01B Develop and update tourism industry knowledge</td>
<td>25</td>
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<td>THTSOP02B  Source and provide destination information and advice</td>
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<tr>
<td>THHGCS02B  Promote products and services to customers</td>
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<tr>
<td>THHGCS03B  Deal with conflict situations</td>
<td>5</td>
<td>10</td>
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<tr>
<td>BSBCMN205A Use business technology</td>
<td>20</td>
<td>20</td>
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<td>BSBCMN213A Produce simple word-processed documents</td>
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<td>THTSOP15B  Process and monitor event registrations</td>
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<td>THTTFME01B Coordinate guest and delegate registrations at venues</td>
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<tr>
<td>THTTFME03A Develop and update event industry knowledge</td>
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<td>24</td>
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<tr>
<td>THTTFME09A Develop and update knowledge of protocol</td>
<td>15</td>
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</tr>
</tbody>
</table>
5.2 Training and assessment within Australian Indigenous settings

This section is reproduced from the Supporting Information section of the Tourism Training Package (THT02).\(^5\)

One key issue with Australian indigenous cultures is their immense variety and uniqueness: there are many hundreds of localised cultures and languages and therefore, a very localised focus is required for training and assessment rather than a ‘generic’ approach.

This localised focus also means that communities themselves must be involved in and able to participate and where necessary, ‘control’, as well as be part of presenting and assessing: this allows for respect of traditional rules such as the fact that ‘curriculum’ material will often not be written down and will preserve localised intellectual property of a traditional nature. Local communities thus have the right to ensure that constraints upon curriculum ‘materials’ are imposed and observed to preserve their integrity.

Clearly, there are many sensitivities and complexities involved in indigenous cultures and these include:

- ownership within indigenous cultures and nations, including the rights of people to ‘identify with’ and exercise affiliations, even where these have not been previously known, recognised or exercised
- cross-cultural issues, not merely in terms of indigenous / non-indigenous interactions but also between and within indigenous cultures, nations and sub-groupings where inter-relationships can be extremely complex and sensitive
- ‘rights’ of people to speak on behalf of and represent groupings, these being generally invested in elders with whom all authority rests
- the ‘investment’ of others by elders, who then exercise such rights as may be determined on behalf of elders and therefore under sanction and authority
- attitudes towards cultural heritage aspects which can be shared without compromise and the ways in which this can be effected
- perceptions about indigenous cultures and ‘denial’ from some individuals about the continuity, dynamism, value and authenticity of contemporary indigenous cultures: many focus on the historical aspects of indigenous cultures and see them as relics of a past age rather than for what they are in fact: part of a long continuity which continues to grow and develop.

\(^5\) ANTA Tourism Training Package (THT02) Volume One: Supporting Information, pp 11–15.
TRainees

Considerations

- Responding to and meeting localised needs. This may involve partnerships between local communities, RTOs and others.
- Language(s) for delivery of training and for assessment including localised English definitions and terms.
- Levels of literacy / numeracy and comfort with and relevance of written materials / written work in achieving required outcomes.
- Local cultural rules and constraints.
- Access to ‘curriculum’ materials.
- Seating and group placement arrangements for training and assessment.
- Time frames and timing for training and assessment sessions.
- Types and styles of communication and inter-personal interaction / encounter.
- Meeting the needs of indigenous trainees within non-indigenous settings: this will depend on particular circumstances and may involve consultation with trainees; appointment of indigenous or non-indigenous mentors; allowing trainees to identify ways that they could best demonstrate competence; allowing for principles of reasonable adjustment. The balance here must be upon allowing trainees to demonstrate competence appropriately and of course, this is not an issue exclusive to indigenous trainees.

Resources

Considerations

- Selection of appropriate trainers and assessors.
- Availability, accessibility and appropriateness of written, audio-visual, photographic or other resource materials such as necessary equipment.
- Development or adaptation of appropriate resource materials.
- Availability of electricity or availability at required times in remote training and assessment locations.
- Availability of Internet access for online research, training and assessment, where appropriate.

Training and Assessment Venues

Considerations

- What are locally familiar, appropriate, preferred and available venues?
- Are ‘classrooms’ or other interior settings available or appropriate?
- Is an outdoors location preferred / more appropriate?
- Is on-the-job training and assessment most appropriate and how is this best organised?
- Are occupational health and safety issues addressed where electrical equipment is used outside?
- Do local climatic conditions affect training and assessment locations and approaches?

Some Possible Strategies

Planning

- Consulting elders about appropriate methods for accessing and using local knowledge.
- Involving the local community, particularly elders, at all stages of the planning, development, training and assessment process. Elders are the repositories of knowledge, both everyday and esoteric as well as the authorities from whom permissions must be sought for process things such as which knowledge can be shared, the ways in which this sharing must occur and how its application can be best assessed.
• Allowing time to develop rapport and trust, to develop and explore viewpoints, on-going consultation, communication and problem-solving.
• Ensuring participation of local elders – sitting in on sessions / activities, as presenters, mentors, advisors and ‘supporters’, providing context and ‘grounding’. This ‘authority’ aspect is very important and in many instances, the mere presence of key elders, even if they are not taking an active role, lends both authority and permission.
• Locating training and development activities in the local community and promoting and ensuring a sense of community ownership, involvement, partnership and control.

Training and assessment approaches
• Orally-based training and assessment with explanation and demonstration.
• Working in pairs for training and assessment.
• Small or large group work for training and assessment: assessment dimensions for indigenous peoples may include a ‘group’ component as well as an individual’ component.
• Sand presentations for training and assessment.
• Using artwork or illustrated oral presentations / talks, for presentation and assessment.
• Consulting trainees about preferences and how they feel they can best demonstrate their competence.
• Taking a flexible approach to time and achievement of outcomes.
• Flexible delivery and assessment.
• Identifying culturally appropriate and sensitive trainers and assessors.
• Training external trainers in appropriate and localised approaches and providing essential community and cultural background information / support.
• Developing all training as part of an overall empowerment and confidence-building program.
• Accommodating priorities and obligations within local communities to avoid conflict with training and assessment activities.
• Exploring perceptions and understandings ‘in community’.
• Allowing multiple, holistic and personalised assessment opportunities.
• Identifying appropriate materials / methods through community and potential trainee consultations.
• Tailoring training and assessment for specific communities rather than applying ‘blanket’ solutions / methods, recognising that there are many thousands of localised indigenous ‘cultures’ and not merely one.
• Personalising training materials with appropriate, local illustrations and applications.
• Training and assessment integrated with work activities as much as possible so that guide training on-the-job might include devising a walking tour looking at bush tucker, based on local plant and animal food species, typography, seasonal availability, names.
• Structuring training and assessment as on-going work experience.

DEVELOPING EXAMPLES AND ACTIVITIES

The resources currently available, which support the achievement of competence within specific Units Of Competence, contain suggested activities and examples. Some activities may be relevant for Aboriginal and Torres Strait Islander users but others may not.

If you want to develop your own examples and activities, the following considerations and suggestions may be useful:
Considerations

- Are trainees going to meet visitors from outside localised cultural groupings?
- Can activities be developed which bridge traditional cultural needs and obligations and those of varied outside visitors who also have great cultural diversity?
- Are activities contained completely within a limited cultural world sufficient to achieve the outcomes required by the standards?
- Do set activities enable trainees to demonstrate their competence and satisfy the requirements of the Unit(s) of Competence and the qualification? The challenge is in balancing local situations and needs with national competency standards and qualifications. Qualifications are national and therefore ‘portable’ and these aspects must be considered.
- Are existing activities within resources relevant, able to be adapted according to local needs or do they need replacing with your own or others?
- In developing activities, the competency standards provide a summary of what a person should be able to do and know in order to be assessed as competent. Using the suggested activities as a guide, it may be better to create your own which are relevant but which still enable the requirements for competence to be demonstrated. Steps are:
  - Read through the competency standard remembering that some are best covered in an ‘holistic’ and ‘integrated’ way and not as separate events
  - Identify what a trainee needs to be able to know and do in order to be assessed as competent
  - Identify what trainees know and can demonstrate already
  - Work out training activities which will enable people doing training / assessment to demonstrate the required knowledge and skills (see suggestions below)
  - Provide the required resources to support activities
  - Work out the order in which activities need to be completed
  - Decide how much practice is required
  - Work out an assessment schedule against the activities.
- Activities might include the following; either as ‘one off’ events or as an integrated ‘collection’ or ‘portfolio’:
  - Research – looking for specific information and putting it together in a coherent, ordered way.
  - Explaining something, verbally, in writing, through the use of pictures / illustration.
  - the meanings of paintings at a rock art site
  - the seasons of edible wild fruits in a local area
  - the process for issuing a ticket for a day trip
  - delivering a tour commentary.
- Demonstrating something.
Examples:
- how to change a tyre on a 4 wheel drive vehicle
- how to load a boat with passengers, safely
- how to set up a camp site
- preparing a camp meal
- how to identify, collect and prepare bush foods
- how to prepare a tour itinerary.

- Responding to workplace issues and problems.
  Examples:
  - dealing with conflict and disagreement on-the-job
  - loss of a booking form
  - vehicle or equipment breakdown
  - communicating with someone who speaks no English or other language you understand.

- Doing a simulated work activity (workmates acting as customers).
  Examples:
  - selling people artworks and answering questions about the works
  - dealing with an angry customer
  - explaining safety precautions to customers on a river bank walk where customers are looking at wild life and useful plants used by the local people
  - taking a customer’s food and beverage order
  - completing an invoice.

- Carrying out a ‘real’ work activity.
  Examples:
  - welcoming guests to an actual site
  - providing morning tea
  - ordering supplies from a supplier
  - reconciling a bank statement.