

<b>Training Package</b>	<b>Tourism (THT02)</b>	<b>HSC Requirements and Advice</b>
<b>Title:</b>	<b>Develop and update tourism industry knowledge</b>	
<b>Unit Code</b>	<b>Unit Descriptor:</b>	<b>HSC Indicative Hours:</b>
<b>THTTCO01B</b>	This unit deals with the skills and knowledge required to develop and update knowledge of the tourism industry, including the role of different industry sectors and key legislation. This knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry. In-depth knowledge is therefore not required.	<b>25</b>

<b>Essential Knowledge and Skills to be Assessed</b>	<b>Critical Aspects of Assessment</b>	<b>Context of Assessment and Resource Implications</b>	<b>Assessment Methods</b>	<b>HSC Requirements and Advice</b>
<p>The following knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>different sectors of the tourism industry and their inter-relationships, including a general knowledge of the structure, roles and functions of the following sectors: <ul style="list-style-type: none"> <li>accommodation</li> <li>attractions and theme parks</li> <li>tour operators</li> <li>tour wholesalers</li> <li>retail travel agents</li> <li>information services and co-ordination sector (local, regional, national)</li> <li>meetings and events.</li> </ul> </li> <li>major cross-industry and sector-specific organisations.</li> <li>overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.</li> <li>overview of how to organise time and work in different industry contexts.</li> <li>tourism industry information sources.</li> </ul>	<p>Evidence of the following is critical:</p> <ul style="list-style-type: none"> <li>ability to source industry information</li> <li>general knowledge of the tourism industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.</li> </ul>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>project or work activities that allow the candidate to demonstrate the application of knowledge to specific tourism industry contexts and situations.</li> </ul> <p><b>Linkages with Other Units</b></p> <p>This is a core unit that underpins effective performance in all other units and combined training and assessment may be appropriate.</p>	<p>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.</p> <p>The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>case studies and problem-solving exercises to assess application of knowledge to different situations and contexts</li> <li>questions to assess knowledge of different aspects of the tourism industry</li> <li>review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>career paths</li> <li>code of conduct</li> <li>communication channels</li> <li>domestic tourism</li> <li>effective communication skills</li> <li>ethical conduct</li> <li>free independent traveller (FIT)</li> <li>impacts of tourism</li> <li>inbound tourism</li> <li>industry guidelines</li> <li>industry sectors</li> <li>legislation</li> <li>outbound tourism</li> <li>privacy</li> <li>research skills</li> <li>sources of information</li> <li>tourism</li> <li>tourism industry</li> <li>tourism industry body</li> <li>tourist</li> <li>travel</li> <li>validity of sources.</li> </ul>

<b>Essential Knowledge and Skills to be Assessed</b>				
<ul style="list-style-type: none"> <li>• basic research skills:               <ul style="list-style-type: none"> <li>– identification of relevant information</li> <li>– questioning techniques to obtain information</li> <li>– sorting and summarising information.</li> </ul> </li> <li>• legislation (both State and Federal) which applies across the industry in the following areas (name, primary objective and impact on individual staff only):               <ul style="list-style-type: none"> <li>– consumer protection</li> <li>– duty of care</li> <li>– equal employment opportunity</li> <li>– anti-discrimination</li> <li>– workplace relations.</li> <li>– child sex tourism</li> </ul> </li> <li>• overview of current and emerging technology used across the tourism industry, including e-business</li> </ul>				

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<p><b>1 Seek information on the tourism industry</b></p>	<p>1.1 Identify sources of information on the tourism industry correctly including information relating to:</p> <ul style="list-style-type: none"> <li>• economic and social significance of the tourism industry and the role of local communities</li> <li>• different tourism markets and their relevance to industry sectors</li> <li>• relationships between tourism and other industries</li> <li>• different sectors of the industry, their inter-relationships and the services available in each sector</li> <li>• major tourism industry bodies</li> <li>• environmental issues for tourism</li> <li>• industrial relations</li> <li>• specific features of the local/regional industry</li> <li>• career opportunities within the industry</li> <li>• the roles and responsibilities of individual staff members in a successful tourism business including ethical practices</li> <li>• work organisation and time management</li> <li>• quality assurance</li> <li>• current and emerging industry technology including e-business.</li> </ul>	<p>Information sources and opportunities to update knowledge may include:</p> <ul style="list-style-type: none"> <li>• media</li> <li>• reference books</li> <li>• libraries</li> <li>• unions</li> <li>• industry associations and organisations</li> <li>• industry journals</li> <li>• computer data, including Internet</li> <li>• personal observations and experience</li> <li>• industry seminars or training courses</li> <li>• informal networking.</li> </ul> <p>Industries other than tourism may include:</p> <ul style="list-style-type: none"> <li>• hospitality</li> <li>• entertainment</li> <li>• arts</li> <li>• sports</li> <li>• agriculture</li> <li>• conservation</li> <li>• science and research</li> <li>• retail.</li> </ul> <p>Economic and social issues may include:</p> <ul style="list-style-type: none"> <li>• employment</li> <li>• effect on local amenities/facilities</li> <li>• population change due to tourism development</li> <li>• community role in tourism.</li> </ul> <p>Environmental issues may include:</p> <ul style="list-style-type: none"> <li>• protection of natural and cultural integrity</li> <li>• minimal impact operations</li> <li>• environmental sustainability</li> <li>• waste management</li> <li>• energy-efficient operations</li> <li>• land ownership</li> <li>• land access and usage.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Knowledge of industry sectors:</p> <ul style="list-style-type: none"> <li>• the role and services offered by each sector</li> <li>• naming examples of businesses in each sector</li> <li>• analysing interrelationships between the sectors.</li> </ul> <p>Tourism industry sectors namely:</p> <ul style="list-style-type: none"> <li>• accommodation</li> <li>• events</li> <li>• transportation</li> <li>• tour operators</li> <li>• tour wholesalers</li> <li>• attractions and theme parks</li> <li>• retail travel agents</li> <li>• information services</li> <li>• meetings, incentives, conventions, exhibitions (MICE).</li> </ul> <p>Identification and differences between the following:</p> <ul style="list-style-type: none"> <li>• domestic tourism</li> <li>• international tourism</li> <li>• inbound travel</li> <li>• outbound travel.</li> </ul> <p>The range of different motivations for travel including:</p> <ul style="list-style-type: none"> <li>• business travel</li> <li>• compassionate travel</li> <li>• holiday.</li> </ul> <p>The economic impact of tourism including:</p> <ul style="list-style-type: none"> <li>• the implications of domestic tourism</li> <li>• the multiplier and its flow-on effects from the perspective of any particular sector</li> <li>• the implications of international tourism including revenue and employment</li> <li>• major unions and employer organisations</li> <li>• the relationship between tourism and other industries, specifically hospitality, entertainment, sports and retail.</li> </ul> <p>The social and environmental effects of tourism including:</p> <ul style="list-style-type: none"> <li>• positive and negative impacts on a community</li> <li>• positive and negative impacts on environments</li> <li>• the role of environmental guidelines and legislation in the operation of a tourism business.</li> </ul>

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			<p>The role and functions of key tourism industry bodies including:</p> <ul style="list-style-type: none"> <li>• Australian Tourist Commission</li> <li>• Tourism New South Wales</li> <li>• Bureau of Tourism Research</li> <li>• Tourism Task Force</li> <li>• Australian Federation of Travel Agents</li> <li>• Meetings Industry Association of Australia</li> <li>• National Restaurant and Catering Association</li> <li>• Council of Australian Tour Operators</li> <li>• Australian Hotels Association</li> <li>• Australian Automobile Association.</li> </ul> <p>Understanding workplace organisation including:</p> <ul style="list-style-type: none"> <li>• role and responsibilities of staff</li> <li>• the importance of teamwork</li> <li>• career paths and training opportunities</li> <li>• unions and employer associations</li> </ul>
	<p>1.2 Access and update specific information on relevant sector(s) of work.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Information sources include:</p> <ul style="list-style-type: none"> <li>• product data bases</li> <li>• media</li> <li>• industry associations</li> <li>• industry journals</li> <li>• websites</li> <li>• publications</li> <li>• seminars</li> <li>• training courses.</li> </ul> <p>Procedures of updating information for:</p> <ul style="list-style-type: none"> <li>• computer databases</li> <li>• hard copy files.</li> </ul>
	<p>1.3 Access and use knowledge of the tourism industry in the correct context to enhance the quality of work performance.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>How to access and validate sources of information that are relevant to the tourism industry.</p> <p>Importance of updating tourism information in order to:</p> <ul style="list-style-type: none"> <li>• maintain professionalism</li> <li>• ensure quality service</li> <li>• promote products and services.</li> </ul>

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<p><b>2 Source and apply information on legal and ethical issues which impact on the tourism industry</b></p>	<p>2.1 Obtain information on legal and ethical issues to assist effective work performance.</p>	<p>Ethical issues impacting on the industry may relate to:</p> <ul style="list-style-type: none"> <li>• confidentiality</li> <li>• commission procedures</li> <li>• overbooking</li> <li>• pricing</li> <li>• tipping</li> <li>• familiarisations</li> <li>• gifts and services free of charge</li> <li>• product recommendations.</li> </ul> <p>Legal issues which impact on the industry include:</p> <ul style="list-style-type: none"> <li>• consumer protection</li> <li>• duty of care</li> <li>• equal employment opportunity</li> <li>• anti-discrimination</li> <li>• workplace relations.</li> <li>• child sex tourism.</li> </ul> <p>Information sources and opportunities to update knowledge may include:</p> <ul style="list-style-type: none"> <li>• media</li> <li>• reference books</li> <li>• libraries</li> <li>• unions</li> <li>• industry associations and organisations</li> <li>• industry journals</li> <li>• computer data, including Internet</li> <li>• personal observations and experience</li> <li>• industry seminars or training courses</li> <li>• informal networking.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>The importance for an enterprise to draft:</p> <ul style="list-style-type: none"> <li>• Code of Conduct guidelines</li> <li>• ethics policy</li> <li>• privacy policy.</li> </ul> <p>An understanding of the principles covered by the following legislation:</p> <ul style="list-style-type: none"> <li>• <i>Occupational Health and Safety Act 2000</i> (NSW)</li> <li>• Occupational Health and Safety Regulations (2001) (NSW)</li> <li>• <i>Privacy Act 1988</i> (Cth)</li> <li>• <i>Privacy Amendment (Private Sector) Act 2000</i> (Cth)</li> <li>• <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987</i> (Cth)</li> <li>• <i>Human Rights and Equal Opportunity Commission Act 1986</i> (Cth)</li> <li>• <i>Anti-discrimination Act 1977</i> (NSW)</li> <li>• <i>Children and Young Persons (Care and Protection) Act 1998</i> (NSW)</li> <li>• <i>Fair Trading Act 1987</i> (NSW) (as amended)</li> <li>• <i>Trade Practices Act 1974</i> (Cth) (as amended)</li> <li>• <i>Disability Discrimination Act 1992</i> (Cth)</li> <li>• <i>Smoke-free Environment Act 2000</i> (NSW).</li> </ul>
	<p>2.2 Conduct day-to-day activities in accordance with legal obligations and ethical industry practices.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>The application of enterprise protocols in relation to Code of Conduct, ethics, privacy and prevailing legislation.</p>
<p><b>3 Update tourism industry knowledge</b></p>	<p>3.1 Identify and use a range of opportunities to update general knowledge of the tourism industry.</p>	<p>Information sources and opportunities to update knowledge may include:</p> <ul style="list-style-type: none"> <li>• media</li> <li>• reference books</li> <li>• libraries</li> <li>• unions</li> <li>• industry associations and organisations</li> <li>• industry journals</li> <li>• computer data, including Internet</li> <li>• personal observations and experience</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>How to source current information that is of relevance to the tourism industry.</p> <p>Information sources including:</p> <ul style="list-style-type: none"> <li>• product data bases</li> <li>• media</li> <li>• industry associations</li> <li>• industry journals</li> <li>• websites</li> </ul>

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		<ul style="list-style-type: none"> <li>• industry seminars or training courses</li> <li>• informal networking.</li> </ul>	<ul style="list-style-type: none"> <li>• publications</li> <li>• seminars</li> <li>• training courses.</li> </ul> <p>Assessing the validity of sources of information.</p>
	<p>3.2 Monitor current issues of concern to the industry.</p>	<p>Issues of concern to the industry may be related to:</p> <ul style="list-style-type: none"> <li>• government initiatives</li> <li>• emerging markets</li> <li>• environmental and social issues</li> <li>• labour issues</li> <li>• industry expansion or retraction.</li> </ul> <p>Economic and social issues may include:</p> <ul style="list-style-type: none"> <li>• employment</li> <li>• effect on local amenities/facilities</li> <li>• population change due to tourism development</li> <li>• community role in tourism.</li> </ul> <p>Environmental issues may include:</p> <ul style="list-style-type: none"> <li>• protection of natural and cultural integrity</li> <li>• minimal impact operations</li> <li>• environmental sustainability</li> <li>• waste management</li> <li>• energy-efficient operations</li> <li>• land ownership</li> <li>• land access and usage.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>The importance of monitoring issues of concern to the tourism industry including:</p> <ul style="list-style-type: none"> <li>• government initiatives</li> <li>• emerging markets</li> <li>• environmental and social issues</li> <li>• labour issues</li> <li>• industry expansion or retraction.</li> </ul> <p>How such issues may impact on the following:</p> <ul style="list-style-type: none"> <li>• economic conditions</li> <li>• social conditions</li> <li>• the environment.</li> </ul>
	<p>3.3 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Effective communication skills including:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• questioning techniques</li> <li>• body language</li> <li>• language targeted to audience.</li> </ul> <p>Disseminating information through a variety of channels including:</p> <ul style="list-style-type: none"> <li>• direct mail</li> <li>• seminars</li> <li>• corporate websites/e-newsletters</li> <li>• call centre</li> <li>• one-on-one communication.</li> </ul>

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			<p>How sharing information can improve:</p> <ul style="list-style-type: none"> <li>• promotion of enterprise products and services</li> <li>• customer service.</li> </ul> <p>The benefits of sharing ideas and discussing with colleagues and customers issues of current importance to the tourism industry.</p>

### Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform    Level 2 = Administer and Manage    Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	2	Deciding whether to join an industry association based on promotional materials
Communicating Ideas and Information	1	Liaising with colleagues from other industry sectors to meet a particular customer request
Planning and Organising Activities	1	Organising a personal program of professional development activities for the upcoming year
Working with Others and in Teams	1	Discussing industry events with colleagues
Using Mathematical Ideas and Techniques	-	-
Solving Problems	1	Responding to a situation which involves dealing with a sector of the industry of which you have limited knowledge
Using Technology	1	Using the Internet to source information on the tourism industry