

**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

# **Tourism**

# **Curriculum Framework**

## **Stage 6 Syllabus**

### **Part B**

**for implementation from 2003**

**Tourism (120 indicative hours)**

**Tourism (240 indicative hours)**

**Tourism Extension (60 or 120 indicative hours)**

**2002**

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## The Tourism Curriculum Framework

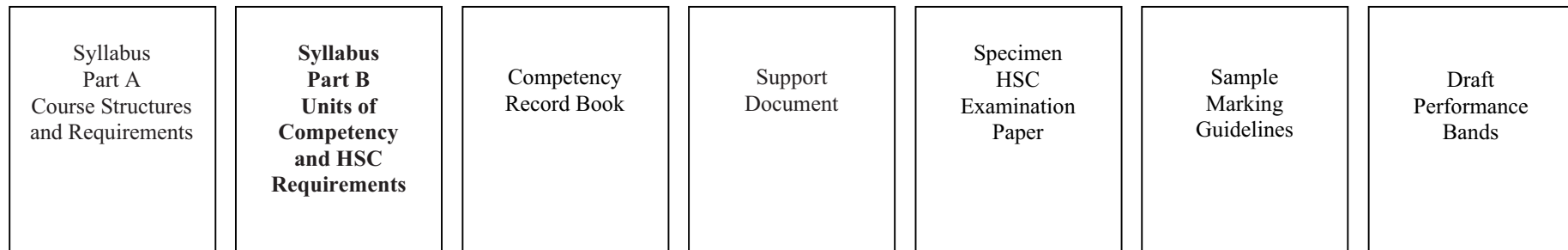
The Tourism Curriculum Framework has been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications in Tourism under the Australian Qualifications Framework. The framework is based on the national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

This industry curriculum framework incorporates all Higher School Certificate Tourism VET courses including:

- courses delivered by schools
- courses delivered by TAFE colleges
- courses delivered by other Registered Training Organisations on behalf of schools or TAFE colleges.

This document, Part B of the Tourism Curriculum Framework Stage 6 Syllabus, contains the text of the units of competency from the Tourism Training Package. Each unit of competency is accompanied by HSC Requirements and Advice. The HSC requirements and advice column indicates the depth of study required for purposes of the HSC. The terms, concepts and content contained in this column must be included in programming and delivery for the HSC.

### Tourism Curriculum Framework Documentation



## Tourism Curriculum Framework – Units of Competency Contained in Part B

This document contains the following units of competency together with HSC Requirements and Advice for each unit. The HSC requirements and advice column indicates the depth of study required for purposes of the HSC. The terms, concepts and content contained in this column must be included in programming and delivery for the HSC.

Unit code	Unit title	HSC hours	Page numbers
THHCOR01B	Work with colleagues and customers	10	7
THHCOR02B	Work in a socially diverse environment	5	18
THHCOR03B	Follow health, safety and security procedures	10	24
THHGCS01B	Develop and update local knowledge	10	30
THHGGA01B	Communicate on the telephone	5	35
THHGGA02B	Perform office procedures	15	40
THHGFA01B	Process financial transactions	15	46
THTTCO01B	Develop and update tourism industry knowledge	25	51
THTSOP02B	Source and provide destination information and advice	55	58
THTSOP03B	Access and interpret product information	35	66
THHGCS02B	Promote products and services to customers	10	73
THHGCS03B	Deal with conflict situations	5	80
BSBCMN205A	Use business technology	20	87
BSBCMN213A	Produce simple word-processed documents	25	92
THTSOP15B	Process and monitor event registrations	15	98
THTFME01B	Coordinate guest and delegate registrations at venues	15	103
THTFME03A	Develop and update event industry knowledge	10	109
THTFME09A	Develop and update knowledge of protocol	15	115
THTSOP05B	Prepare quotations	10	120
THTSOP06B	Receive and process reservations	25	127
THTSOP09B	Process non-air documentation	30	134
THTFAT01B	Provide on-site information and assistance	10	141
THTFTG07B	Research and share general information on Australian Indigenous cultures	15	145

The **Key to Units** explains the purpose of each part of the layout for the units.

For information on extension course units, which are not included in Part B of this syllabus, please consult the Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) or the Tourism Training Package.

## Key to Units

<b>Training Package</b>	<b>Hospitality (THH02)</b>	<b>HSC Requirements and Advice</b>
<b>Title:</b>	<b>Work in a social</b>	<b>HSC Indicative Hours:</b>
<b>Unit Code</b>	<b>Unit Descriptor:</b>	<b>5</b>
<b>THHCOR02B</b>	This unit deals with the cultural awareness that is required by all people working in the tourism and hospitality industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds.	

Essential Knowledge and Skills to be Assessed	Critical Aspects of Assessment	Context of Assessment and Resource Implications	Assessment Methods	HSC Requirements and Advice
<p>The following knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>principles that underpin cultural awareness</li> <li>characteristics of the different cultural groups in Australian society</li> <li>basic knowledge of the cultures of Australia's indigenous and non-indigenous peoples</li> <li>identification of various international appropriate individual</li> <li>principles of Opportunity discrimination apply to individual employees.</li> </ul>	<p>Evidence of the following is critical:</p> <ul style="list-style-type: none"> <li>cultural understanding and sensitivity in responding to different types of customer</li> <li>ability to identify and respect the cultural context of the workplace</li> <li>ability to apply knowledge of different cultures and cultural characteristics appropriately to communication with colleagues</li> </ul>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>project or work activities that allow</li> </ul> <p>sector or workplace specific, training and assessment must be tailored to meet particular needs.</p> <p><b>Linkages with Other Units</b></p> <p>This unit must be assessed with or after the following unit. These units describe skills and knowledge that are essential to this unit of competence. Continued training and assessment in this unit is recommended:</p> <ul style="list-style-type: none"> <li>THHCOR01E Work with</li> </ul>	<p>Assessment methods must be chosen to ensure that candidates are able to</p> <p>interacting with colleagues and customers from diverse backgrounds</p> <ul style="list-style-type: none"> <li>case studies or projects to consider particular conflict situations arising from diversity and to select appropriate means of dealing with them</li> <li>questions about effective communication, problem techniques and cultural differences</li> </ul> <p>review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>anti-discrimination <i>Anti-Discrimination Act (1977) (NSW)</i></li> <li>attitudes</li> <li>barriers to communication</li> <li>beliefs</li> <li>cultural diversity</li> <li>cultural mores</li> <li>cultural sensitivity</li> <li>customs</li> <li>effective communication</li> <li>empathy</li> <li><i>Equal Employment</i></li> <li>internal and external customers</li> <li><i>Racial Discrimination Act (1975)(Cth)</i></li> <li>sources of information</li> <li>stereotyping</li> </ul>

Indicates the training package to which the unit belongs

Hours recognised for HSC credit

Outlines key features of assessment process and resources required for assessment.

Outlines key features of assessment process and provides assessment examples appropriate for the unit of competency

This is an integral part of the assessment of competence and should be read in conjunction with the range statement and assessment methods

Identifies essential knowledge and skills to be demonstrated to confirm competence for this unit. It should be read in conjunction with each performance criteria for the element of competency

Indicates linkages with other units of competency within the training package

Key terms and concepts to be addressed when undertaking this unit of competency for the purposes of the HSC

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
<p><b>1 Communicate with customers and colleagues from diverse backgrounds</b></p>	<p>1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity.</p> <p><b>Specifies the required level of performance. Provides a basis for training and assessment for each element and the unit as a whole</b></p>	<p>This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.</p> <p>Cultural differences may arise from:</p> <ul style="list-style-type: none"> <li>• race</li> <li>• language</li> <li>• special needs</li> <li>• disabilities</li> <li>• family structure</li> <li>• gender</li> <li>• age</li> <li>• sexual preference.</li> </ul> <p><b>The range statement provides advice on how to interpret the scope and context of this unit of competence, allowing for the differences between enterprises and workplaces</b></p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An appreciation of how cultural diversity contributes to differing values, beliefs, attitudes and customs.</p> <p>An understanding of:</p> <ul style="list-style-type: none"> <li>• the significance of cultural values and mores</li> <li>• cultural diversity in the Australian population</li> <li>• cultural diversity of local and international customers</li> </ul> <p>Knowledge of cultural expectations of major international tourist markets into Australia including:</p> <ul style="list-style-type: none"> <li>• Asia</li> <li>• Japan</li> <li>• Korea</li> <li>• Europe</li> <li>• America</li> <li>• United Kingdom</li> <li>• New Zealand</li> </ul> <p>elements of culture including:</p> <ul style="list-style-type: none"> <li>• interpretation</li> <li>• festivals/ceremonies</li> <li>• language</li> <li>• food preferences and dietary needs</li> <li>• religion</li> <li>• customs</li> <li>• different work ethic</li> <li>• communication</li> </ul> <p>Knowledge of religions including:</p> <ul style="list-style-type: none"> <li>• Islam</li> <li>• Hinduism</li> <li>• Sikhism</li> <li>• Buddhism</li> <li>• Judaism</li> <li>• Christianity</li> </ul> <p>An understanding of the need for tolerance and respect within the workplace.</p> <p><b>Indicates the depth of study required for purposes of the HSC for the corresponding performance criteria</b></p>

**Describes the outcomes that make up a unit of competency**

**The range statement provides advice on how to interpret the scope and context of this unit of competence, allowing for the differences between enterprises and workplaces**

**Indicates the depth of study required for purposes of the HSC for the corresponding performance criteria**

**Indicates the curriculum framework to which the unit of competency belongs**

**Date of release for the HSC**