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
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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Structures and Requirements</td>
<td>Units of Competency and HSC Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC hours</th>
<th>Page numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>THHCOR01B</td>
<td>Work with colleagues and customers</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>THHCOR02B</td>
<td>Work in a socially diverse environment</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>THHCOR03B</td>
<td>Follow health, safety and security procedures</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>THHGCS01B</td>
<td>Develop and update local knowledge</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>THHGGGA01B</td>
<td>Communicate on the telephone</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>THHGGGA02B</td>
<td>Perform office procedures</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>THHGFA01B</td>
<td>Process financial transactions</td>
<td>15</td>
<td>46</td>
</tr>
<tr>
<td>THTTC001B</td>
<td>Develop and update tourism industry knowledge</td>
<td>25</td>
<td>51</td>
</tr>
<tr>
<td>THTSOP02B</td>
<td>Source and provide destination information and advice</td>
<td>55</td>
<td>58</td>
</tr>
<tr>
<td>THTSOP03B</td>
<td>Access and interpret product information</td>
<td>35</td>
<td>66</td>
</tr>
<tr>
<td>THHGCS02B</td>
<td>Promote products and services to customers</td>
<td>10</td>
<td>73</td>
</tr>
<tr>
<td>THHGCS03B</td>
<td>Deal with conflict situations</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>BSBCMN205A</td>
<td>Use business technology</td>
<td>20</td>
<td>87</td>
</tr>
<tr>
<td>BSBCMN213A</td>
<td>Produce simple word-processed documents</td>
<td>25</td>
<td>92</td>
</tr>
<tr>
<td>THTSOP15B</td>
<td>Process and monitor event registrations</td>
<td>15</td>
<td>98</td>
</tr>
<tr>
<td>THTTFME01B</td>
<td>Coordinate guest and delegate registrations at venues</td>
<td>15</td>
<td>103</td>
</tr>
<tr>
<td>THTTFME03A</td>
<td>Develop and update event industry knowledge</td>
<td>10</td>
<td>109</td>
</tr>
<tr>
<td>THTTFME09A</td>
<td>Develop and update knowledge of protocol</td>
<td>15</td>
<td>115</td>
</tr>
<tr>
<td>THTSOP05B</td>
<td>Prepare quotations</td>
<td>10</td>
<td>120</td>
</tr>
<tr>
<td>THTSOP06B</td>
<td>Receive and process reservations</td>
<td>25</td>
<td>127</td>
</tr>
<tr>
<td>THTSOP09B</td>
<td>Process non-air documentation</td>
<td>30</td>
<td>134</td>
</tr>
<tr>
<td>THTFAT01B</td>
<td>Provide on-site information and assistance</td>
<td>10</td>
<td>141</td>
</tr>
<tr>
<td>THTFTG07B</td>
<td>Research and share general information on Australian Indigenous cultures</td>
<td>15</td>
<td>145</td>
</tr>
</tbody>
</table>

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 or the Tourism Training Package.
Tourism Curriculum Framework November 2002

**Key to Units**

<table>
<thead>
<tr>
<th>Training Package</th>
<th>Hospitality (THH02)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Work in a socially diverse environment</td>
</tr>
<tr>
<td>Unit Code</td>
<td>THHCor02B</td>
</tr>
</tbody>
</table>

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.

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### Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:
- Principles that underpin cultural awareness
- Characteristics of the different cultural groups in Australian society
- Basic knowledge of the cultures of Australia’s indigenous and non-indigenous peoples
- Identification of various international, national and local cultural mores
- Principles of Equal Employment Opportunity (EEO) and anti-discrimination legislation as they apply to individual employees.

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### Critical Aspects of Assessment

Evidence of the following is critical:
- Cultural understanding and sensitivity in responding to different types of customers
- Ability to identify and respect the cultural context of the workplace
- Ability to apply knowledge of different cultures and cultural characteristics appropriately to communication with colleagues

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### Context of Assessment and Resource Implications

Assessment must ensure:
- Project or work activities that allow the candidate to demonstrate knowledge and awareness of issues in the workplace.
- Evidence of effective competencies that can be demonstrated in the workplace.

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### Assessment Methods

Assessment methods must be chosen to ensure that candidates are able to respond constructively to issues which arise in a culturally and socially diverse workplace. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit:
- Observation of the candidate interacting with colleagues and customers from diverse backgrounds
- Case studies or projects to consider particular conflict situations arising from diversity and to suggest appropriate means of dealing with them
- Questions about effective communication, problem-solving techniques and cultural values and differences
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

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### Linkages with Other Units

This unit must be assessed with or after the following unit. These units describe skills and knowledge that are essential to this unit of competency. Continued training and assessment in this unit is recommended:
- THHCor01B Work with colleagues and customers
- THHGCS02B Promote products and services to customers
- THHGCS03B Deal with conflict

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### Key Terms and Concepts

- Anti-discrimination
- Anti-discrimination Act (1977) (NSW)
- Attitudes
- Barriers to communication
- Beliefs
- Cultural diversity
- Cultural mores
- Cultural sensitivity
- Customs
- Effective communication
- Empathy
- Ethnocentrism
- Gestures
- Internal and external customers
- Racial Discrimination Act (1975) (Cth)
- Sources of information
- Stereotyping

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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.

Indicates the training package to which the unit belongs.

Hours recognised for HSC credit:

5

HSC Indicative Hours:

HSC Requirements and Advice:

Key terms and concepts to be addressed when undertaking this unit of competency for the purposes of the HSC.
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communicate with customers and colleagues from diverse backgrounds</td>
<td>1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity.</td>
<td>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. Cultural differences may arise from: • race • language • special needs • disabilities • family structure • gender • age • sexual preference.</td>
</tr>
</tbody>
</table>

- **Describes the outcomes that make up a unit of competency**
- **Specifies the required level of performance. Provides a basis for training and assessment for each element and the unit as a whole**
- **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**