Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCTHT20203 **Level II in Community Hosting Services**

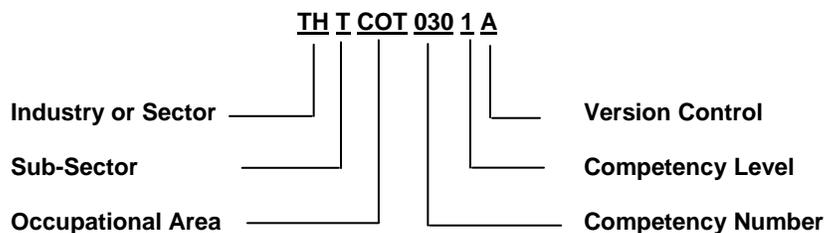| Unit Number	Unit Title	Mandatory /Elective	Hours
THHCOR0011A	Work with colleagues and customers	Mandatory	20
THHCOR0021B	Follow health, safety and security procedures	Mandatory	20
THHCOR0031A	Develop and update hospitality industry knowledge	Mandatory	10
THHCOR0041A	Follow workplace hygiene procedure	Mandatory	15
THTCOR0051A	Deal with persons from other cultures	Mandatory	10
THTTEJ0031A	Contribute to the promotion of the country's tourism product	Mandatory	10
THTTEJ0101A	Source and communicate information	Mandatory	10
THTCOR0411A	Maintain personal hygiene	Mandatory	10
THTCOT0061A	Collect and share information on the local community	Mandatory	20
THTCOR0011A	Maintain quality customer care	Mandatory	10
THTCOR0131A	Contribute to self development	Mandatory	10
THTTEJ0091A	Demonstrate knowledge of tourism awareness	Mandatory	10
THTTEJ0071A	Contribute to environmental care and protection	Mandatory	20
THTCOR0021A	Share information on the country's geography, history and culture	Mandatory	20
THHHOK0921A	Prepare guest rooms	Mandatory	30
THTCOT0301A	Use traditional cooking methods	Mandatory	40
THHFAB0151A	Prepare and serve non-alcoholic beverages	Mandatory	15
THTCOT0071A	Develop and update local knowledge	Mandatory	10
THTCUS0041A	Meet client needs and expectations	Mandatory	20
THHFAB0101A	Provide food and beverage service	Mandatory	50
THHCFP0251A	Clean and maintain premises	Mandatory	10
THHCFP0231A	Present food	Mandatory	10
THHGHS0172A	Provide first aid	Mandatory	24
THHHOK0901A	Respond to guest related complaints and requests	Mandatory	20
THHHOK1222A	Deal with emergency situations	Mandatory	20
THTTEJ0062A	Promote and sell tourism products and services	Mandatory	10
THHGFA0042A	Process cash and non-cash transactions	Mandatory	15
THHCFP0382A	Implement food safety procedures	Mandatory	25
THTGUD0032A	Provide arrival and departure assistance	Mandatory	30
THTCUS0012A	Process client complaint	Mandatory	20
THTCUS0022A	Address client needs	Mandatory	20
THHGCS0222A	Promote products and services to customers	Mandatory	45
THTGUD0192A	Source and present destination information and advice	Mandatory	20
THHCFP0372A	Plan and prepare food for buffets	Mandatory	25
THTCOT0402A	Plan traditional menus	Mandatory	30
THHFAB0132A	Provide room service	Mandatory	15
THHFRO0162A	Prepare for and check-out guests	Mandatory	20
THHFRO0012A	Receive and process reservations	Mandatory	30
THHFAB0162A	Develop and update food and beverage knowledge	Mandatory	10
THTCOT0242A	Prepare content on local culture and heritage	Mandatory	20

CCTHT20203   Level II in Community Hosting Services (Cont'd.)

Unit Number	Unit Title	Mandatory /Elective	Hours
THTCOT0371A	Prepare meat, poultry, seafood and vegetables for traditional cuisines	Elective	50
THTTEJ0111A	Display proper telephone usage	Elective	20
THTTEJ0081A	Contribute to safety on the road	Elective	20
THHHOK0911A	Clean floors, walls, furniture and furnishings	Elective	40
THTCOT0321A	Prepare stocks and soups for traditional cuisines	Elective	20
THTCOT0391A	Prepare traditional desserts	Elective	30
THHHOK1171A	Clean toilets and washrooms	Elective	15
THHHOK0931A	Provide laundry service	Elective	30
ITICOR0011A	Carry out data entry and retrieval procedures	Elective	40
THTCOT0351A	Prepare rice and farinaceous dishes for traditional cuisines	Elective	30
THHCAT0662A	Prepare foods according to specific dietary and cultural needs	Elective	35
BSBBAD0332A	Prepare and process financial/business documents	Elective	25
THHHOK1192A	Control and distribute housekeeping supplies	Elective	40
THTCOT0252A	Implement minimal environmental impact practices	Elective	20
THHHOK1142A	Repair and recycle linen	Elective	45
THHFAB0172A	Provide specialist advice on food	Elective	40
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
THHFAB0182A	Provide specialist wine service	Elective	40
THTCUS0073A	Develop and update knowledge of protocol	Elective	20
THHHOK1203A	Supervise housekeeping operations	Elective	30
THHCFP0423A	Organise food service operations	Elective	50
THHWPO0223A	Monitor work operations	Elective	30
THHCFP0403A	Plan and control menu-based catering	Elective	30
THTTEJ0123A	Conduct business transactions	Elective	30
THHGAD0153A	Control and order stock	Elective	25

To be awarded this Caribbean Vocational Qualification (CVQ) all core competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

Legend to Code

Example: THTCOT0301A

TH T COT 030 1 A

Industry or Sector ⎯⎯⎯⎯   Version Control

Sub-Sector ⎯⎯⎯⎯   Competency Level

Occupational Area ⎯⎯⎯⎯   Competency Number

KEY: **Man – Mandatory; FAB – Food & Beverage Service; GAD – General Administration;**
GHS – General Heath Service; SBM – Small Business Management;
BSB - Business Sector (Industry); ITI - Information Technology (Industry);
COT - Community Tourism; HOK – Housekeeping; TEJ – Team Jamaica; CAT – Catering;
CFP – Commercial Food Preparation; BAD – Business Administration; FRO – Front Office;
GFA – General   Financial Administration; GCS – General Customer Service;
THH – Tourism & Hospitality (Hospitality); TH – Tourism & Hospitality; T – Tourism;
CUS – Customer Services; WPO- Work Place Operations

THHCOR0011A: **Work with colleagues and customers**

Competency Descriptor: This unit deals with the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Communicate in the workplace	1.1 Communications with customers and colleagues are conducted in an open, professional and friendly manner.
	1.2 Appropriate language and tone is used.
	1.3 Effect of personal body language is considered.
	1.4 Sensitivity to cultural and social differences is shown.
	1.5 Active listening and questioning are used to ensure effective two-way communication.
	1.6 Potential and existing conflicts are identified and solutions sought with assistance from colleagues where required.
2. Provide assistance to internal and external customers	2.1 Trust, support and respect is shown to team members in day to day work activities.
	2.2 Cultural differences within the team are accommodated.
	2.3 Work team goals are jointly identified.
	2.4 Individual tasks are identified, prioritised and completed within designated time frames.
	2.5 Assistance is sought from other team members when required.
	2.6 Assistance is offered to colleagues to ensure designated work goals are met.
	2.7 Feedback and information from other team members is acknowledged.
	2.8 Changes to individual responsibilities are re-negotiated to meet reviewed work goals

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Depending upon the organisation and the specific situation customers may include but are not limited to:

- members of other tourism and hospitality industry sectors
- internal individuals or groups
- local residents
- visitors
- media
- workmates/colleagues

Customers with specific needs may include:

- those with disability
- special cultural needs
- unaccompanied children
- parents with young children
- single women

EVIDENCE GUIDE

Competency is to be demonstrated by effectively applying interpersonal, communication and customer service skills in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- evidence should include a demonstrated ability to communicate effectively with customers and colleagues (including these with special needs) within the range of situations required for the relevant job role
- evidence of competency should relate to different communication and customer service contexts and may need to be collected over a period of time
- the focus of this unit will vary depending upon the cultural context of the workplace. Assessment should take account of the variances and special requirements that apply in particular situations

(2)   Pre-requisite Relationship of Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units.

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- needs and expectations of different customers as appropriate to industry sector
.

Skills
The ability to apply:

- listening skill
- questioning techniques
- non verbal communication skills
- understanding of teamwork principles

(4)   Resource Implications

The following resources should be made available:

- fully equipped hospitality and tourism environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCOR0021B: Follow health, safety and security procedures

Competency Descriptor: This unit deals with the skills and knowledge required to follow health, safety and security procedures. This unit applies to all individuals working in the tourism and hospitality industries. It also covers basic first aid

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Follow workplace procedures on health, safety and security	1.1 Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant regulations and insurance requirements.
	1.2 Breaches of health, safety and security procedures are identified and promptly reported.
	1.3 Any suspicious behaviour, packages or occurrences are promptly reported to the designated person.
2. Deal with emergency situations	2.1 Emergency and potential emergency situations are promptly recognised and required action is determined and taken with scope of individual responsibility.
	2.2 Emergency procedures are correctly followed in accordance with enterprise procedures.
	2.3 Basic first aid is performed following recommended procedures.
	2.4 Assistance is promptly sought from colleagues and/or other authorities where appropriate.
	2.5 Details of emergency situations are accurately reported in accordance with enterprise policy.
3. Maintain safe personal presentation standards	3.1 Personal presentation takes account of the workplace environment and health and safety issues.
4. Provide feedback on health, safety and security	4.1 Issues requiring attention are promptly identified.
	4.2 Issues are raised with the designated person in accordance with enterprise and legislative requirements.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Health, safety and security procedures may include but are not limited to procedures for:

- emergency, fire and accident
- hazard identification and control
- use of personal protective clothing and equipment
- safe sitting, lifting and handling
- security of documents, cash, equipment, people
- key control systems

Emergency situations may include but are not limited to:

- bomb threats
- deranged customers
- accidents
- robbery
- fire
- armed hold up
- floods
- earthquakes

Basic first aid is applied to:

- cuts
- simple burns (water, steam, fire)
- bruises
- choking
- sprains

First aid applications include:

- bandages
- cold pack
- Heimlich maneuver
- removing/lifting injured persons

Workplace environment and health and safety issues include but are not limited to:

- appropriate personal grooming and hygiene
- appropriate clothing and footwear

EVIDENCE GUIDE

Competency is to be demonstrated by applying health, safety and security procedures in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Evidence should include a demonstrated understanding of the importance of working in accordance with health, safety and security procedures, and of the potential implications of disregarding those procedures

(2) Pre-requisite Relationship of Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units.

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>   <u>Skills</u>
Knowledge of: The ability to:

- industry/sector insurance and liability requirements in relation to individual
- staff responsibilities
- relevant occupational health and safety regulations in relation to obligations of employers and employees
- common health, safety and activity procedures in tourism and hospitality workplaces
- major causes of workplace accidents relevant to the work environment
- Basic first aid applied to cuts, simple burns (fire, water, steam); bruises, choking, sprains

- follow health, safety and security procedures in tourism and hospitality workplaces
- identify major causes of workplace accidents relevant to the work environment
- identify and appropriately deal with security risks in the work environment

(4)   Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCOR0031A: Develop and update hospitality industry knowledge

Competency Descriptor:

This unit deals with the skills, knowledge and attitudes required to access, increase/update and share knowledge of the hospitality industry, including different industry sectors and relevant information on heritage and cultural practices. This knowledge underpins effective performance in all sectors.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Update hospitality industry knowledge	1.1	Informal and/or formal research is used to update general knowledge of the hospitality industry.
	1.2	Specific information on sector of work is accessed and updated.
2. Seek and share information on the hospitality industry	2.1	Sources of information on the hospitality industry are correctly identified and accessed.
	2.2	Information to assist effective work performance within the industry is obtained.
	2.3	Information is shared with customers and colleagues as appropriate, and incorporated into day to day working activities.
	2.4	Industry information is correctly applied to day to day work activities.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Information sources may include but are not limited to:

- media
- reference books
- libraries
- unions
- maps

- resource person
- industry associations
- industry journals
- internet
- personal observation and experience

EVIDENCE GUIDE

Competency is to be demonstrated by accessing, increasing, updating and sharing knowledge of the Hospitality Industry in accordance with the performance criteria and the range listed within the Range of Variables Statement.

(1)   Critical Aspects of Evidence

- the specific focus of this unit will depend upon the industry sector
- evidence should include a demonstrated broad knowledge of the hospitality industry plus a more detailed knowledge of the issues that relate to
- a specific sector or workplace
- local heritage and cultural practices
- expectations of tourists as conditioned by their cultural habits

(2)   Pre-requisite Relationship of Units

- THHGAD0101A   Source and Present Information

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

Different sectors of the hospitality industry
and their interrelationships including a
general knowledge of the role and function
of but not limited to the following:

- food and beverage
- front office
- food production
- housekeeping
- clubs
- entertainment
- overview of quality assurance in the
- hospitality industry and the role of
- individual staff members
- industry information sources
- local heritage
- local cultural practices
- general expectations of various
  categories of tourist as influenced by
  their own cultural backgrounds and
  peculiarities
- the role of trade unions and employer
   groups in the industry

<u>Skills</u>
The ability to:

- apply questioning techniques to obtain
  information
- sort and summarise information
- share information with colleagues
- relate information on local heritage
- apply and explain various cultural practices
  as relevant to area of work
- relate to tourists from various cultures
- locate places on a world map
- give directions using a local map

(4)   Resource Implications

The following resources should be made available:

- a hospitality environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular
checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCOR0041A: Follow workplace hygiene procedure

Competency Descriptor:

> This unit deals with the skills and knowledge required to follow the key hygiene procedures, which apply in many sectors of the hospitality industry. It is particularly relevant to the Kitchen, Housekeeping, Food & Beverage and some Tour Operations.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Follow hygiene procedures	1.1	Workplace hygiene procedures are strictly followed in accordance with enterprise standards.
	1.2	Handling and storage of all items is completed in accordance with enterprise standards and proper hygiene practices.
2. Identify and prevent hygiene risks	2.1	Potential hygiene risks are promptly identified and dealt with appropriately.
	2.2	Action is taken to minimise or remove risks identified within the scope of individual responsibility.
	2.3	Hygiene risks beyond the control of individual staff members are promptly reported to the appropriate person for follow up.

RANGE STATEMENTS

This unit applies to various hospitality sectors.

Hygiene procedures may be related to:

- food
- beverage
- linen
- handling of garbage
- cleaning procedures
- personal activities on-the-job

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively follow workplace hygiene procedures in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Look for:

- understanding of the importance of following hygiene procedures and of the potential implications of
- disregarding those procedures
- knowledge of practical workplace examples
- ability to follow established procedures

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge	Skill
Knowledge of:	The ability to:
- factors which contribute to hygiene problems - general hazards in the handling of food, including major causes of food poisoning - overview of relevant regulations in relation to food hygiene - typical hygiene control procedures in the hospitality industry	- follow hygiene procedures - identify and prevent hygiene risks

(4)   Resource Implications

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOR0051A: Deal with persons from other cultures

Competency Descriptor: 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.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Communicate with customers and colleagues from diverse backgrounds	1.1 Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity.
	1.2 Verbal and non-verbal communication takes into account cultural differences.
	1.3 Where language barriers exist, efforts are made to communicate through use of inoffensive gestures or simple words in the other person's language.
	1.4 Assistance from colleagues, reference books or outside organisations is obtained when required.
2. Deal with cross cultural misunderstandings	2.1 Issues, which may cause conflict or misunderstanding in the workplace, are identified and appropriately dealt with.
	2.2 Difficulties are addressed in a correct manner and assistance is sought from appropriate person where required.
	2.3 When difficulties or misunderstandings occur, possible cultural differences are considered.
	2.4 Efforts are made to resolve the misunderstanding, taking account of cultural considerations.
	2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow up.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Possible cultural differences may include but are not limited to:

- language spoken
- forms of address
- levels of formality/informality
- non-verbal behaviour
- work ethics
- personal grooming
- family obligations
- recognised holidays
- customs
- special needs
- product preferences
- local jargons

Cultural differences may include but are not limited to those of the following nature: (examples only):

- race
- language
- special needs
- disabilities
- family structure
- gender
- age
- sexual preference

Attempts to overcome language barriers may be made to:

- meet and greet/farewell customers
- give simple directions
- give simple instructions
- answer simple enquiries
- prepare for, serve and assist customers
- describe goods and services

Outside organisations may include but are not limited to:

- interpretative services
- diplomatic services
- local cultural organisations
- appropriate government agencies

EVIDENCE GUIDE

Competency is to be demonstrated by communicating effectively with customers and colleagues in accordance with the performance criteria and the range listed within the range of variables statement.

(**1**)   **Critical Aspects and Evidence**

- evidence should include a demonstrated knowledge of what it means to be 'culturally aware' and a demonstrated ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role
- evidence of competency should relate to different communication and customer service contexts and may need to be collected over a period of time
- the focus of this unit will vary depending upon the cultural context of the workplace and the cultural background of the individual. Assessment should take account of the cultural variances and requirements that apply in particular situations

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- principles that underpin cultural
- awareness
- recognition of the different cultural
- groups in the country's society
- basic knowledge of the culture of persons from the main places where the country's tourists come from including but not limited to USA, Canada, Japan, Germany, England
- various international tourist groups (as appropriate to the sector and individual workplace)
- differences in the culture of various groups

Skills
The ability to:

- treat customers and colleagues with respect and sensitivity
- communicate effectively
- identify and deal with cultural issues
- deal with conflict/misunderstanding due to cultural differences

(4)   Resource Implications

- tourism and hospitality environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.
Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

This unit of competency contains both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical

(6)   Context of Assessment

Evidence is best gathered using the processes and procedures of the individual workplace context as the means by which the candidate demonstrates competence.
In order to ensure consistency of performance, evidence should be collected over a period of time that is sufficient to include dealings with an appropriate range and variety of situations as identified in the range.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTTEJ0031A: Contribute to the promotion of the country's tourism product

Competency Descriptor: This unit deals with the skills and knowledge required to contribute to the promotion of the country's tourism product.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Participate in promotional activities	1.1	Involvement demonstrates understanding of the objectives of the promotional activities.
	1.2	Involvement in promotional activities complement that of others.
	1.3	Areas for improvement are identified and communicated to the relevant persons.
	1.4	A friendly appearance is maintained at all times.
	1.5	A mastery of product knowledge is demonstrated.
2. Contribute to in-house promotions	2.1	Opportunities to participate in in-house promotions are promptly acted upon.
	2.2	Any information shared is accurate and disclosable.
	2.3	Dialogue is conducted in a manner and a pace appropriate to intended audience.
	2.4	Suggestions made for the improvement of in-house promotions are workable.
	2.5	Guests' responses are noted, recorded where applicable and communicated to the relevant persons.
3. Undertake a general public relations role	3.1	Relationships with other industry workers are established and conducted in a manner that enhances a positive image.
	3.2	Networks are used to assist in the implementation of promotional activities.

4.	Develop special products	4.1	Special products developed meet customers needs.
		4.2	Opportunities to develop products to meet particular customer needs are identified.
		4.3	Specific needs are established through consultation with the customer.
		4.4	Development of products is agreed within scope of individual responsibility.
		4.5	Products are developed in conjunction with appropriate colleagues.

RANGE STATEMENTS

Promotional activities may include but not limited to the following:

- special events at a hotel
- special events at an attraction site
- goods and services marketed by individual entrepreneurs
- community based activities

Issues relating to participation in promotional plans may include:

- objectives of the promotion
- venue and location
- duration
- date selection
- style and format of event
- technical equipment required
- number of invitees
- promotional materials required
- public relations implications

Networks may include:

- collaboration with other workers
- collaboration with tour operators and organizations
- working as a team; drawing on unique strengths of each member of the team

Guests may include:

- local citizens
- foreigners
- persons with special needs (disabled)
- children
- elderly persons

Participation may be in the form of:

- active member of an assigned promotional team
- indirect involvement as a result of place of work
- promoting the place of work as a normal part of ones everyday work

In-house promotion may be:

- specially planned activities/occasion
- routine activities

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to contribute to the promotion of tourism awareness in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Evidence should include:

- ability to participate in a number of promotional activities within a specific tourism context
- knowledge of aspects of the country's heritage, cultural practices, historical and geographical data as set out in the underpinning knowledge of this unit
- to demonstrate the ability to carry out each element in practical workplace contexts

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- governments role in marketing the country
- The country's tourism products
- the issues that affect promotional activities in the country's tourism industry
- features that make the country's tourism product unique and diverse
- promoting the country to local citizens
- customer trends and preferences
- the JTB's new marketing thrust (3 Es, education, entertainment, exitement)
- ways in which visitors form expectations of a destination
- visitors expectation of that country

<u>Skills</u>
The ability to:

- plan marketing and promotional activities
- co-ordinate participation in trade and consumer shows
- co-ordinate in house promotions
- schedule and organise in-house promotions
- create and implement promotional plans
- develop familiarisation programs
- establish relationships with industry and media colleagues
- develop public relations resources
- develop special products

(4)   Resource Implications

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to the particular tourism sector and consistent with the range of variables. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of tourism experiences.

(5)   Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures of an individual workplace context as the means by which the candidate demonstrates competence.

Evidence may be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of instances as cited in the range.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTTEJ0101A: Source and communicate information

Competency Descriptor: This unit deals with the skills and knowledge required to source and communicate information in response to an identified need. The presentation could be verbal or written.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Find information	1.1	Information sources identified are current and appropriate.
	1.2	Information sources are correctly accessed.
	1.3	Information is obtained within designated timelines.
2. Prepare and present information	2.1	Information is reviewed and selected to suit the specific need.
	2.2	Where appropriate, text is drafted to include all appropriate information.
	2.3	Information provided is structured and expressed in a clear and concise manner.
	2.4	Information is presented in a professional manner.
	2.5	Information is made available to the appropriate person within designated timelines.

RANGE STATEMENTS

Information include:

- information from product suppliers
- information from other teams in the enterprise
- customer service research
- information on new workplace systems

Information sources include:

- colleagues
- organization
- entertainment centers
- hotels

Means of accessing information include:

- telephone
- internet
- verbal (face-to-face)

Information may be communicated to:

- colleagues
- guests/visitors
- manager/supervisor

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to source and present information in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

    Look for:

- ability to find, review and present information on topics within the broad general experience and expertise of the individual

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- basic research skills including:
    - identification of information required
- questioning techniques to elicit information
    - note taking
    - sorting and processing information

Skill
The ability to:

- access information sources
- assess information for relevance and applicability
- present information orally
- prepare and present written information

(4)   Resource Implications

    The following resources should be made available:

- simulated or actual work environment

(5)   Method of Assessment

    Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

    Evidence is best gathered using the processes and procedures of an individual workplace context as the means by which the candidate source and share information.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOR0411A: **Maintain personal hygiene**

Competency Descriptor: This unit deals with the skills and knowledge required to follow personal hygiene procedures, and is applicable to many sectors of the Hospitality and Tourism industry.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Observe dress code	1.1	Workplace dress code is strictly followed.
	1.2	Clothing is laundered and where required properly ironed.
	1.3	Garment is free of unpleasant odour.
	1.4	Appearance and condition of garment is consistent with nature of work.
2. Maintain proper oral hygiene	2.1	Teeth are free of food residue.
	2.2	Breath is free of unpleasant odour.
	2.3	Teeth are free of discolouration caused by smoking.
	2.4	Intervals of dental consultations/visits are appropriate to the maintenance of good dental health.
3. Maintain physical care of the body	3.1	Correct hand washing procedures are followed.
	3.2	Cleanliness of hair, skin and nails is maintained at all times.
	3.3	Use of colognes and perfumes is unobtrusive.

RANGE STATEMENTS

Dress code relates to:

- company policy
- association/organization
- job specific requirements
- team

Body cleanliness relates to:

- care of the skin, nails and hair
- hand washing

Oral hygiene include:

- brushing
- use of floss/mouthwash
- dental visits

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to maintain personal hygiene
in accordance with the performance criteria and the range listed within the range of
variables statement.

(1)   Critical Aspects and Evidence

Look for:

- indications of proper oral hygiene
- ability to dress appropriately
- hair, skin and nail care

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>   <u>Skill</u>
Knowledge of: The ability to:

- factors which contribute to personal
  hygiene problems
- implications of poor oral hygiene of
  workers in the tourism industry
- proper grooming (males and females)
- issues relating to hair care in relation to
  religious practices
- nail care techniques for diabetic
  persons
- typical hygiene concerns in the
  hospitality industry
- hygienic practices that food service
  employers should require of their
  employees
- standard of dress and personal
  hygiene required of a staff to maintain
  the highest standard in a food service
  organisation
- factors to be considered when
  selecting footwear for work

- observe dress code
- maintain proper oral hygiene
- maintain physical care of the body

(4)   Resource Implications

The following resources should be made available:

- relevant instructional guides, charts, posters, video cassettes on maintaining personal
  hygiene

(5)   Method of Assessment

The nature of this unit lends itself to simulated exercises. Assessment activities may include any
one or a combination of the following:

- written or verbal short answer testing
- multiple choice testing
- role play

Assessment must be in accordance with the performance criteria.

Competence may be determined by observing candidates appearance overtime

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOT0061A: Collect and share information on the local community

Competency Descriptor:

> This unit deals with the skills and knowledge required to collect and relate information on the local community and applies to individuals operating in community tourism.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Collect information on culture	1.1 Cultural knowledge is accessed through reference to appropriate persons or sources according to community guidelines and cultural protocols.
	1.2 Key principles, values and practices of cultural knowledge are recognised and recorded according to community protocols.
	1.3 Culturally sensitive issues are recognised and the relevant information is collected in an appropriate manner.
	1.4 Established ownership of and parameters for transferring cultural knowledge is recognised and followed according to community protocols.
2. Identify the locations and patterns of plants and animals	2.1 Relationships between land, rivers, wetlands, sea, plant and animal life are accurately identified and documented.
	2.2 The seasonal cycles of plants and animal life are identified and recorded.
	2.3 Common and indigenous names are used to describe plants and animal according to community guidelines and cultural protocols.
	2.4 Accurate descriptions of plants and animal are collected and recorded for future reference.
	2.5 Appropriate members of the community are used to validate the information.
3. Identify plants, animals and resources used for medicine, religious practices and food	3.1 Plants, animals and other resources used for food, religious practices and medicines are identified and recorded.
	3.2 Common and indigenous names and terminologies are used to describe the use of plants and animal in medicine, religious practices and food according to community guidelines and cultural protocols.

		3.3	Relationships between spirituality and the people of the community are noted.
		3.4	Issues in relation to indigenous access and use of natural resources are defined and documented.
4.	Provide information on the life of the people	4.1	Information on the history and the lifestyle of the various ethnic groups are documented and presented.
		4.2	Information on the social, religious and economic activities of the community are presented to visitors.
5.	Relate information on cultural knowledge to others	5.1	Information on cultural knowledge is obtained from authentic sources of that knowledge following the appropriate guidelines and protocols.
		5.2	Information on cultural knowledge is related in an appropriate format and medium according to community guidelines and cultural protocols.
		5.3	Requests for disclosure of information on cultural heritage that infringes intellectual property rights of a group or community are referred to appropriate persons according to community guidelines and cultural protocols.
		5.4	Requests for disclosure of information on aspects of cultural knowledge by unauthorised individuals are appropriately declined.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to collecting and sharing information on the local community.

Cultural knowledge may include:
- dances
- songs
- festivals
- folklores
- fashion

- religious practices
- music
- theatre
- fashion
- natural resources and how they are used

Appropriate source of information may include:

- elders
- government agencies
- governing committees
- traditional owners
- community rangers
- culture and heritage officers
- national park rangers and marine park rangers
- cultural and heritage records

Local community may include:

- village or town
- geographical area
- marine or national park
- nature reserve
- private lands

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to collecting and sharing information on the local community in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- ability to source accurate and current information on the local area
- appropriately maintain information on cultural knowledge
- ensure information has been related to an authorised person
- demonstrate understanding of the protocols on disclosure of cultural knowledge
- demonstrate compliance with organisation policies and procedures on customer care
- follow documentation and reporting procedures

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- cultural knowledge about plant and animals relating to a particular community, group or region
- common and indigenous names for plants and animals
- cultural protocols relevant to region, community and scope and type of cultural knowledge
- role and rights of indigenous peoples in maintaining and controlling cultural knowledge
- individuals who are authorised to possess cultural knowledge
- intellectual and cultural property rights

Underpinning Knowledge and Skills (Cont'd)

Skills
The ability to:

- listen and communicate effectively
- investigate cultural knowledge
- identify locations and patterns of plants and animals in a specific area
- identify plants, animals and resources used for medicine, religious practices and food

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- involvement of appropriate people accepted by the local community in the assessment process
- interaction with members of the local community to obtain information

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOR0011A: Maintain quality customer care

Competency Descriptor: This unit encompasses the competencies required to deliver quality service to customers.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Deliver Service to Customers	1.1 Communication with customers conducted in a professional and courteous manner.
	1.2 Customers' needs and reasonable requests met or referred to the appropriate person.
	1.3 Customers' details and information recorded where necessary.
	1.4 Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction.
	1.5 Opportunities to deliver additional levels of service beyond the customer's immediate request recognised and acted upon.
	1.6 Contact with customer maintained until transaction is completed.
	1.7 Appropriate salutations are made to customers in a courteous manner.
	1.8 Verbal and non-verbal communication used to develop rapport with customers during service delivery.
	1.9 Repeat customer visit is encouraged by promotion of appropriate services or products.
2. Respond to Customer Complaints	2.1 Positive helpful attitude conveyed to customers when handling complaints.
	2.2 Complaints handled sensitively, courteously and with discretion.
	2.3 Nature of complaint established by active listening and questioning and confirmed with the customer.

		2.4	Action taken to resolve complaint to customers' satisfaction wherever possible.

2.4   Action taken to resolve complaint to customers' satisfaction wherever possible.

2.5   Unresolved customer dissatisfaction or complaints promptly referred to supervisor.

2.6   Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with establish policy.

2.7   Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.

2.8   Follow up action taken as necessary to ensure customer satisfaction.

3.   Respond to customers' requests   3.1   Customers' details and information recorded accurately.

3.2   Customers promptly referred to appropriate sources as required.

3.3   Customers provided with information in clear, concise manner.

3.4   Requests processed, recorded and acted upon according to established policy.

4.   Identify Customers' Special Requirements   4.1   Customers with special needs or requirements identified promptly by observation and questioning.

4.2   A willingness to assist is conveyed verbally and non-verbally.

4.3   Customers' needs are promptly serviced, referred or redirected as required.

RANGE STATEMENT

The following variables may be present:

- customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- request/complaints may be in verbal, written or electronic form

Encounter with customer may be:

- in the confines of a hotel
- in a restaurant
- in a craft shop/market place
- on the street
- host home

Customer needs may include:

- information regarding facilities and services
- direction
- desire to find product or service

Customer may include:

- internal and external customers
- staff

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to correctly interact with customers in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying customer service in keeping with stated criteria
- providing a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service procedure
- accurately identifying the nature of customer complaints, resolving complaints and providing service to customers according to the performance criteria and the range of variables
- using effective questioning/active listening and observation skills to identify customers' special requirements
- collaboratively working within a team to meet customers' needs

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- principles of customer service
- procedures for dealing with difficult customers
- importance of recording complaints
- reasons for delighting customers
- customer care
- what not to do in the presence of a customer
- the workers' role and importance to the customers (value own job)
- dealing with complaints from external and internal customers
- protocols when addressing/dealing with various category of customers including VIPs

Underpinning Knowledge and Skills (Cont'd)

<u>Skills</u>
The ability to

* questioning/listening
* resolving conflict
* following set routines and procedures
* handling difficult or abusive customers
* greeting/farewelling techniques
* preparing written record of complaints

(4)   Resource Implications
The following resources should be made available:

Resources may include:

* a real or simulated work environment conducive for the conduct of the elements in this unit

(5)   Method of Assessment

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.
Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

This unit of competency contains both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.
Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

(6)   Context of Assessment

Evidence is best gathered using the processes and procedures of the individual workplace context as the means by which the candidate demonstrates competence.
In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations as identified in the range.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOR0131A   Contribute to self development

Competency Descriptor: This unit describes the competencies involve in fostering an
awareness of the need for continuous skills development and a
positive attitude to self and work.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Set personal goals	1.1	Current competence and potential areas for development are identified.
	1.2	Strengths and weaknesses are correctly identified.
	1.3	Goals set are achievable, realistic and challenging.
	1.4	Planned goals are checked with appropriate persons and feedback, where given, used to make meaningful adjustments.
	1.5	Realistic amounts of time and resources necessary to achieve set objectives are identified.
	1.6	Progress and performance in achieving set goals are regularly reviewed.
2. Display positive self-image	2.1	Attitude toward personal deportment reflects a positive self-image.
	2.2	Faith and confidence in own abilities are reflected in a positive approach to ones work.
	2.3	Expression of negative thoughts on every situation is avoided.
	2.4	Punctuality is displayed at all times.
3. Assess own achievement	3.1	Assessment is based on established goals and objectives.
	3.2	An assessment of self does not result in feeling of depression in case of under achievement.
	3.3	Assessment is objectively carried out.
	3.4	Assessment criteria and results are clearly written and defined.

3.5   Where short fall occurs possible reasons and corrective measures are identified.

3.6   Help is sought from appropriate persons where required.

RANGE STATEMENTS

Current competence and potential areas for development are identified through reference to Work standards or other models used by the organization.

Goals may include:

* organizational objectives
* intended acquisition
* educational
* family related
* monetary
* travel/vacation

Self-development include:

* improvement in self-esteem
* team work
* commitment to providing quality service
* positive thinking
* dealing with mistakes

Strengths and weaknesses may relate to:

* knowledge and skill in job performance
* personal habits
* addiction

Development takes place during:

* normal work time
* off duty time
* planned training exercises

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to contribute to the development of self in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

* ability to display self-esteem
* set realistic goals for oneself
* take own initiative to improve self

(2)   Pre-requisite Relationship of Units

* Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>   <u>Skill</u>
Knowledge of: The ability to:

- the meaning of self-esteem
- how to enhance/improve one's self-esteem
- the importance of team work in self development
- the relationship between self esteem and delivery of quality customer service

- set personal goals
- display positive self-image
- assess own achievement

(4)   Resource Implications

- access to relevant written materials on self development, motivational tapes/video on self esteem and self assessment

(5)   Method of Assessment

Assessment of this unit of competence will include observation of performance in real or simulated work processes and may involve questioning on underpinning knowledge. Assessment may be best determined by observing the candidate's performance over time

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTTEJ0091A: Demonstrate knowledge of tourism awareness

Competency Descriptor: This unit deals with the abilities to apply tourism awareness
                            information in day-to-day interface with visitors.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Investigate the country's tourism product	1.1 Informal and /or formal research is used to update own knowledge of the country's tourism product.
	1.2 Knowledge of the history of tourism in the country is demonstrated.
	1.3 The term "tourism" is correctly defined.
	1.4 The importance of tourism to the country is correctly explained.
	1.5 Motives and current trends in regional and international travel are correctly identified.
	1.6 An awareness of the negative impact of tourism on the country is demonstrated.
2. Apply knowledge of the country's tourism product	2.1 An understanding of Government's role in tourism marketing is demonstrated.
	2.2 Explanation of own role in the promotion of the tourism product indicates a clear understanding.
	2.3 The ability to relate to guests/visitors is demonstrated.

RANGE STATEMENTS

Informal and/or formal research include:

- enquiry from work colleagues
- enquiry from older members of the community
- newspaper
- magazines and other special publications
- library
- internet

Knowledge of tourism history in the country include some significant dates and events:

Importance of tourism in relation to:
- economic impact
- environmental impact
- social and cultural impact

Travel motives and trends include:

- recreation/pleasure
- education
- business
- health
- sports
- trade

Negative impact include:

- economic impact
- environmental impact
- social and cultural impact

Understanding of the term "tourism" include knowledge of:

- eco-tourism
- community tourism
- cultural heritage tourism
- main components of tourism

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to demonstrate an understanding of the country's tourism product in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Evidence should include:

- basic knowledge of the history of tourism in the country
- ability to define "tourism"
- explain some positive benefits as well as negative impact of tourism on the country's economy
- identify trends and travel motives
- ability to share information with others

(2)   Pre-requisite Relationship of Units

- Nil

(3)   **Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the tourism product
- Government agencies and associations involve in tourism including J.T.B, TPDCO, JHTA, AJAL, JUTA, JCAL, MAXI
- travel motives and current trends
- visitor expectations and impacting factors
- Some useful dates and events in the development of the country's tourism industry
- own role in contributing to the tourism product
- importance of tourism to the country's economy
- environmental issues relating to tourism
- social and cultural impact of tourism on Jthe country
- types of sports and sporting events
- tourism's contribution to the country's GDP
- the principles of community tourism
- benefits of community tourism

Skills
The ability to:

- update own knowledge of the country's tourism product.
- define the term "tourism"
- explain the importance of tourism to the country
- identify motives and current trends in regional and international travel
- demonstrate awareness of the negative impact of tourism on the country
- demonstrate understanding of Government's role in tourism marketing
- explain own role in the promotion of the tourism product

(4)   **Resource Implications**

The nature of this unit requires for the most part simulated experiences. Simulation and all resources should relate to and be consistent with the range of variables. Resources should be generic and be applicable to a wide variety of experiences consistent with the range of variables.

(5)   **Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures, as much as is practicable, of real life contexts as the means by which the candidate demonstrates competence.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in actual work experiences or through simulations. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

THTTEJ0071A: Contribute to environmental care and protection

Competency Descriptor: This unit deals with the skills and knowledge required to contribute to maintaining a clean and healthy environment.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Contribute to the prevention of land pollution	1.1 Spillage is avoid during transport of garbage.
	1.2 Soiled liners are replaced where required.
	1.3 Recyclable materials are identified and separated as appropriate.
	1.4 A willingness to keep work area clean and free of garbage is demonstrated.
	1.5 All garbage encountered, regardless of source, is cleaned and appropriately disposed of.
2. Contribute to the prevention of water pollution	2.1 Potential water pollutants are correctly identified.
	2.2 Precautions are taken to ensure chemicals used do not pollute water sources/environment.
	2.3 Empty chemical containers are disposed of safely or according to manufacturers instructions where given.
	2.4 The handling of chemicals indicates an understanding of the reason for preventing pollutants entering water sources.
	2.5 Practices that contribute to pollution of water sources are identified.
3. Contribute to the prevention of air pollution	3.1 Unnecessary running of engine/equipment operation is avoided to minimise air pollution.
	3.2 Vehicles are driven efficiently to minimize excessive exhaust emissions in the air environment.

		3.3	Routine checks are conducted to ensure emission control equipment on vehicle is operating correctly.
		3.4	Knowledge of everyday activities that contribute to air pollution is demonstrated.
4.	Maintain awareness of environmental issues	4.1	An understanding of reasons for implementing waste minimization strategies is demonstrated.
		4.2	Opportunities for contributing to the minimization of wastes are identified and the appropriate actions are taken.
		4.3	Importance of waste management is understood.
		4.4	Impact of waste on the environment is understood.
		4.5	Effort is made to share information with others on environmental care and pollution prevention.
5.	Help in the preservation of the country's flora and fauna	5.1	Ability to identify species of animals and plants found in the cointry is demonstrated.
		5.2	Some benefits of the country's flora and fauna to the tourism product are correctly explained.
		5.3	Knowledge of possible ways to preserve the environment is demonstrated.

RANGE STATEMENTS

Wastes include but are not limited to

- sewage, body emissions, wastes from production of items (woodcuttings, metal scraps, food containers, packaging and wrapping materials
- blood and other human waste; syringes and needles; waste, soiled and disposable linen
- foodstuffs, drinks

Types of waste include:

- Those that are biodegradable such as plant materials
- Those that are non-biodegradable such as plastics and other resin based materials

Pollution includes:

- Oils
- gas
- wastes
- noise
- wastewater

Water sources include:

- rivers
- streams
- wells
- sea

Source of waste/garbage may include but are not limited to:

- washing of vehicles in or close to rivers/streams
- holding of major functions (parties, dance, stage shows, family outings/picnics)
- hotels, guest houses and other places of accommodation or entertainment

Disposal receptacles include:

- compactors; large waste bins; open trucks; dust bins, garbage bags

Some fauna in the following groups common or endemic to the country:

- mammals
- reptiles
- crustaceans
- fishes
- insects
- birds
- amphibians

Precautions taken during vehicle cleaning include:

- use of environmentally friendly cleaning products
- washing in designated areas
- removing and appropriately disposing of waste from the vehicle

Benefits/value of flora and fauna include:

- food
- medicinal
- aesthetic
- economic

Rubbish bin types include:

- recycle bins
- general purpose bins
- wet rubbish bins
- restroom paper bins
- needle hazard disposal units

Equipment and supplies can include:

- pick-up trolley; mobile garbage bins, cleaning agents, bin liners

Some flora in the following groups common or endemic to the country:

- shrubs
- grasses
- trees
- algae
- ferns

Chemical containers include:

- herbicide containers
- insecticide containers
- motor vehicle engine oil containers
- aerosol containers

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to environmental care and protection in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Evidence should include:

- Awareness of types of pollution and how pollution can be minimized.
- Ability to operate vehicle to minimize pollution.
- Selection and use of liners and waste storage receptacles
- Identify and separate recyclable materials
- Identify some flora and fauna endemic/common to the country

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the environment and its components (physical and biological)
- basic familiarity with terms such as:
  - Ecosystem
  - Habitat
  - Natural resources
  - Renewable resources
  - Non-renewable resources
  - Development
  - Carrying capacity
  - Sustainable development
  - Conservation
  - Environmental pollution
- common causes and effects of
  - land pollution
  - water pollution
  - air pollution
- sources of information on environment and environmental protection
- names of animal and plant species

Skills
The ability to:

- transport waste to disposal point
- identify and separate recyclable materials
- keep work area clean and free of garbage
- identify water pollutants
- dispose empty chemical containers
- identify practices that contribute to pollution of water sources
- ensure emission control equipment on vehicle is operating correctly

Underpinning Knowledge and Skills (Cont'd)

Knowledge
Knowledge of:

- coral reefs and their importance
- Importance of effective waste management
- impact of waste on the environment
- common pollutants and strategies for avoidance/minimisation
- appropriate waste disposal
- waste identification and sorting
- some terrestrial animals of the country
- some endemic birds of the country
- value of some flora and fauna (food,
- medicinal, aesthetic, economic)
- some possible impact of environmental
- pollution on animal and plant life

(4)   Resource Implications

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to the particular tourism sector and consistent with the range of variables. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of experiences.

(5)   Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures of an individual workplace context as the means by which the candidate demonstrates competence.

Evidence may be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of environmental contexts.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOR0021A: **Share information on the country's geography, history and culture**

Competency Descriptor: This unit deals with the skills and knowledge required to share information on the country's geography, history and culture.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Upgrade own knowledge of the country's heritage and cultural practices	1.1 Informal and/or formal research is used to obtain desired information.
	1.2 Specific information in relation to a query or area of work is accessed.
	1.3 Sources of information are correctly identified and accessed.
	1.4 Information sourced is relevant to intended purpose.
	1.5 Appropriate contact is established and maintained with key resource persons.
	1.6 Appropriate interpersonal and networking skills are used in liaison with information source.
2. Impart information on the country's heritage and cultural practices	2.1 Information shared is accurate and communicated at a pace and in a manner that facilitate understanding.
	2.2 A willingness to share information is demonstrated.
	2.3 Information shared is appropriate and incorporated into day-to-day work activities.
	2.4 Knowledge of the country's history and culture is demonstrated.
	2.5 Information is imparted in a polite and helpful manner at all times.
	2.6 Situations where requested information is unknown are appropriately handled.
3. Share information on the country's geography	3.1 The ability to locate places on a map is demonstrated.
	3.2 The ability to share basic information on the country's geography is demonstrated.

RANGE STATEMENTS

History and culture may include:

- religious practices
- folklore
- music
- dance forms
- traditional foods
- sports
- fashion
- theatre
- film

Information on the country's may relate but not limited to:

- cultural practices
- historical data including significant dates and happenings
- National symbols and their meanings
- National heroes
- The people who came and their influence on place names
- Size (length, width, population, highest point)
- Climate
- Rivers and mountains

Information sources may include but are not limited to:

- media
- reference books
- maps
- resource persons
- industry associations
- industry journals
- internet
- personal observations and experiences

Method for sourcing information may include:

- telephone contact
- internet access
- person to person interview
- desk research (print material)

Query may originate from:

- own desire to find out information
- guest enquiry
- co-workers enquiry

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to access and share information on the country's
 heritage and cultural practices in accordance with the performance criteria and the range listed
within the range of variables statement.

(1)   Critical Aspects and Evidence

Evidence should include a demonstrated ability to:

- interpret and communicate information accurately to guests/customers and peers
- access, comprehend and process information accurately
- participate actively and positively within a workplace team
- consistently apply proper procedures, in regard to personal dress, presentation, hygiene and code of conduct
- locate places and interpret information from maps accurately

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- common industry information sources
- local history
    - national symbols and their meanings
    - national heroes
    - places in the country whose names are influenced by the people who came to here
    - important dates in the country's history
- local cultural practices
    - story telling
    - riddles
    - proverbs
    - evolution of contemporary the country's music
    - music in the 50's, 60's, 70's, 80's, 90's
    - traditional dance forms – European, African, Euro-African
    - traditional foods
- history of the country's music
- common cultural differences of guests from USA, Canada, Europeans, England, Scotland, Wales, Germany, Japan

Underpinning Knowledge and Skills (Cont'd)

Knowledge
Knowledge of:

- basic information on the geography of the country
    - climate
    - terrain
    - position/location
    - size
    - principal elevations above sea level
    - principal rivers
- how to locate places on a map

Skills
The ability to:

- apply questioning techniques to obtain information
- sort and summarise information
- share information with guests/colleagues
- communicate
- relate information on local history
- apply and explain various cultural practices
- relate to tourists from various cultures
- locate places on a map of the country

(4)   Resource Implications

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to the particular tourism sector and consistent with the range of variables. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of tourism experiences. Resources may include: internet facility, maps, written materials.

(5)   Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures of an individual workplace context as the means by which the candidate source and share information.

Evidence may be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of information sourcing and sharing situations.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHHOK0921A: Prepare guest rooms

Competency Descriptor: This unit deals with the skills and knowledge required to prepare
                                rooms for guests in a commercial accommodation establishment.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Prepare for room service	1.1	Equipment required for servicing rooms is correctly selected and prepared for use.
	1.2	Supplies for trolleys are accurately identified and selected or ordered in sufficient numbers in accordance with property procedures.
	1.3	Trolleys are safely loaded with adequate supplies in accordance with property procedures.
	1.4	Check-in times and dress codes are adhered to at all times.
	1.5	Inability to meet time schedule is promptly communicated to the appropriate person.
	1.6	Requests from Front Office for room availability and status are prioritised and promptly actioned.
2. Access rooms for servicing	2.1	Rooms requiring service are correctly identified from information supplied to housekeeping staff.
	2.2	Rooms are accessed in accordance with property customer service and security procedures.
	2.3	Guests are greeted in a pleasant manner.
	2.4	Guests are responded to politely and provided with correct information about the hotel as requested.
	2.5	Respect for guests' privacy is demonstrated.
	2.6	Emergency exits are kept clear.
	2.7	Requests to open doors for guests that have lost their keys are refused and guests referred to the front desk in a friendly manner.

3.	Make beds	3.1	Beds are stripped and mattresses, pillows and linen checked for stains and damage.
		3.2	Stained items are removed in accordance with property procedures.
		3.3	Bed linen is replaced in accordance with property standards and procedures.
		3.4	Beds are made consistent with the approved method.
4.	Clean and arrange bedroom furniture and furnishings	4.1	Rooms are cleaned in the correct order and with minimum disruption to guests.
		4.2	All furniture, fixtures and fittings are cleaned and checked in accordance with property procedures and hygiene/safety guidelines.
		4.3	All items are reset in accordance with property standards.
		4.4	Room supplies are checked, replenished or replaced in accordance with property standards.
		4.5	Pests are promptly identified and appropriate action is taken in accordance with safety and property procedures.
		4.6	Rooms are checked for any defect and all defects are promptly reported in accordance with property procedures.
		4.7	Damaged items are recorded in accordance with property procedures.
		4.8	Unusual or suspicious items or occurrences are promptly reported in accordance with property procedures.
		4.9	Drapes and curtains are changed or effectively cleaned in accordance with property standards or given instructions.
		4.10	Guest items, which have been left in vacated rooms, are collected and stored in accordance with property procedures.
		4.11	Problem situations are correctly dealt with.
5.	Prepare bathrooms	5.1	All relevant safety procedures are observed in carrying out cleaning operations.
		5.2	Bathroom fixtures, equipment and furnishings are clean, free of stains, spots, debris and smudges.
		5.3	Fixtures and equipment are in good repair.

5.4   Maintenance requests are expedited.

5.5   Bathroom amenities and supplies are replenished and displayed according to property standards.

5.6   Guests' personal effects are handled according to given instructions.

6.   Clean and store trolleys and equipment

6.1   Trolleys and equipment are cleaned after use in accordance with safety and property procedures.

6.2   All items are correctly stored in accordance with property procedures.

6.3   Supplies are checked and items replenished or re-ordered in accordance with property procedures.

RANGE STATEMENTS

Equipment and supplies may include but not limited to:

- cleaning agents and chemicals
- vacuum cleaners
- mops
- brushes
- buckets

Bed making to include:

- regular
- turn down
- two sheet method
- three sheet method
- with blanket
- with top sheet and/or blanket tucked in
- with top sheet and/or blanket loose on one or both sides
- special occasions (honeymoon, anniversary)

Disability to include:

- persons who are confined to wheelchair
- blind persons

Cleaning process to include:

- eliminating dirt and grime
- sanitizing
- disinfecting
- polishing

Room supplies may include but are not limited to:

- stationery,
- linen,
- property promotional
- material
- local tourist information

Room status include:

- checkout rooms
- vacant rooms
- occupied rooms (guest in, guest out, minors and disabled persons present)

Bed covering to include:

- sheets
- blankets
- bed pads
- bedspreads
- pillow and pillow cases
- water proof sheets
- valances/mattress covers
- pillow bags/ slips

Bathroom fixtures, fittings and supplies may include but are not limited to:

- urinals
- bath tubs
- lavatory basin
- water closet
- faucets
- clothes closets
- soaps
- tissue
- towels
- glassware

Changing/cleaning of drapes and curtains include:

- cleaning drapes and curtains in hanging position
- taking down and replacing drapes and curtains
- removing stains
- The use of wet and dry vacuum
- soft brush
- feather duster

Room fixtures, appliances and equipment include but not limited to:

- air condition
- lamps
- hair dryer
- clock
- television
- radio
- wall hangings
- mirrors and glassware
- wardrobes
- furnishings
- bed(s)
- light fittings
- refrigerators

Problem situations may include:

- missing items
- worn, damaged or stained linen or other items
- safety risks
- absence of power
- non-functioning equipment/appliance/fixture

Guest rooms include:

- bedrooms
- bath rooms
- patio

Beds include:

- double beds
- single beds
- cots/folding beds

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to organize and carry out the complete servicing of guest rooms in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Evidence should include a demonstrated ability to organise and carry out the complete servicing of a bed room and bathroom within the timeframe required by a commercial accommodation establishment

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- property procedures in relation to presentation of guest rooms
- security and safety issues for guest rooms
- health and safety factors in relation to cleaning
- safe handling of common cleaning equipment
- cleaning chemicals- types and usage. (do's and don'ts)
- hotel facilities
- safe handling and treatment of common hazards encountered in the cleaning of bedrooms and bathrooms including:
  - blood, needles and syringes, used
  - condoms, sharp objects, human waste,
  - surgical dressings, broken glass, fats and
  - oils, gum, lit cigars/cigarettes
  - precautions, procedures and techniques relating to the cleaning of surfaces such as glass, painted/polished wood, steel, iron, plastic, rubber, brass, silver, aluminium, fabric, leather, concrete (paved, painted)

<u>Skill</u>
Ability to:

- select and prepare equipment for servicing rooms
- access room for servicing
- make up beds
- clean rooms
- clean and check furniture, fixtures and fittings
- check and replenish room supplies
- clean bathroom fixtures, equipment and furnishings
- replenish and display bathroom amenities and supplies
- clean and store trolleys and equipment

Underpinning Knowledge and Skills (Cont'd)

Knowledge
Knowledge of:

- techniques for removing stains such as ink, vegetable stains, gum from carpets and floors
- general procedures for cleaning toilet bowls
- types of trolleys and stocking trolleys
- procedures for entering a guest's room
- purpose and procedures in airing, deodorizing and spraying bedrooms
- types of bed linen and accessories
- procedures for stripping and making beds
- factors to be considered when checking and arranging appliances and furnishings
- bed making styles
- drapery cleaning in hanging position – use of wet and dry vacuum
- safety precautions in lifting and moving heavy items
- precautions in preparing rooms for wheelchair confined and blind persons

(4)   Resource Implications

The following resources should be made available:

- housekeeping facility

(5)   Method of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation.

Simulated activities must closely reflect the workplace scenario. A range of methods to assess underpinning knowledge should support this.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where individuals are able to actually prepare bedrooms and bathrooms.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOT0301A: **Use traditional cooking methods**

Competency Descriptor:

This unit deals with skills and knowledge required to apply
principles and methods used in traditional cookery including
national cuisines as well as local specialisations.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Select and use cooking equipment	1.1 Appropriate equipment is selected for particular cuisine styles and required cooking methods in accordance with traditional requirements.
	1.2 Equipment is set up, used and maintained hygienically, safely and in accordance with manufacturer's instructions, enterprise specifications and traditional requirements.
2. Assemble and prepare ingredients for traditional menu items	2.1 Ingredients are correctly identified according to recipes or enterprise requirements.
	2.2 Correct quantities and ratios of commodities are calculated for specific menu items using traditional methods.
	2.3 Ingredients for specified dishes are prepared, cut and portioned to enterprise portion specifications using the appropriate methods.
	2.4 The ingredients are assembled according to the correct quantity, type and quality required in accordance with traditional requirements.
	2.5 The ingredients are prepared in the required form and time frame, using appropriate preparation methods and cutting techniques.
3. Apply method of cookery and cook and prepare a range of traditional menu items	3.1 The dishes are prepared using specified commodities and ingredients and employing a range of cookery methods according to recipe specifications for a given menu.
	3.2 The cooking process is completed in a logical and sequential manner following the appropriate traditional procedures.

3.3   Problems with the cooking process are promptly identified and the appropriate corrective action is taken in according to traditional practices.

3.4   Menu items are presented according to cuisine style and enterprise practices.

3.5   Healthy working relationship is developed with members of the kitchen team to ensure timely preparation of dishes.

4.   Carry out safe work practices

4.1   Full compliance with legislative and regulatory requirements is demonstrated in accordance with enterprise guidelines.

4.2   A clean and tidy workplace is maintained according to health and safety requirements and enterprise procedures.

4.3   Workplace food hygiene and safety procedures are followed during preparation, cooking and serving of food and menu items according to industry and enterprise requirements.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using traditional cooking methods.

Dishes to be prepared must use a range of commodities, including:

- vegetables, fruits and salad vegetables (fresh and dried)
- culturally-appropriate meats (chicken, beef, lamb, goat, pork)
- seafood (prawns and other crustaceans, squid, shellfish, fish)
- freshwater fish
- herbs, spices and condiments
- eggs
- rice and farinaceous products

Methods of cookery may include:

- deep frying
- barbecuing
- grilling
- shallow frying
- roasting
- stewing
- steaming
- roasting
- baking
- boiling

Maintenance of equipment may include:

- cleaning and repairing grills
- sharpening knives and cleavers
- care of pestles and mortars
- care of specialised equipment such as brick ovens

Legislative and regulatory requirements include:

- hygiene in food handling and storage
- occupational health and safety
- local government regulations
- pest and vermin control

Equipment may include traditional equipment such as:

- barbecues
- roasting drums
- charcoal grills
- mincers
- brick ovens
- charcoal stoves
- cutting, chopping and slicing implements such as cleavers and knives
- strainers
- mortar and pestle
- ladles
- whisks
- cassava press

Traditional menus may include:

- curried goat
- jerk pork and chicken
- oxtail
- rice and peas

-

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to use traditional cooking methods in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the ability to prepare dishes within realistic time constraints using a range of cookery methods appropriate to the style of cuisine
- application of knowledge of major commodities, culinary terminology and equipment for the various methods of cookery and cuisine style being used
- use of real traditional ingredients
- application of food hygiene and occupational health and safety principles and procedures during the cooking and presentation process

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- underlying principles of traditional cookery related to particular cuisine style or styles
- culinary terms related to particular traditional cuisines
- food preparation techniques for particular cuisines
- use of equipment, both traditional and contemporary, including its care and maintenance
- knowledge and use of typical commodities, herbs and spices, condiments, thickening and flavouring agents relevant to the particular cuisine and appropriate cookery methods
- the effects of cooking techniques on nutrition, taste, food texture and appearance
- typical food allergies and consequences
- principles and practices of hygiene on a personal and professional level related to working in a kitchen, including suitable dress
- safe work practices, particularly in relation to bending, lifting, and using cutting implements, appliances, heated surfaces and other equipment which carry a risk of burns
- waste minimisation techniques and environmental considerations in specific relation to different methods of traditional cookery

Skills
The ability to:

- select and use equipment
- use different methods of cookery to prepare traditional dishes
- identify and prepare ingredients
- apply health and safety procedures
- work with others

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- equipment required for a range of cooking methods
- customers requiring a range of menu

(5)   **Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   **Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHFAB0151A: Prepare and serve non-alcoholic beverages

Competency Descriptor: This unit deals with the skills and knowledge required to prepare and serve a range of teas, coffees and other non-alcoholic beverages.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare and serve a range of teas and coffees	1.1 The name and style of coffee or tea requested is identified in response to customer request or agreed with customer prior to serving.
	1.2 Correct ingredients and equipment are selected and used in accordance with manufacturer's specifications and enterprise practices.
	1.3 Beverages are correctly prepared in accordance with customer requests and required timeframe.
	1.4 Strength, taste, temperature and appearance are considered.
	1.5 Beverages are attractively presented in appropriate crockery or glassware in accordance with enterprise standards.
2. Prepare and serve cold beverages	2.1 Ingredients are correctly selected.
	2.2 Machinery and equipment is correctly selected and used in accordance with manufacturer's specifications.
	2.3 Beverages are correctly prepared in accordance with standard recipes, customer requests and required time frame.
	2.4 Beverages are served and garnished attractively in appropriate container.

3.	Use, clean and maintain equipment and machinery for non-alcoholic drinks	3.1 Machinery and equipment are safely used in accordance with manufacturer's specifications and hygiene/safety requirements.
		3.2 Machinery and equipment are regularly cleaned and maintained in accordance with manufacturer's specifications and enterprise cleaning and maintenance schedules.
		3.3 Problems are promptly identified and reported to the appropriate person.

RANGE STATEMENTS

This unit applies to the serving of coffee, tea and other non-alcoholic beverages.

Coffee methods may include but are not limited to:

- brew
- iced
- espresso

Teas may include but are not limited to:

- herb
- specialty
- instant

Cold beverages may include but are not limited to:

- shakes
- flavoured milks
- iced chocolate/coffee
- juices
- cordials and syrups
- waters
- soft drinks
- non-alcoholic cocktails
- mix water

EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare and serve non-alcoholic beverages in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Evidence should include demonstrated ability to prepare and serve a range of coffees, teas and non-alcoholic beverages with enterprise acceptable timeframes.
- Knowledge of drinks products, hygiene requirements and equipment usage must be demonstrated
- Demonstrate various beverage preparation styles according to the need of the work place

(2)   **Pre-requisite Relationship of Units**

This unit should be assessed with or after the following unit:

- THHCOR0041A   Follow workplace hygiene procedures.

(3)   **Underpinning Knowledge and Skills**

<u>Knowledge</u>
Knowledge of:

- origins and characteristics of a range of different types of coffees and teas
- the processes involved in the production and preparation of teas and coffees
- variety of non-alcoholic beverages
- procedures in preparing a range of natural juices
- characteristics of, and ingredients used in non-alcoholic beverages commonly available in the country's market

<u>Skill</u>
The ability to:

- prepare and serve non-alcoholic beverages which include but are not limited to:
- coffee
- teas
- shakes
- flavored milk
- hot/iced chocolate
- juices
- syrups
- soft drinks
- non-alcoholic cocktails

(4)   **Resource Implications**

The following resources should be made available:

- Food service facility (simulated or actual enterprise).

Equipment may include but is not limited to:

- espresso machines
- grinders
- percolators/urns
- drip filter systems
- tea pots

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit must be assessed on-the-job or in a simulated environment, where beverage preparation equipment is provided. This should be supported by a range of methods to assess underpinning knowledge

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOT0071A: Develop and update local knowledge

Competency Descriptor:

This unit deals with the skills and knowledge required to build and maintain the local knowledge that is required to effectively respond to general customer information requests in a range of tourism and hospitality enterprises.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Develop local knowledge	1.1	Appropriate sources of information on the local area are identified and accessed.
	1.2	Information is recorded and filed for further use in accordance with enterprise procedures.
	1.3	The types of information commonly requested by customers are correctly identified and retrieved.
2. Update local knowledge	2.1	Opportunities to update local knowledge are identified and utilised.
	2.2	Updated knowledge is appropriately shared with customers and colleagues and is incorporated into day-to-day working activities.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to developing and updating local knowledge

Information may include:

- specific shopping details, markets
- restaurants, cafes and other dining venues
- other facilities and services such as hairdressers, dentists, travel agencies
- theatres and entertainment venues
- sporting facilities
- tours, local outings and trips
- travelling routes
- weather conditions

Information may include:

- established enterprise specific information
- local transport options
- local attractions
- local events
- general visitor facilities including shopping locations, currency exchanges, post offices, banks, emergency services

Sources of information on the local area may include:	Opportunities to update local knowledge may include:

Sources of information on the local area may include:

- brochures
- timetables
- local visitor guides
- library and local council
- local people
- enterprise information
- room directories
- maps
- Internet

Opportunities to update local knowledge may include:

- talking and listening to colleagues and customers
- participation in local familiarisation tours
- visiting the local information centre
- personal observation/exploration
- watching TV, videos and films
- listening to radio
- reading local newspapers

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to develop and update local knowledge in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the ability to source accurate and current information on the local area
- provide general knowledge of the local area sufficient to answer commonly asked customer questions as relevant to the job role
- demonstrate compliance with organisation policies and procedures on customer care
- follow documentation and reporting procedures

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- climate and weather
- local transport options
- local attractions
- local events
- general visitor facilities
- sources of information
- local culture
- questions frequently asked by visitor

Skills
The ability to:

- source information
- present correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to respond to a range of commonly asked customer questions

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCUS0041A: Meet client needs and expectations

Competency Descriptor:

This unit deals with the skills and knowledge of understanding, clarifying and meeting client needs and expectations in a single encounter or multiple encounters, on a one-to-one basis with a client.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify client needs and expectation	1.1 Client preferences, needs and expectations are clarified.
	1.2 Special requirements of clients are promptly identified and advice on relevant products/services are provided.
	1.3 Communication appropriate to the relationship and the purpose of the interaction is used.
	1.4 External assistance is promptly accessed if required.
2. Provide the identified client needs and expectations	2.1 Knowledge of specified products/services is applied to provide assistance to clients.
	2.2 Alternative products/services are suggested if necessary.
	2.3 Alternate sources for product/service are suggested if unable to meet clients needs or expectations.
	2.4 Features and benefits of relevant products/services to clients are explained.
	2.5 Special promotions for products/services are suggested to clients according to organisation policies.

RANGE STATEMEN

This unit applies to activities associated with the essential operations linked to meeting clients' needs and expectations.

Knowledge of specified service may include:

- range of products/services
- features and benefits of products/services
- promotional pamphlets
- supplier information
- written communication on products/services
- other relevant descriptions

Interaction may include;

- face-to-face interactions
- telephone interactions
- interactions with team members

Communication may include:

- active listening
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention
- maintaining eye-contact, for face-to-face interactions
- non-verbal communication e.g. body language, personal presentation, for face-to-face interactions
- clear, legible writing

Clients may include:

- internal or external client
- clients with routine or special requests
- regular and new clients
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected
- and emotionally distressed

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to meet client needs and expectations in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- identify client's needs and expectations
- identify a range of products/services that may meet the needs and expectations of the client
- discuss with the client the range of products/services that are available and determine that/those which are most suitable
- deliver the product/service in an appropriate time frame
- demonstrate knowledge of communication techniques and organisation's services/product
- compliance with organisation's promotional policies and procedures

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>   <u>Skills</u>
Knowledge of: The ability to:

- product knowledge   • solve problems
- privacy legislation   • communicate clearly and precisely
- codes of conduct   • read and write
- consumer and environmental   • demonstrate numeracy skills
  legislation   • provide good customer service
- alternate sources of information,
  product and/or service

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- work related products and services

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHFAB0101A: Provide food and beverage service

Competency Descriptor:

This unit deals with the skills and knowledge required to provide food and beverage service to customers in a range of different industry contexts.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Prepare dining/ restaurant area for service	1.1	Dining/restaurant area is cleaned and/or checked for cleanliness prior to service in accordance with enterprise procedures.
	1.2	Customer facilities are checked and cleaned prior to service
	1.3	Comfort and ambience of the area is prepared in readiness for service including adjustment of lighting and music where appropriate.
	1.4	Furniture is set up in accordance with enterprise requirements and/or customer requests.
	1.5	Furniture layout ensures staff and customer convenience and safety.
	1.6	Equipment is checked and prepared for service.
	1.7	Contact is made with kitchen staff and information sought on menu variations
2. Prepare and set tables	2.1	Tables are correctly set in accordance with enterprise standards, required timeframes and/or special customer requests.
	2.2	Where appropriate, standard industry clothing is correctly used.
	2.3	Cleanliness and condition of tables and all table items is checked prior to service.
	2.4	Items not meeting enterprise standards are identified and removed from service areas.
	2.5	Recurring problems are identified and reported to the appropriate person.

3.	Welcome customers	3.1	Customers are welcomed upon arrival in accordance with enterprise customer service standards.
		3.2	Courteous introductions are made and reservations are checked where appropriate.
		3.3	Customers are promptly seated.
		3.4	Menu, drinks and wine lists are promptly presented to customers in accordance with enterprise standards.
		3.5	Verbally clear and audible explanations are provided regarding menu, drinks and wine lists.
4.	Take and process orders	4.1	Orders are taken promptly and accurately and repeated for clarity with minimal disruption to customers.
		4.2	Where necessary, orders are legibly recorded using correct documentation and promptly conveyed to the kitchen and/or bar.
		4.3	Recommendations are made to customers to assist them with drink and meal selections.
		4.4	Selling techniques are employed to encourage usage and purchase.
		4.5	Customer questions on menu items are correctly and courteously answered.
		4.6	Where answer is unknown, information is sought from the kitchen or appropriate supervisor.
		4.7	Ordering systems are correctly operated in accordance with enterprise procedures.
		4.8	Glassware and cutlery to accommodate the meal choice are provided and adjusted in accordance with enterprise procedures.

5.	Serve and clear food and drinks	5.1	Food and beverage is promptly collected from service areas, checked for presentation and correctness and carried to customers safely.
		5.2	Flow of service and meal delivery is monitored.
		5.3	Any delays or deficiencies in service are promptly recognised and followed up with the kitchen.
		5.4	Customers are advised and reassured regarding delays
		5.5	Food and beverage is courteously served at the table in accordance with enterprise standards and hygiene requirements.
		5.6	Dishes are served to the correct person.
		5.7	Customer satisfaction is checked at the appropriate time.
		5.8	Additional food and beverage is offered at the appropriate times and ordered or served accordingly.
		5.9	Tables are cleared of crockery, cutlery and glassware at the appropriate time and with minimal disruption to customers.
		5.10	Accounts are organised and presented to customers on request.
		5.11	Where appropriate accounts are processed in accordance with enterprise procedures.
6.	Close down restaurant/ dining area	6.1	Equipment and utensils are stored and/or prepared for the next service in accordance with enterprise procedures.
		6.2	Area is cleared, cleaned or dismantled in accordance with enterprise procedures and safety requirements.
		6.3	Area is correctly set up for next service in accordance with enterprise procedures.
		6.4	Where appropriate, service is reviewed and evaluated with colleagues for possible future improvements.
		6.5	Where appropriate, handover is made to incoming restaurant colleagues and relevant information is shared.

RANGE STATEMENTS

This unit applies to all hospitality establishments where food and beverage are served

Equipment may include but is not limited to:

- glassware
- crockery
- cutlery
- linen
- condiments
- tea and coffee making facilities
- chairs
- tables
- menus and wine lists
- display materials

Styles of service may include but are not limited to:

- table d'hôte
- a la carte
- buffet
- function
- breakfast or tea and coffee service

Table setting include but not limited to:

- breakfast, lunch, dinner, special occasions, cocktails, buffet, brunch, special occasion such as weddings

- Table items to include but not limited to: table linen, flatware, crockery, cutlery and silverware, glassware, ashtrays napkins, table decorations, condiments

Furniture layout and set up for:

- table d'hote
- a la carte
- buffet
- function
- breakfast or tea and coffee service

EVIDENCE GUIDE

Competency is to be demonstrated by effectively providing Food and Beverage Service in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Evidence should include a demonstrated ability to provide complete service within a restaurant or dining area in accordance with established systems and procedures.
- Assessment should focus on comprehensive and correct set up, accurate order processing, ability to interact with customers and to monitor the service process

(2) Pre-requisite Relationship of Units

This unit should be assessed with or after the following units:

- THHCOR0021A   Follow Health, Safety and Security Procedures
- THHCOR0031A   Develop and Update Food and Beverage Knowledge.

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- flow of service within a food and beverage service environment
- ordering and service procedures
- typical food and beverage service styles and types of menus
- typical industry table set ups for different types of service
- range and usage of standard restaurant equipment
- knowledge of menus as appropriate to enterprise
- basic knowledge of wines
- dietary considerations in relation to sweet/non-sweet drinks
- hygiene and safety issues of specific relevance to food and beverage service

Skill
Ability to:

- clean/check dining or restaurant area for cleanliness
- arrange furniture (for table d'hote, a la carte, buffet, functions or breakfast service); (arrange/place table linen, crockery, cutlery and silverware, glassware,
- ashtrays napkins, table
- decorations, condiments
- prepare ambience of dining area
- welcome and seat customers
- present menu, drinks and wine lists
- take orders
- apply selling techniques
- serve customers
- check customer's satisfaction
- clear tables
- organise and present customer bill

(4) Resource Implications

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise), necessary equipment, utensils and supplies including but not limited to glassware, crockery, cutlery, linen, condiments, tea and coffee making facilities, chairs, tables; menus, drinks and wine lists, display materials.

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated dining/restaurant environment. This should be supported by assessment of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2
Communicate ideas and information	Level 2
Plan and organise activities	Level 2
Work with others and in team	Level 1
Use mathematical ideas and techniques	Level 1
Solve problems	Level 2
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCFP0251A: Clean and maintain premises

Competency Descriptor: This unit deals with the skills and knowledge to effectively clean
                            and maintain premises that prepare and/or serve food.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Clean, sanitise and store equipment	1.1 Chemicals are environmentally friendly, correctly selected and used for safely cleaning and/or sanitising kitchen equipment.
	1.2 Equipment is cleaned and/or sanitised according to manufacturer's instructions and enterprise standards without causing damage.
	1.3 Equipment is assembled and disassembled in a safe manner.
	1.4 Equipment is stored safely and correctly in the correct position and area.
2. Clean and sanitise premises	2.1 Cleaning schedules are developed and/or followed.
	2.2 Chemicals and equipment are correctly and safely used to clean and/or sanitise walls, floors, shelves and other surfaces.
	2.3 Walls, floors, shelves and working surfaces are cleaned and/or sanitised without causing damage.
	2.4 First aid procedures are developed and/or followed in the event of any chemical accident.
3. Handle waste and linen	3.1 Waste is sorted and disposed of according to hygiene regulations and establishment practice.
	3.2 Linen is sorted and safely removed according to enterprise regulations.

RANGE STATEMENTS

This unit applies to all establishments where food is
prepared and served and include but not limited the
cleaning and maintenance of:

- dining room/restaurant equipment
- walls, floors
- shelves
- counters and working surfaces

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively clean and maintain premises in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- evidence should include a demonstrated ability to efficiently and safely clean all food preparation and presentation areas including a broad range of large and small equipment

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge	Skill
Knowledge of:	Ability to:
• hygiene	• select chemicals appropriate to given cleaning tasks
• occupational health and safety	
• types of chemicals used for cleaning and sanitising	• clean restaurant equipment
	• develop cleaning schedules
• correct and safe usage and storage of chemicals	• apply first aid in the event of chemical accident
• logical and time efficient work flow	• clean/sanitize walls, floors, counters

(4)   Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either on-the-job or in a simulated workplace environment where cleaning can be demonstrated. This should be supported by assessment of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCFP0231A: Present food

Competency Descriptor: This unit deals with skills and knowledge required to efficiently
                             and professionally present food.

Competency Field: Commercial Food Preparation

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Prepare food for service	1.1	Food items are identified correctly for menu.
	1.2	Sauces and garnishes are arranged to enterprise requirements for a specific dish.
2. Portion and plate food	2.1	Sufficient supplies of clean, undamaged crockery are available at temperatures appropriate to food being served.
	2.2	Food is correctly portioned to standard recipes.
	2.3	Food is plated without drips or spills and presented neatly and attractively to the enterprise requirements for the specified dish.
	2.4	Food to be displayed in public areas is served at the correct temperature and in an attractive manner, without spills. Attention is to be given to correct holding equipment.
3. Work in a team	3.1	Teamwork between all food service staff is demonstrated to ensure timely, quality service of food.
	3.2	Kitchen and dining room standard operating procedures (SOPs) for food service are demonstrated to maximise food quality and minimise delays.

RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

The terms organising and preparing food is also
referred to by the French counterpart as "mise en
place" and includes:

- basic preparation prior to serving food
- cooking components of a dish, not the actual
  presentation

EVIDENCE GUIDE

Competency is to be demonstrated by effectively present food in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Evidence should include a demonstrated ability to efficiently organise and prepare a general range of foods. The focus of this general range will vary according to the sector in which the kitchen operates.

(2)   Pre-requisite Relationship of Units

(Co-requisite Units): It is recommended that this unit be assessed in conjunction with:

- THHCFP0251A   Clean and maintain premises
- THHCFP0221A   Organise and prepare food

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- basic products and types of menus is required
- hygiene
- occupational health and safety
- logical and time efficient work flow

Skills
Ability to:

- be creative
- use symmetry
- be critical of own presentation
- follow instructions/guidelines

(4)   Resource Implications

The following resources should be made available:

- food preparation environment (simulated or actual enterprise)
- necessary equipment
- utensils and supplies

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job, through practical demonstration on-the-job or in a simulated work place environment. This should be supported by a range of methods to assess underpinning knowledge

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHGHS0172A: Provide first aid

Competency Descriptor: This unit deals with the skills and knowledge required to provide first aid. It complies with standards, practices and procedures of St John Ambulance Association and equivalent first aid bodies.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Assess and respond to emergency first aid situations	1.1	Emergency situations are quickly and correctly recognised.
	1.2	The situation is assessed and a decision promptly made regarding action required.
	1.3	Assistance from emergency services/colleagues/customers is organised where appropriate.
2. Provide appropriate treatment	2.1	Patient's physical condition is assessed from visible vital signs.
	2.2	First Aid is provided to stabilise the patient's physical and mental condition in accordance with organisation policy on provision of first aid and recognised first aid procedures.
3. Monitor the situation	3.1	Back up services appropriate to the situation are identified and notified.
	3.2	Information on the victim's condition is accurately and clearly conveyed to emergency services personnel.
4. Prepare an incident report	4.1	Emergency situations are documented according to company procedures.
	4.2	Reports provided are clear, accurate and timely.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

First aid treatment is that defined in Common
Law as emergency assistance provided to a second party in the absence of medical or paramedical care.

Factors which affect the provision of first aid are:

legal issues that affect the provision of first aid in different industry sectors:

- the type of site where the injury occurs
- the nature of the injury and its cause
- availability of first aid equipment, medications and kits or other suitable alternative aids
- proximity and availability of trained paramedical and medical assistance
- the patient's cardio-vascular condition as indicated by body temperature, pulse rate and breathing rates
- chemical contamination

Injuries may include:

- cardio-vascular failure
- wounds and infections
- bone and joint injuries
- eye injuries
- burns
- external bleeding
- unconsciousness
- effects of heat or cold temperatures
- pre-existing illness
- bites

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide first aid in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Look for:

- ability to correctly apply a range of first aid techniques for all situations described in the Range of Variables

(2)   Pre-requisite Relationship of Units

This unit should be assessed alone

(3)   Underpinning Knowledge and Skills

To demonstrate competence, attendance at and successful completion of an accredited First Aid course is required.

(4)   Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit will generally be assessed off-the-job.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHHOK0901A: Respond to guest related complaints and requests

Competency Descriptor: This unit deals with the skills and knowledge required to provide a range of general housekeeping services to guests.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Handle housekeeping requests	1.1 Requests are handled in a polite and friendly manner in accordance with enterprise customer service standards and security procedures.
	1.2 Guest is acknowledged by use of name wherever possible.
	1.3 Details of the request are confirmed and noted.
	1.4 Where request has arisen from breakdown in room servicing, an apology is made.
	1.5 Timelines for meeting the request are agreed with the guest
	1.6 Requested items are promptly located and delivered within agreed timeframe.
	1.7 Items for pick up are collected within the agreed timeframe.
	1.8 Equipment is set up for guest when appropriate.
2. Advise guests on room and housekeeping equipment	2.1 Guests are courteously advised on correct usage of equipment.
	2.2 Malfunctions are promptly reported in accordance with enterprise procedures and where possible alternative arrangements are made to meet guest needs.
	2.3 Where appropriate a collection time is agreed.
3. Deal with guest complaints	3.1 Dissatisfied guests are acknowledged immediately and are attended to without delay.
	3.2 Guests are dealt with in a polite and helpful manner at all times.
	3.3 Nature of complaint is correctly identified.

		3.4	Guests are assured that complaint will receive immediate attention.
		3.5	Complaints, which can be resolved within the individual's authority, are dealt with promptly.
		3.6	Complaints, which cannot be resolved within the individual's authority, are promptly referred to the appropriate person.
		3.7	Complaint is reported and handled in accordance with property procedures.
		3.8	Nature and seriousness of complaint is correctly assessed and appropriate response determined.
		3.9	Relevant information is accurately recorded in a suitable format and made available to the appropriate personnel.
4.	Deal with guest related incidents	4.1	Nature of incident is quickly identified and action taken is in accordance with given guidelines.
		4.2	Guests are dealt with in a polite and helpful manner at all times.
		4.3	Guests are assured that incidents will receive immediate attention.
		4.4	Incidents are dealt with in accordance with given instructions.
		4.5	Incidents are reported to the appropriate personnel and in a manner consistent with.
5.	Handle room change	5.1	Instructions for room change are accurately carried out.
		5.2	Room change is appropriately carried out with minimum inconvenience and to guests' satisfaction.
		5.3	Unexpected situations are reported and handled in accordance with property procedures.
		5.4	Guests are dealt with in a polite and helpful manner at all times.
		5.5	Guests' effects are transferred without damage.

RANGE STATEMENTS

Guests to include:

- in house guests
- new arrivals
- adults and children
- departing guests
- day guests

Incidents to include:

- breakage
- lost property
- injury
- insect bites

Dealing with complaints to include:

- Contacting maintenance department
- Reporting to supervisor
- Correcting faults relating to amenities in public areas and bedrooms, where possible

Room change activities to include:

- transfer of guests' property
- preparing for room change

Guests' care to include:

- safety of guests' rooms and public areas
- attending to special request
- ensuring that room and public area amenities are in place

Guidelines relate to:

- instructions from supervisor
- property procedure

Guest complaints to include those relating to:

- condition of rooms and public areas
- lack of supplies
- other departments

Room change takes place:

- in guests' presence
- in guests' absence

EVIDENCE GUIDE

Competency is to be demonstrated by effectively offering courteous and friendly service to guests in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Evidence should include a demonstrated knowledge of a range of housekeeping services/equipment and the demonstrated ability to offer courteous and friendly service to guests.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>   <u>Skill</u>
Knowledge of: The ability to:

- knowledge of typical housekeeping services and procedures
- security and safety procedures as they apply to housekeeping services
- procedures in dealing with new arrivals
- procedures for dealing with departing guests
- safety of guests' rooms
- general guidelines for handling breakage by guests, lost of guest's property, injury to guests
- room change procedures and activities
- procedures for effectively dealing with guest complaints
- some common problems faced by guests
- factors to be considered when recording complaints
- active listening
- how to demonstrate empathy

- handle housekeeping requests
- advise guests on room and housekeeping equipment
- deal with guest complaints
- record relevant information accurately
- deal with guest related incidents
- handle room change

(4)   Resource Implications

The following resources should be made available:

- housekeeping facility

(5)   Method of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. A range of methods to assess underpinning knowledge should support this.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHHOK1222A: Deal with emergency situations

Competency Descriptor: This unit deals with the skills and knowledge required to deal with emergency situations that may occur or affect guests and workers in a hospitality environment.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Carry out emergency procedures in the event of a fire	1.1 Fire fighting equipment is used in accordance with property procedures.
	1.2 Appropriate emergency procedures are effectively applied.
	1.3 Instructions for evacuation are correctly followed in a calm, orderly manner.
	1.4 Unexpected situations are dealt with in accordance with given guidelines.
	1.5 Information passed on to other personnel is accurate and in an appropriate format.
2. Deal with the discovery of suspicious items\packages	2.1 Suspicious items and packages are identified and promptly reported to the appropriate personnel.
	2.2 Correct safety and security procedures are followed in a calm and orderly manner.
3. Carry out emergency procedures in the event of accidents	3.1 Emergency procedures applied are in accordance with given instructions.
	3.2 Appropriate action is taken to ensure safety of injured and uninjured persons in accordance with given guidelines.
	3.3 Comfort and reassurance is given to injured persons.
	3.4 Personal emergency and accidents are reported in an appropriate manner and to the appropriate personnel.
	3.5 Accidents are identified and action taken immediately.
4. Carry out emergency procedures in the event of a hurricane	4.1 Appropriate steps are taken to protect life and property in the event of an impending hurricane.
	4.2 All relevant safety precautions are adhered to.

4.3	Damages to life and property are identified and all relevant documents accurately prepared and dispatched to the appropriate personnel.
4.4	Correct evacuation procedures are followed in a calm, orderly manner in accordance with property procedures.
4.5	Unexpected situations are reported and handled in accordance with property procedures.
4.6	Communication is established with other staff and sources of assistance.

5. Carry out emergency procedures in the event of an earthquake

5.1	Unsafe areas are identified and persons evacuated immediately.
5.2	All relevant safety precautions are adhered to.
5.3	Damages are identified and all relevant documents accurately prepared and dispatched to the appropriate personnel.
5.4	Correct evacuation procedures are followed in a calm, orderly manner in accordance with property procedures.
5.5	Unexpected situations are reported and handled in accordance with property procedures.
5.6	Communication is established with other staff and sources of assistance.
5.7	Guests are reassured in an appropriate manner.

RANGE STATEMENTS

This unit may apply to various staff in tourism and hospitality sectors

Types of fire to include:

- fires involving combustible materials (wood, paper, cloth)
- fires involving flammable liquids (gasoline, kerosene, thinner, grease);
- fires involving electrical equipment

Fire extinguishing equipment and supplies to include:

- extinguishers (A, B & C)
- sand, water
- "Wet Blanket

Emergency Procedure to include:

* eliminating cause of fire
* use of fire extinguishers
* alerting appropriate personnel
* reassuring guests

Emergencies that must be reported to include:

* heart attack
* drug overdose
* fainting
* diarrhoea
* vomiting
* food poisoning

Appropriate action to include:

* eliminating cause of accidents where
  possible
* rendering first aid
* alerting relevant department or personnel

Potential hazards resulting from earthquake to
include:

* objects that may fall, cracks in walls and floors,
  exposed electrical wires, wet floors, broken
  sewer mains; damages to life and property to
  include death, persons with broken limbs,
  damaged equipment, damaged building

Suspicious items or packages:

* all bags
* packages and parcels which have been left
  unattended for no apparent reason
* unusual deliveries

Accidents involving injury to guests, staff and
visitors, which require basic first aid.

Accidents to include:

* burns
* choking, cuts

Safety precautions to include:

* guidelines from the Office of Disaster
* preparedness, property's emergency plan

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to monitor staff performance in accordance with the
performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Look for:

* ability to deal with emergency situations mentioned in the range of instances through
  simulated scenarios
.

(2)   Pre-requisite Relationship of Units

* Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>   <u>Skill</u>
Knowledge of: The ability to:

- types of fire and the requisite fighting
  equipment
- proper use of fire fighting equipment
- safety precautions and procedures in
  evacuating a building in which there is
  fire
- emergency procedures in the event of
  fire
- cues in identifying suspicious items or
  packages
- how to deal with emergencies such as
  heart attack, drug overdose, fainting,
  diarrhea, vomiting, food poisoning
- emergencies that may occur following
  and earthquake
- post earthquake safety precautions
- precautionary measures in preparing
  for an for an impending hurricane.
- the Office of Disaster Preparedness
  and Emergency Management
  (ODPEM) and its roles and functions

- use fire fighting equipment
- carry out emergency procedures in the event
  of a fire
- identify suspicious items and packages
- deal with the discovery of suspicious
  items\packages
- carry out emergency procedures in the event
  of accidents
- carry out emergency procedures in the event
  of a hurricane
- carry out emergency procedures in the
  event of an earthquake

(4)   Resource Implications

The following resources should be made available:

- actual or simulated work environment

(5)   Method of Assessment

Competency shall be assessed in a simulated environment depicting the range of instances
covered in this unit and may include case study, oral question and answer, written multiple-
choice. assessment.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration
either in the workplace or through a simulation. Simulated activities must closely reflect the type
of emergencies that may occur in a hospitality environment and may need to take place over a
period of time.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTTEJ0062A: Promote and sell tourism products and services

Competency Descriptor: This unit involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Apply Product Knowledge	1.1	Knowledge of the use and application of relevant products and services demonstrated.
	1.2	Experienced sales staff or product information guide consulted to increase own product knowledge.
2. Gather Information	2.1	Questioning techniques applied to determine customer-buying motives.
	2.2	Listening skills used to determine customer requirements.
	2.3	Non-verbal communication cues interpreted and clarified.
	2.4	Customers identified by name where possible.
3. Approach Customer	3.1	Timing of customer approach determined and applied.
	3.2	Effective sales approach identified and applied.
	3.3	Positive impression conveyed to arouse customer interest.
	3.4	Knowledge of customer buying behaviour demonstrated.
	3.5	Customer focused on specific merchandise.
4. Sell Benefits	4.1	Customer needs matched to appropriate products and services.
	4.2	Knowledge of products' features and benefits communicated clearly to customers.
	4.3	Product use and safety requirements described to customers.
	4.4	Customers referred to appropriate product specialist as required.

		4.5	Routine customer questions are accurately and honestly answered.
5.	Deal with Objections	5.1	Response to customer's objections demonstrates respect.
		5.2	Efforts made to interest customers in alternate products/services is tactful and do not result in harassment.
		5.3	Customers are treated cordially at all times.
		5.4	A pleasant and friendly appearance is maintained at all times.
6.	Close Sale	6.1	Customer buying signals identified and responded to appropriately.
		6.2	Customer encouraged to make purchase decisions.
		6.3	Appropriate method of closing sale selected and correctly applied.
		6.4	Relevant records are kept accurate and neat.
		6.5	Promises made are promptly followed up.
		6.6	Thanks is extended to the customer in a manner that convey sincere appreciation.
7.	Maximise Sales Opportunities	7.1	Opportunities for making additional sales recognized and applied.
		7.2	Customer advised of complementary products or services according to customer's identified need.
		7.3	Knowledge of product is demonstrated.
		7.4	Personal sales outcomes reviewed to maximise future sales.

RANGE STATEMENT

Products may include:

- food items
- rooms
- craft items
- clothing
- souvenirs

Routine customer questions about merchandise may include:

- Price
- price reductions
- quality
- usage

Sales techniques include:

- up selling
- persuasive selling
- direct sales strategy
- indirect sales strategy

Customers may include:

- in-house guests
- walk-in guests
- itinerant visitors

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to promote products and services in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

- applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- using questioning, listening and observation skills to accurately determine customer requirements
- consistently applying appropriate procedures, in regard to selling products and services
- maximising sales opportunities without causing harassment
- consistently applying industry codes of practice in regard to selling products and services to customers
- evaluating personal sales performance to maximise future sales

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the importance of product knowledge to the selling process
- what product knowledge implies in the context of hospitality and tourism
- communication skills
- tactics for up-selling
- importance of thanking the customer for choosing product/service
- inhibitions that may affect the sales effort
- points to observe for effective selling:
  - smile
  - use of customers name
  - establishing and maintaining eye contact
  - keeping accurate records
  - maintaining a neat well groomed appearance
  - giving each customer undivided attention
  - remaining calm
  - following up on promises
- questioning techniques
- deal with difficult and indecisive customers

Skills
The ability to:

- apply verbal and non verbal
- communications
- apply questioning, listening, observation techniques
- handle difficult customers
- negotiate
- apply problem solving skill
- apply product knowledge
- approach customer
- gather information
- sell benefits
- deal with objections
- close sale
- maximise sales opportunities

(4)   Resource Implications

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to establishment's policies, procedures and range of stock and service. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of environments tourism sector.

(5)   Method of Assessment

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Evidence is best gathered using the products, services, processes and procedures of the individual workplace context as the means by which the candidate achieves competence.
In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

(6)   Context of Assessment

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHGFA0042A: **Process cash and non-cash transactions**

Competency Descriptor:

> This unit deals with the skills and knowledge required to process and balance financial transactions in a range of tourism and hospitality contexts.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1 Process receipts and payments	1.1 Cash float is received and accurately checked using correct documentation.
	1.2 Cash received is accurately checked and correct change is given.
	1.3 Receipts are accurately prepared and issued when required.
	1.4 Non cash transactions are processed in accordance with enterprise and financial institution procedures.
	1.5 Transactions are correctly and promptly recorded.
	1.6 When payments are required, documents are checked and cash is issued according to enterprise procedures.
	1.7 All transactions are conducted in a manner which meets enterprise speed and customer service standards.
2 Reconcile takings	2.1 Balancing procedures are performed at the designated times in accordance with enterprise policy.
	2.2 Cash float is separated from takings prior to balancing procedure and secured in accordance with enterprise procedures.
	2.3 Register/terminal reading or print out is accurately determined where appropriate.
	2.4 Cash and non cash documents are removed and transported in accordance with enterprise security procedures.
	2.5 Cash is accurately counted.
	2.6 Non cash documents are accurately calculated.

2.7   Balance between register/terminal reading and sum of cash and non-cash transactions is accurately determined.

2.8   Takings are recorded in accordance with enterprise procedures.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors:

Transactions may include but are not limited to:

- credit cards
- cheques
- deposits
- advanced payments
- vouchers
- company charges
- refunds
- travellers cheques
- foreign currency

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to process financial transactions in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Look for:

- ability to conduct accurate and secure financial transactions within acceptable enterprise timeframes
- knowledge of basic cash handling principles and security procedures

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skill
Knowledge of: The ability to:

- basic numeracy skills
- cash counting procedures
- procedures for processing non cash transactions
- security procedures for cash and other financial documentation

- Prepare receipts
- Manage cash float
- Process non cash transactions
- Make cash payments
- Perform balancing procedures
- Maintain cashier records

(4)   Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCFP0382A*:* **Implement food safety procedures**

Competency Descriptor:

> This unit refers to the implementation of Food Safety Procedures, using the HACCP method (Hazard Analysis Critical Control Points) as a food safety regime.

Competency Field: Commercial Food Preparation

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify food safety hazards and risks	1.1 All biological, physical and chemical hazards are correctly identified.
2. Identify critical control points in the food production system, using the HACCP system	2.1 Control points in the food production system are correctly identified.
3. Implement the enterprise HACCP plan	3.1 Food is prepared to the enterprise food safety specifications based on the HACCP system.
	3.2 The flow-chart process is followed.
	3.3 Appropriate records are maintained.
	3.4 Critical control points are monitored.
	3.5 Corrective actions are taken.
	3.6 Internal and external auditing and validation are undertaken in accordance with HACCP system.

RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided.

Control points in the food production system include but not limited to:

- purchasing, delivery & storage
- preparation and cooking
- cooling & storage
- holding or display
- rethermalisation
- service

Food and related services include the following establishments/operations:

- educational institutions
- cafeterias/canteens/cafes/gourmet food shops/restaurants/hotels
- fast food outlets
- health establishment

Biological, physical and chemical hazards include but not limited to:

- bacteria, moulds and yeast
- broken glass, metal or wood chip
- additives
- chemicals and natural poisons

- correctional services
- residential catering
- in-flight catering
- transport catering
- events catering
- private catering

EVIDENCE GUIDE

Competency is to be demonstrated by effectively implementing food safety procedures in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

Evidence should include a:

- demonstrated ability to efficiently implement food safety procedures.
- detailed understanding of the different nature and handling requirements of each type.

(2) Pre-requisite Relationship of Units

It is recommended that this unit be assessed either in conjunction with or   after the following units:

- THHCFP0231A   Present food
- THHGAD0141A   Receive and store stock
- THHCFP0251A   Clean and maintain premises

(3)   Underpinning Knowledge and Skills

Knowledge   Skill
Knowledge of: The ability to:

- HACCP principles and methods of food   - identify biological, physical and chemical
  production   hazards
- hygiene and food safety regulations   - identify and monitor critical control points in
- local regulations pertaining to food   the food production system
  production and packaging   - take corrective actions
- 'at risk' client groups
- microbiological hazards
- process flow planning
- HACCP recording requirements according
  to regulatory standards
- standard operating procedures

(4)   Resource Implications

The following resources should be made available:

- food preparation and presentation areas

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular
checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. The assessment should include comprehensive theory tests or questioning, case studies and/or projects in order to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTGUD0032A: Provide arrival and departure assistance

Competency Descriptor:

This unit deals with the skills and knowledge required to offer arrival
and departure assistance to customers, generally between transport
terminals and destinations.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Collect visitors	1.1 Customer arrival information is noted accurately checked and any action required to deal with alterations in schedule or delays is promptly implemented.
	1.2 Confirmation of the time, place and mode of transportation is made with transport supplier.
	1.3 Identification techniques are employed which allow customers to locate the correct party at the transport terminal.
	1.4 Available terminal facilities are correctly and fully utilised to assist in meeting customers.
	1.5 Passenger lists are accurately and legibly written to record arrivals, no-shows and other comments.
	1.6 Arrangements for the transport of baggage from the terminal prior to the arrival of the customer are established and monitored.
	1.7 Appropriate checking procedures are employed to ensure the correct number of baggage pieces is transported.
	1.8 Established procedures for handling lost baggage are followed promptly and correctly.
2. Provide information on destination	2.1 Customers are greeted in a manner which encourages positive feelings of goodwill and anticipation of a good time to be had during visit.
	2.2 Customers are provided with correct and adequate information and advice to introduce them to the local area.

3.	Check-in visitors at accommodations	3.1	Customers are briefed on check-in procedures to minimise confusion and time delay on arrival at the venue.
		3.2	Customers are offered friendly and efficient assistance to facilitate check-in.
		3.3	Liaison with enterprise staff during check-in to minimise any communication difficulties between customers and staff is demonstrated.
4.	Collect guest for departure	4.1	Departure details are verified with carriers prior to commencement of transfer and appropriate actions are taken from a contingency plan if changes in schedule or other problems occur.
		4.2	Customers are organised for departure from enterprise in a manner which minimises disruption in the operation of the enterprise.
		4.3	Passenger lists are used to accurately check details of all departing passengers.
		4.4	Baggages are checked prior to departure using procedures that ensure that no items are left behind.
		4.5	Customers are advised to check belongings for room keys, items left in safety deposit boxes, tickets and passports.
		4.6	Customers correctly advised regarding procedures for tax, duty free requirements, outgoing passenger cards and general procedures which apply to departure from transport terminal.
		4.7	Feedback on products and services are obtained courteously from customers and information accurately relayed to the company.
		4.8	Correct procedures are employed to facilitate orderly and efficiently check-in at transport terminal.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to providing arrival and departure assistance

Terminal facilities to be used may include:

- public address systems
- airside access
- special areas set aside for groups
- communication systems between terminals and parking facilities

Transport terminals may include:

- airports
- bus and coach terminals
- train stations
- shipping ports

Information and advice to customers may include:

- general welcome and introduction
- details of transfer procedures
- details of check-in procedures
- details of forthcoming tour arrangements
- local time
- money exchange rates and facilities
- tipping
- accommodation facilities
- geography of destination and immediate vicinity
- overview destination information
- protocols
- history
- cultural practices
- dialect

Destination may include:

- hotels
- guesthouses
- motels
- resorts
- bed and breakfast
- caravan parks
- camping grounds
- cultural sites
- attractions

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide arrival and departure assistance in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- ability to follow correct procedures for the complete conduct of arrival and departure transfers, including procedures at transport terminals and destination
- effective communication of information to customers
- familiarity with a range of transport terminals/facilities and destinations as they impact on guides and customers
- demonstrate compliance with organisation policies and procedures on customer care
- follow documentation and reporting procedures

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- main arrival and departure   - source information
  points/facilities within the local area   - present correct information
- local transport terminal facilities and   - communicate clearly and precisely
  procedures for arrivals and departures   - read and write
- guide identification techniques within   - provide good customer service
  transport terminals   - listen keenly
- baggage procedures within various   - organise groups
  local transport terminals and   - work with others
  accommodation venues   - apply numeracy skills
- formats of and terminology used in
  standard customer travel
  documentation (rail, air, bus tickets,
  accommodation vouchers, transfer
  vouchers)
- knowledge of 24 hour clock, airline and
  city codes
- microphone usage (for coach
  transfers)

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- access to terminal and enterprises(actual enterprise or simulated)
- access to transport of a style used by local industry for the conduct of transfers
- involvement of a transport supplier and a destination
- a customer group with a realistic ratio of customers to guide
- use of industry-current documentation to support the arrival and departure process

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCUS0012A: Process client complaint

Competency Descriptor:

> This unit deals with the skills and knowledge to handle formal or informal negative feedback (complaints) from customers which may range from simple situations to more sever scenarios.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Respond to clients	1.1 Complaints are processed in accordance with organisational procedures (as stated in company policies, legislation or codes of practice).
	1.2 All necessary reports relating to the complaint(s) are collected, documented and reviewed.
	1.3 Appropriate course of action is determined, taking into account applicable laws, company policies and codes.
	1.4 Where possible, a negotiated resolution to the complaint(s) is achieved.
	1.5 An accurate register of complaints is maintained.
	1.6 The client is informed of the outcome of the investigation (if applicable) and the outcome is recorded.
2. Refer complaints	2.1 Complaints that require referral to other personnel or external bodies are accurately identified.
	2.2 Complaints are referred to appropriate personnel for follow-up in accordance with individual level of responsibility.
	2.3 All relevant documents and investigation reports are sent to the relevant party in accordance with operational procedures.
	2.4 Follow-up enquires is made with appropriate personnel to gain prompt decisions (where required).

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to processing client complaints.

Customer may include:

- internal or external
- customers with routine or special requests
- regular and new customers
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected and emotionally distressed

Documents may include:

- written, e.g., hand written notes, typed/printed reports
- taped, e.g., audio, video
- electronic, e.g., computer based records

Organisational procedures may include:

- complaints procedures
- organisational standard report forms
- quality systems
- standards and guidelines

Referrals may be made to:

- relevant superiors in the organisational hierarchy
- external bodies, e.g., ombudsman, FCC (Fair Trading Commission)
- police

Complaints may include:

- verbal, e.g., face-to-face, telephone
- written, e.g., hand written, typed, printed
- electronic, e.g., e-mail, SMS (short message service)

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to process customer complaints in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of complaints procedures
- apply organisation's policies and procedures regarding processing of and response to complaints
- receive and process complaints to the organisation's standard and in an appropriate time frame
- recommend appropriate course of action for organisation and/or client (if applicable)

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- consumer law
- environmental law
- Occupational Health and Safety (OH&S)
- discrimination/equal employment opportunity
- harassment laws
- privacy legislation
- resolution of complaints
- codes of conduct
- the importance of customer complaints
- the importance of good communication
- the individual's role in processing customer complaints
- escalation procedures

Skills
The ability to:

- collect and report correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly
- apply numeracy skills
- empathize with clients

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to respond to a range of customer complaints

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCUS0022A: **Address client needs**

Competency Descriptor: This unit deals with the skills and knowledge required to manage ongoing relationships with client and explore outcomes that will promote client satisfaction.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assist client to articulate needs	1.1 Client needs are explored, understood and confirmed according to enterprise procedures and guidelines.
	1.2 Available services/products are explained and matched to client needs in accordance with enterprise policies and procedures.
	1.3 The rights and responsibilities of clients are identified and communicated effectively to the client where necessary according to enterprise guidelines and procedures.
2. Satisfy complex client needs	2.1 The possibilities for meeting the needs are explained to the clients in line with enterprise guidelines.
	2.2 Clients are assisted to evaluate service/product options to satisfy their needs according to enterprise guidelines.
	2.3 Preferred action is determined, prioritised and the appropriate measures are taken according to enterprise policies and procedures.
	2.4 Potential areas of difficulty in client service delivery are identified and appropriate actions are taken in a positive manner.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to addressing client needs.

Client needs may include:

- particular product or service
- new information
- addressing complaint
- clarification on information

Rights and responsibilities may include:

- informed consent
- fulfilment of external obligations

Communication may include:

- active listening
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention
- maintaining eye-contact during face-to-face interactions
- non-verbal communication, e.g., body language and personal presentation during face-to-face interactions
- clear and legible writing
- handling of sensitive and confidential issues

Customer may include:

- internal or external
- customers with routine or special requests
- regular and new customers
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected and emotionally distressed

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to address client needs in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of communication techniques, organisation's services/products (in detail) and organisation's promotional policies and procedures
- develop customised solutions to meet customer needs and deliver that service to standard and in an appropriate time frame
- recommend an acceptable alternative to the customer (if applicable)
- explain to the customer why the need(s) cannot be met and any further actions which will be taken in a manner which is acceptable to the customer (if applicable)
- compliance with the relevant enterprise and legislative requirements and industry best practices

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- enterprise products and services in great details
- customer service practices
- organisational procedures
- ethics, industry practice and relevant government policies and regulations
- consumer law, environmental law, Occupational Health and Safety (OH&S), discrimination/equal employment opportunity, harassment and other laws specific to local government and national legislation
- privacy legislation
- codes of conduct
- communication techniques

Skills
The ability to:

- collect and report correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly
- apply numeracy skills
- empathize with clients
- synthesise/develop a solution unique to a customer

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to interact with client over an extended period of time
- range of work related products and services

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHGCS0222A: **Promote products and services to customers**

Competency Descriptor:

This unit deals with the skills and knowledge required to promote products and services to customers. It relates to situations where the sales function is not the primary focus of work activity.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop product/service and market knowledge	1.1 Opportunities are taken to develop product/service knowledge.
	1.2 Informal and formal research is used to update knowledge.
	1.3 Customer feedback and workplace observation is used to evaluate products, services and promotional initiatives.
	1.4 Knowledge obtained is shared with colleagues to enhance the sales effectiveness of the team.
	1.5 Information gained from workplace experience and direct customer contact is passed to the appropriate person for consideration in future planning.
	1.6 Changes in customer preferences are identified.
	1.7 Ideas for product and service adjustments to meet customer needs are suggested to the appropriate person in accordance with enterprise policy.
2. Encourage customers to use and buy products and services	2.1 Accurate information about products and services is offered to customers.
	2.2 Selling techniques are employed to encourage usage and purchase.
	2.3 Customers are made aware of possible 'extras' and 'add-ons'.
	2.4 Products and services are promoted in accordance with current enterprise goals and promotional focus.

RANGE STATEMENTS

This unit applies to all hospitality and tourism sectors.

Products and services may include but are not limited to:

- tours and transport
- conferences and conventions
- function facilities
- entertainment
- shopping services
- restaurant facilities
- food and beverage
- 'add-on' services

Informal and formal research may include but is not limited to:

- discussions with colleagues
- reading enterprise information
- research of product and service information brochures
- general media

EVIDENCE GUIDE

Competency is to be demonstrated by effectively promoting products and services to customers in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

   Look for:

- ability to use selling techniques to promote products and services within a specific tourism or hospitality context
- knowledge of contexts in which this promotion may apply

(2) Pre-requisite Relationship of Units

- THHCOR0051A   Communicate on the telephone

(3) Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- any legal issues which impact on the sale of products and services
- in depth knowledge of enterprise products and services
- selling techniques

<u>Skill</u>
The ability to:

- conduct informal and formal research to update product knowledge
- use customer feedback to evaluate products
- identify changes In customer preferences
- promote products and services
- apply selling techniques

(4)   Resource Implications

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTGUD0192A: Source and present destination information and advice

Competency Descriptor: This unit deals with the skills and knowledge required to source and provides destination information and advice including general product information.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop destination knowledge	1.1 Information sources for current and accurate information on destinations are identified and accessed.
	1.2 Information on features of the destination and the general style of tourism products available are collected.
	1.3 Information on different tourism products available which can meet different customer needs are identified and collected.
	1.4 Information are recorded and stored for future use in accordance with enterprise systems.
2. Update destination knowledge	2.1 Informal and formal research is used to update destination and general product knowledge.
	2.2 Feedback on experience with destinations is sought from both colleagues and customers and this is provided to other organisations where appropriate.
	2.3 Updated information is shared with colleagues in accordance with enterprise procedures.
3. Provide destination information and advice	3.1 The specific information and advice needs of the customer are accurately identified.
	3.2 A range of current and accurate destination and general product information and advice is provided in a timely manner and in accordance with enterprise procedures.
	3.3 It is ensured that the scope and depth of the information are appropriate to customer needs.
	3.4 The information and advice is presented in an appropriate format and style.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to sourcing and providing destination information and advice.

Informal and formal research may include:

- informal discussions with colleagues
- formal study
- reading of brochures
- trade and general media
- product updates and launches
- promotional seminars
- direct contact with other organisations
- familiarisations
- reading of travel guide books
- accessing the Internet
- personal on site observation/exploration
- organising information from own memory and experiences
- watching TV, videos and films
- listening to radio
- reading newspapers, books and other references

Destination knowledge may include:

- major tourist areas
- geographic features
- history
- local economy
- local customs
- special regional features
- cultural elements
- special features of the host community
- appropriate health and safety considerations
- climate and seasonal factors
- local facilities
- banking, currency information
- facilities for customers with special needs
- appropriate behaviour and etiquette

Sources of destination information may include:

- destination and product library of the enterprise
- Internet
- local government tourism authority information systems
- national government tourism authority information systems
- international government tourism authority information systems
- industry interest groups
- archives
- museums

Storage of destination information may include:

- card reference systems
- files and notes of particular destinations
- files and notes for specific touring routes or locations
- files and notes for specific styles of customer group
- computerised database of information

General product information may be found in:

- brochures
- sales kits
- supplier information kits
- product manuals
- advertising fliers
- books

General product information may include:

- styles of product available within the destination
- seasonal availability of product
- location of product within the destination

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to source and provide destination information and advice in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- 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
- ability to present accurate and current information on destinations
- demonstrate compliance with organisation policies and procedures on customer care
- follow documentation and reporting procedures

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- sources of information on destinations
- industry information networks
- fundamental research skills
- ways that individuals update their knowledge in the tourism industry, including Internet
- understanding of the ways in which customers seek information
- facilities and attractions
- customs and practices
- geographical features
- economic activities
- climatic conditions

Skills
The ability to:

- source information
- present correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly
- demonstrate numeracy skills
- work in a team

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to provide information on destinations

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCFP0372A: Plan and prepare food for buffets

Competency Descriptor: This unit deals with the skills and knowledge required to plan and prepare foods for buffet situations.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan buffet layout	1.1	The buffet is planned, according to instructions by enterprise and/or customer requirements.
	1.2	Buffet cost is calculated in accordance to enterprise reporting requirements.
	1.3	Where practised, a variety of buffet centrepieces and decorations are organised.
2. Prepare and produce foods for buffets	2.1	Appropriate methods of cookery for buffet production are used to prepare meats, poultry, seafood and other food groups.
	2.2	Where practised, buffet items are glazed with aspic/gelatine preparations to acceptable enterprise standards.
	2.3	Sauces and garnishes suitable for buffet food items are produced.
	2.4	Portion control is applied to minimise wastage and maximise profit.
	2.5	Sauces are stored to retain desired characteristics.
3. Prepare and produce sweets for buffets	3.1	Sweets suitable for buffet presentation are prepared and produced using standard recipes.
4. Store buffet items	4.1	Buffet items are hygienically and correctly stored before and after the buffet service time, at a safe temperature.

RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Some examples of buffet foods includes but are not limited to the following:

- selection of hot and cold dishes
- glazed foods
- galantines
- forcemeats
- meats
- poultry
- fish
- small goods
- salads
- dessert and pastry (hot and cold) items

Buffets can include foods from varying cultural origins and may also be derived from Classical or contemporary recipes. This unit applies to a range of buffet foods which may be used in conjunction with:

- functions
- breakfast
- lunch or dinner buffets

EVIDENCE GUIDE

Competency is to be demonstrated by effectively plan and prepare food for buffets in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently prepare foods intended for a buffet to enterprise standards
- evidence should also include a detailed understanding of the different nature and handling requirements of each type

(2)   Pre-requisite Relationship of Units

- THHCFP0221A   Organise and prepare food
- THHCFP0231A   Present food
- THHGAD0141A   Receive and store stock
- THHCFP0251A   Clean and maintain premises

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary and technical terms commonly used in the enterprise
- recognition of quality
- principles and practices of hygiene, particularly with the issues surrounding buffet service
- logical and time efficient work flow
- evidence of commodity knowledge of ingredients is required
- cooking skills

<u>Skills</u>
The ability to:

- plan buffet layout
- calculate Buffet cost
- organise buffet centrepieces and decorations
- use Appropriate methods of cookery for buffet production
- glaze buffet items
- produce sauces and garnishes suitable for buffet food items
- apply portion control
- store sauces
- prepare sweets suitable for buffet presentation
- store buffet items

(4)   Resource Implications

The following resources should be made available:

- food preparation and presentation areas

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation of a buffet can be demonstrated. This should be supported by assessment of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOT0402A: Plan traditional menus

Competency Descriptor: This unit deals with the skills and knowledge required to carry out the development of menu concepts, content, costing and the development of systems required to support the menu and its production, as well as the planning, design and printing of menus.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and develop traditional menus	1.1 Key characteristics of menus for traditional cuisines are identified in accordance with enterprise practices.
	1.2 Menus are planned and designed taking into account the sequence of menu items according to traditional practices and enterprise requirements.
	1.3 Menus are planned to provide a balanced variety of freshness in accordance with enterprise guidelines.
	1.4 Menus are planned within the constraints of the availability of equipment and other resources.
2. Plan and design printed menus	2.1 Printed menus are planned and designed to suit traditional customs and rules, theme, occasion and decor of the enterprise.
	2.2 Required conventions are followed in using names, description of menu items and terminology and ensuring that all are suitable for the market, style of menu, the occasion, traditional festivities and cultural practices.
	2.3 The sequence or arrangement of service is correctly presented on printed menus in accordance with traditional practices and enterprise requirements.
	2.4 Arrangements are made for the printing of menus, taking into consideration colour combinations, paper stock and weight and costings in accordance with enterprise requirements.
	2.5 Proofs are checked to ensure that spelling, meanings and descriptions are correct and are done according to instructions.

3.	Cost menus	3.1	Results of sales analysis are incorporated into menu planning.
		3.2	Cost of ingredients, overhead expenses, labour and production costs are accurately calculated.
		3.3	Yields, losses and portions are taken into consideration when costing dishes in accordance with enterprise guidelines.
		3.4	Menu items are priced in accordance with constraints, appropriate selling prices and seasonal influences according to enterprise specifications.
		3.5	Food costs are monitored and controlled through implementing procedures to determine percentages and reducing wastage.
		3.6	Labour costs are monitored and controlled through staff rosters, scheduling, award conditions and rates in accordance with enterprise requirements.
4.	Control menu-based production	4.1	Product utilisation and quality are optimised through reconstitution, the application of portion control and yield testing according to enterprise guidelines.
		4.2	Stock control measures are applied in accordance with enterprise guidelines and industry practices.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to planning traditional menus.

Key characteristics of menus to be considered may include:

- quality of ingredients
- correct cooking methods
- harmonising of flavours
- nutritional balance
- textures
- colours
- presentations
- seasonal influence
- festivities, festivals, formal banquet and religious events

Traditional menus may include:

- a range of hot and cold dishes made from a variety of locally produced ingredients
- dishes from a range of ethnic and cultural origins
- local variation of classical or contemporary recipes

Planning, designing and printing menus may include:

- full production through personal effort
- consulting relevant persons about styles and requirements according to tradition
- developing and producing menus in consultation with professional designers and printers

Stock control measures may include:

- ordering in economic quantities
- receipt and checking procedures
- storage practices
- inventory control and security
- seasonal variations in temperature

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to plan traditional menus in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the planning and development of a menu within particular traditional cuisines, including complementary and sequential menu items and production of a written menu
- demonstrate knowledge of cuisine style including cultural considerations, commodities, culinary terminology and equipment
- apply principles of costing menus, stock control and security
- demonstrate the ability to undertake menu planning and design in consultation with relevant parties

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- cuisine characteristics
- cultural and religious practices related to food preparation, presentation and consumption, typical menu items, order of service, typical accompaniments and garnishes
- culinary terms related to particular traditional cuisines including regional variations
- menu planning and development including conventions and constraints
- costing menus and working within budget constraints
- stock control and security measures
- preparation of menu information for design and printing

Underpinning Knowledge and Skills (Cont'd)

Skills
The ability to:

- select and plan menus
- apply correct names and terminologies
- cost menu items
- monitor and control cost
- design menus for printing
- perform stock control procedures
- proof read documents work with others

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- work activities or projects that allows the candidates to plan menus for tradition cuisines
- budget

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHFAB0132A: Provide room service

Competency Descriptor:

> This unit deals with the skills and knowledge required to provide room service in commercial accommodation establishments.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Take and process room service orders	1.1	The telephone is answered promptly and courteously in accordance with enterprise procedures and customer service standards.
	1.2	The customer's name is checked and used in the interaction.
	1.3	Details of orders are clarified, repeated and checked with the guest.
	1.4	Suggestive selling techniques are used.
	1.5	Approximate time for delivery is advised to the customer.
	1.6	Orders are accurately recorded and the information is checked.
	1.7	Doorknob dockets are correctly interpreted.
	1.8	Where necessary, orders are promptly transferred to the appropriate location for preparation.
2. Set up trays and trolleys	2.1	Food and beverage items are correctly prepared for service periods.
	2.2	General room service equipment is prepared for use.
	2.3	Trays and trolleys are set up in accordance with enterprise standards.
	2.4	Correct and sufficient service equipment is selected and checked for cleanliness, and damage.
	2.5	Trays and trolleys are set up so that they are balanced, safe and attractively presented.

		2.6	All food items and beverages are collected promptly and in the right order.
		2.7	Orders and trays are checked before leaving the kitchen and before entering room.
3	Present room service meals and beverages	3.1	Rooms are approached and guests greeted in accordance with enterprise service standards.
		3.2	Customers are consulted about where trays or trolleys should be placed in the room and advised of potential hazards.
		3.3	Trays or trolleys are placed safely and conveniently.
		3.4	Furniture is correctly positioned where required.
		3.5	Meals and beverages are correctly served and placed if required by the customer and in accordance with enterprise procedures.
4.	Present room service accounts	4.1	The customers account is checked for accuracy and presented in accordance with enterprise procedure.
		4.2	Cash payments received are presented to the cashier.
		4.3	Charge accounts are presented to the guest for signing and charged to the account.
5	Clear room service area	5.1	Floors are checked and promptly cleared of used room service trolleys and trays.
		5.2	Trays and trolleys are returned to the room service area and dismantled/cleaned in accordance with enterprise procedures.
		5.3	Equipment and food and beverage items are re-stocked in accordance with enterprise procedures.

RANGE STATEMENTS

This unit applies to all establishments where room service is provided.

Meals include but not limited to:

- breakfast
- lunch
- dinner

- complimentaries
- special requests.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively provide room service in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- taking and processing guests' orders
- delivering room service meals and beverages

(2) Pre-requisite Relationship of Units

- THHCOR0021B   Follow health, safety and security procedures
- THHFAB0101A   Provide food and beverage service.

(3) Underpinning Knowledge and Skills

Knowledge
knowledge of:

- room service procedures
- typical set ups for room service trays
- and/or trolleys
- security and safety issues in relation
- room service

Skill
The ability to:

- take and process room service orders
- set up trays and trolleys for:
- breakfast
- lunch
- dinner
- complimentaries
- special requests
- present room service meals and beverages
- check and present room service accounts
- clear room service areas

(4) Resource Implications

The following resources should be made available:

- Food and beverage service environment (simulated or actual enterprise), necessary equipment, utensils and supplies.

(5) Method of Assessment

Evidence should include a demonstrated ability to correctly set up and present a range of room service meals as appropriate to the workplace.

Knowledge of room service procedures and hygiene requirements must also be demonstrated.

(6) Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment room service equipment is provided. This should be supported by assessment of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHFRO0162A: Prepare for and check-out guests

Competency Descriptor: This unit deals with the skills and knowledge required to post charges to guests' accounts, present guests with their statement of account, settle guests accounts and bid farewell, maintain records of cash and credit transactions.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Update and present guests statements	1.1	Documentation and other items required are prepared in advance of guest departure time.
	1.2	Details for the identification of individual guests accounts are correctly and accurately entered.
	1.3	Guests Statements of Accounts are complete and accurate before presentation for payments.
	1.4	Property procedures are followed for amending inaccuracies to statements.
	1.5	Account details are checked with guests and appropriate procedures followed in dealing with any discrepancy.
	1.6	Guests are greeted and dealt with in a polite and welcoming manner at all times.
	1.7	Relevant documents are signed by guests.
2. Settle guests account and bid farewell	2.1	Documentation is completed and dealt with in accordance with property procedures.
	2.2	Items belonging to the property are collected from guests before departure.
	2.3	Complaints, comments and suggestions are recorded and communicated to the appropriate person or department.
	2.4	Method of payment of accounts is correctly and accurately handled.
	2.5	Property's procedures are followed in accepting non-cash instruments for the settlement of guest accounts.
	2.6	Farewell comments are appropriate and extended to guests in accordance with property standards.
	2.7	Guests are encouraged to complete comment card.

		2.8	Opportunities to invite guests to revisit are acted upon at all times.
3.	Account for cash and credit transactions	3.1	All documents are complete and accurate.
		3.2	Credit/charge accounts are processed in accordance with property procedures.
		3.3	Credit/charge accounts are kept within authorized credit "ceiling".
		3.4	Postings to credit ledger are accurate and timely.
		3.5	Prompt and appropriate actions are taken where attempts are made to obtain unauthorized credit.
		3.6	Reconciliation of all credit and cash transactions is accurately completed and discrepancies investigated.
		3.7	All cash and non-cash payment instruments are appropriately secured and deposited in accordance with property procedures.
		3.8	Currency conversion is correctly calculated at the authorized exchange rate for all transactions.
		3.9	Counterfeit notes are identified and appropriate steps taken.

RANGE STATEMENTS

Steps taken in dealing with counterfeit notes to include:

- use of electronic tester
- ultra-violet light
- visual scrutiny
- confiscate note
- alert security

Accounts to include:

- city ledger direct account and number
- group master account

Identification details to include:

- guest name
- room number
- arrival and departure dates
- complete forwarding address

Booking system to include:

- automated
- manual

Documentation include:

- charge vouchers
- credit notes
- cashier's net cash receipt report
- guest folios
- petty cash vouchers
- foreign exchange receipts
- receipts
- paid out vouchers
- rebates/refunds
- early departure forms,
- credit vouchers

Method of payment to include:

- local cash
- credit cards
- approved
- foreign cash currency
- travellers cheques

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare for and check-out guests in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Look for the ability to:

- post charges and update guest account
- receive and account for payments
- process cash and non-cash payments
- relate to guests
- conduct checking-out activities from initiation to conclusion

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- how to deal with insufficient or incorrect information to process guest account, guest disputes charges, presentation of wrong bill to guest, unexpected check-out
- use of charge vouchers, credit notes
- operations involving city ledger direct account, group master account
- how to prepare receipts
- dealing with paid out vouchers, rebates,
- use of early departure forms, credit vouchers
- processing payments in local cash, credit cards, foreign cash currency, travellers cheques
- security procedures for dealing with travellers cheques
- common credit card fraud and precautionary measures in processing credit cards
- nature of and how to prepare cashier's net cash receipt report, guest folios, petty cash vouchers, foreign exchange receipts
- implications of differences between the money placed in deposit envelope and the cashier's net cash receipts (overages, shortages)
- the use of depositing envelopes, vaults
- types of non-cash payments

- post charges and update guest account
- present guests statements
- settle guests account and bid farewell
- process credit/charge accounts
- post to credit ledger
- reconcile credit and cash transactions
- identify counterfeit notes/travellers cheques
- detect fraudulent credit card use

(4)   Resource Implications

The following resources should be made available:

- a hospitality environment (simulated or actual)

(5)   Method of Assessment

Evidence is best gathered using an individual workplace context.

Evidence should be sufficient to include the provision of a range of services as identified in the range.

Method of Assessment (Cont'd.)

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Assessment activities may include any one or a combination of the following: written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

(6)   Context of Assessment

The theoretical components may be assessed off the job.
The practical components should be assessed either in a work or simulated work environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHFRO0012A: Receive and process reservations

Competency Descriptor:
> This unit deals with the skills and knowledge required to receive reservation request, record details, update reservations, and advise others on reservations details.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Receive reservation request	1.1 Availability of requested reservation is correctly determined and politely advised to customer.
	1.2 Alternatives are offered if the requested booking is not available including waitlist options.
	1.3 Inquiries regarding costs and other product features are accurately answered.
2. Record details of reservation	2.1 Customer profile/history is checked and information used to assist in making the reservation and to enhance customer service.
	2.2 Customer details are accurately recorded in the booking.
	2.3 Special requests are recorded clearly and accurately in accordance with enterprise requirements.
	2.4 Payment details are accurately recorded.
	2.5 Details are confirmed and agreed with the customer.
	2.6 Reservation is completed and filed in a manner which ensures easy access and interpretation by others.
3. Update reservations	3.1 Payments received are accurately recorded and processed in accordance with enterprise procedures.
	3.2 Cancellations and alterations to reservations are accurately recorded in accordance with customer request and enterprise procedures.
4. Advise others on reservations details	4.1 Appropriate departments and colleagues are advised on general and specific customer requirements and reservation details.
	4.2 Relevant reservation statistics are accurate and retrievable on request.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors where reservations for services are received.

Reservations systems may be manual or computerised including Central Reservation Systems.

Customers may be:

- industry customers
- end users of the service

General and specific customer requirements/reservation details may include, but are not limited to:

- special requests
- arrival & departure
- special needs
- payment arrangements
- information on credit card details, expiration date
- customer e.g. Special interest group, VIP, disabled
- details of other services being used
- Cancellation policy

Reservations may be for:

- individuals
- groups
- VIP's
- conference delegates

Reservations may be made by:

- phone
- facsimile
- mail
- face to face
- internet

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to receive and process reservations in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   **Critical Aspects and Evidence**

- evidence should include a demonstrated ability to make accurate reservations in accordance with established systems and procedures within enterprise acceptable timeframes. This should be supported by a demonstrated understanding of the different sources of reservations and the industry interrelationships that apply

(2)   **Pre-requisite Relationship of Units**

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- product knowledge as appropriate to the specific industry sector
- relationships between different sectors of the tourism industry in relation to reservations and bookings
- principles which underpin reservations procedures

<u>Skill</u>
The ability to:

- determine availability of requested reservation
- check customer profile/history
- record payment details
- confirm and agree details with customer
- complete and file reservation
- record and process payments received
- record cancellations and alterations to reservations

(4)   Resource Implications

The following resources should be made available:

- establishment where reservation practices are conducted, relevant manual or automated reservation and booking systems are in place (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHFAB0162A: **Develop and update food and beverage knowledge**

Competency Descriptor: This unit deals with the skills required to develop and maintain general knowledge in the area of food and beverage. It brings together much of the product knowledge that underpins effective work performance in a range of food service roles. The unit also focuses on the need for ongoing updating of knowledge by all food and beverage staff. Please note that the specific product knowledge that applies to bar staff is found in other units.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Research general information on food and beverage	1.1 Individual information needs to assist in fulfilling day to day duties are identified and followed up.
	1.2 Sources of information on food and beverage are correctly identified and accessed.
	1.3 A range of methods are used to update knowledge in accordance with market trends and enterprise requirements.
2. Share information with customers	2.1 Assistance is provided to customers on selection of food and beverage items.
	2.2 Advice is offered on appropriate combinations of food and beverages when appropriate.
	2.3 Customer questions on menus and drinks lists are courteously and correctly answered.

RANGE STATEMENTS

This unit applies to all food and beverage operations.

Sources of information on:

- chefs and cooks
- product suppliers
- general and trade media (print and electronic)
- food and beverage reference books
- internet

Types of beverage including but not limited to:

- wines
- spirits
- liqueurs
- beers
- non alcoholic drinks

Types of food including but not limited to:

- appetisers
- soups
- meat and fish
- vegetables
- sweets

- snacks
- cheeses
- fruit
- salads
- pre-packaged

EVIDENCE GUIDE

Competency is to be demonstrated by effectively providing Food and Beverage Service in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

- evidence should include a general knowledge of food and beverage as appropriate to a particular industry sector or workplace. This knowledge will vary but should include all areas mentioned in the Evidence Guide
- evidence of the ability to update and maintain current and relevant knowledge and apply this to the workplace must also be demonstrated

(2)   Pre-requisite Relationship of Units

- THHCOR0021A   Follow health, safety and security procedures
- THHFAB0031A   Provide a link between kitchen and service areas
- THHFAB0041A   Provide food and beverage service

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- commonly prepared dishes as appropriate to the industry sector
- traditional accompaniments
- service styles for different types of food
- compatibility of common food and beverage items
- specific food safety issues for different types of food

Skill
The ability to:

- identify and access sources of information on food and beverage
- update knowledge
- provide assistance to customers on selection of food and beverage items
- offer advice on appropriate combinations of food and beverages
- answer customer questions on menus and drinks lists

(4)   Resource Implications

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOT0242A: Prepare content on local culture and heritage

Competency Descriptor: This unit deals with the skills and knowledge required to research and share information about the culture and heritage of the local community in an appropriate manner.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Research general information on the local culture and heritage	1.1 Sources of information about the local culture and heritage are correctly identified.
	1.2 Written sources of information are accurately interpreted and the required information is extracted and checked with the local community prior to use.
	1.3 Information from other than written sources is access in a culturally appropriate way.
	1.4 Contact is made with appropriate community members and guidance is sought on how information should be used in a tourism context.
	1.5 Behaviour, which shows respect for the local culture and customs, is demonstrated and correct protocols are followed when seeking information.
	1.6 Knowledge gained is shared with work colleagues to increase cultural awareness and understanding in the organisation.
2. Share general information with customers on the local culture and heritage	2.1 Local interpreters of the culture are identified and used where possible and within scope of individual responsibility.
	2.2 Customers are provided with guidance on appropriate behaviours when interacting with the local interpreters or communities.
	2.3 Accurate information is shared with customers.
	2.4 Reference to the diversity of cultures which has shaped the local culture is included when sharing information.
	2.5 Information is shared in a manner which shows respect for local community values and customs.
	2.6 Information is shared in a manner which enhances customer understanding of the local culture.

2.7   Questions from customer questions are answered in a polite and friendly manner and in accordance with community wishes about what information can be shared with customers.

2.8   Culturally inappropriate customer behaviour are dealt with promptly and in a manner that minimises the likelihood of offence being taken by all parties.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to preparing and sharing content on the local culture and heritage.

Information may cover but is not limited to the following topics:

- history, pre and post European contact
- traditional life and culture
- contemporary life and culture
- art and music
- dance
- traditional medicine
- religious practices
- tools and implements
- land ownership
- cultural sites

Cultural sites may include:

- galleries
- cultural centres
- natural sites
- monuments

Research may include:

- talking and listening to community members
- organising information from personal memory and experiences
- watching TV, videos and films
- listening to radio
- reading books and other references
- Internet
- museum research
- research from archives

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare and share content on local culture and heritage in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of the protocols that apply to researching and sharing information generally available about local cultures and heritage
- ability to research and share information in a culturally appropriate way
- present general knowledge of the local culture and heritage as appropriate to the region
- demonstrate compliance with organisation policies and procedures on customer care
- follow documentation and reporting procedures

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- history, pre and post European contact
- traditional life and culture
- contemporary life and culture
- art and music
- dance
- traditional medicine
- religious practises
- protocols
- copyright and intellectual property
- cultural sites
- sources of information
- research techniques

Skills
The ability to:

- source information
- present correct information
- communicate clearly and precisely
- read and write
- provide good customer service
- listen keenly

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- involvement of appropriate people accepted by the local community in the assessment process
- interaction with members of the local community to obtain information
- sharing of information with a customer group within a commercially-realistic and operational environment (e.g. at a tourist site, on a coach tour)

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Assessment must take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOT0371A: Prepare meat, poultry, seafood and vegetables for traditional cuisines

Competency Descriptor: This unit deals with the skills and knowledge required to prepare meat, poultry, seafood and vegetables for national and community cuisines.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Select key commodities and other ingredients	1.1	A range of fresh, dried and preserved commodities and other ingredients required by traditional recipes and appropriate to specific national and community cuisines is identified and assembled.
	1.2	Appropriate commodities for the preparation of specific menu items are selected according to recipe specifications and traditional practices.
2. Prepare ingredients	2.1	Ingredients are prepared and portioned according to recipe specifications using appropriate traditional techniques.
	2.2	Marinades are prepared, using flavouring agents, according to traditional cuisine requirements and enterprise practices.
	2.3	Appropriate cooking equipment are selected and used according traditional practices and enterprise requirements.
	2.4	Appropriate sauces and accompaniments are correctly prepared according to cuisine and enterprise requirements.
3. Produce a range of menu	3.1	Dishes are prepared, following standard recipes accurately, according to cuisine requirements and enterprise practices and specifications.
	3.2	Suitable traditional cookery techniques are used according to commodities, cuisine style and menu requirements.
	3.3	Food hygiene and occupational health and safety regulations and requirements are followed in accordance with enterprise and industry requirements.

4.	Present menu items	4.1	Menu items are attractively presented using appropriate service ware, taking into consideration shape, colour and texture, according to traditional cuisine style and enterprise requirements.
		4.2	Garnishes are used in accordance with the tradition and style of the region and recipe specifications.
5.	Store menu items	5.1	Menu items where required are stored under the correct conditions and temperatures to maintain quality, extend shelf-life and maximise appearance and eating quality in accordance with food hygiene and safety requirements.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to preparing meat, poultry, seafood and vegetables for traditional cuisines.

Traditional dishes may include:

- curried goat
- jerk pork and chicken
- run down
- ackee and saltfish
- red herring
- saltfish and mackerel
- steamed and roast fish
- boiled and curried crabs
- oxtail
- escovitch fish
- stew peas

Dishes to be prepared must use a range of commodities and ingredients, including:

- vegetables, fruits and nut (fresh and dried)
- culturally-appropriate meats (beef, lamb, goat, pork, rabbit, sheep)
- poultry (chicken, duck, bird)
- seafood (prawns and other crustaceans, squid, shellfish, fish)
- freshwater fish
- herbs, spices and condiments
- eggs
- rice and farinaceous products

Preparation techniques may include:

- filleting
- portioning
- cutting
- skinning/peeling
- cleaning and gutting
- dicing
- slicing
- trimming
- chopping
- blanching
- marinating
- tenderising

Cookery techniques may include:

- steaming
- boiling
- baking
- roasting
- grilling
- barbecuing
- stir frying
- deep frying

Equipment may include:

- ovens
- roasting drums
- open spit smoke ovens
- steamers
- barbecues
- grills
- hot plates
- spits

Specialised techniques may include:

- smoking
- marinating
- drying
- pickling
- curing

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare meat, poultry, seafood and vegetables for traditional cuisines in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the ability to prepare, produce and present a variety of fish, meat, poultry and vegetable dishes and accompaniments within realistic time constraints using a range of cookery methods appropriate to the style of cuisine
- application of knowledge of major commodities, cultural considerations, culinary terminology and equipment for the various methods of cookery and cuisine style being used
- use of real traditional ingredients
- application of food hygiene and occupational health and safety principles and procedures during the cooking and presentation process

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- evaluating quality of ingredients, dishes and food items including blending and balancing of flavours and aromatics, correct flavour structure, texture and consistency, correct acid balance, correct colour and plate presentation
- the effects of cooking techniques on nutrition, taste, food texture and appearance
- use of garnishes for presentation, including consideration of colour and eye appeal
- use of specialised service ware for presentation
- maintaining a tidy work station
- planning and organising and working in teams
- principles and practices of hygiene on a personal and professional level related to working in a kitchen, including suitable dress
- safe work practices, particularly in relation to bending, lifting, and using cutting implements, appliances, heated surfaces and other equipment which carry a risk of burns
- waste minimisation techniques and environmental considerations in specific relation to meat, seafood and poultry for traditional cuisines

<u>Skills</u>
The ability to:

- select and use equipment
- use different methods of cookery to prepare traditional dishes
- identify and prepare ingredients
- apply health and safety procedures
- work with others

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- equipment required for a range of cooking methods
- customers requiring a range of menu

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTTEJ0111A*:*   **Display proper telephone usage**

Competency Descriptor: This unit deals with the skills and knowledge required to effectively communicate on the phone.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Respond to incoming telephone calls	1.1	Calls are answered promptly, clearly and politely.
	1.2	Friendly assistance is offered to the caller and the purpose of the call is accurately established.
	1.3	Details are repeated to caller to confirm understanding.
	1.4	Caller's enquiries are answered or transferred promptly to the appropriate location/person.
	1.5	Where appropriate, opportunities are taken to promote enterprise products and services.
	1.6	Messages are accurately relayed to the nominated person within designated timelines.
	1.7	Voice modulation reflects a welcoming tone.
	1.8	Threatening or suspicious phone calls are appropriately handled.
2. Make telephone calls	2.1	Correct telephone numbers are obtained.
	2.2	Purpose of the call is clearly established prior to calling.
	2.3	Equipment is used correctly to establish contact.
	2.4	Names, company and reason for calling is clearly communicated.
	2.5	Telephone manner is polite and courteous at all times.

RANGE STATEMENTS

Telephone communication may take place in a range of different contexts including but not limited to:

- office
- reception area
- on tour
- on site

- on mobile phone
- with customers
- with colleagues

EVIDENCE GUIDE

Competency is to be demonstrated by effectively communicating on the telephone in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Look for:

- ability to correctly use telephone equipment
- ability to communicate courteously and friendly on the telephone
- clarity in oral communication

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- specific telephone system operation
- enterprise products and services
- oral communication skills
- conveying a welcoming tone of voice
- importance of maintaining a smiling countenance when answering the telephone
- telephone etiquette relating to the use of cell phones
- basic written skills for taking messages

Skill
The ability to:

- respond to incoming telephone calls
- make telephone calls

(4)   Resource Implications

The following resources should be made available:

- simulated or actual situations where calls are made or received

(5)   Method of Assessment

Simulated exercises may be the main method used to determine competence in this unit.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTTEJ0081A: Contribute to safety on the road

Competency Descriptor: This unit deals with knowledge of safe road usage practices for
                           pedestrians.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Use the road safely as a pedestrian	1.1 The right side of the road facing oncoming traffic is used.
	1.2 Established procedures for crossing the road are correctly applied.
	1.3 Pedestrian crossings are correctly used.
	1.4 Safety precautions in relation to self while using the road are observed at all times.
	1.5 Security of personal possessions is ensured.
	1.6 Opportunities to contribute to the safety of other road users are identified and acted on.

RANGE STATEMENTS

- Defensive driving include but not limited to:
-
- time scheduling
- vehicle maintenance
- application of road code
- accident avoidance
- safe overtaking
- precautionary procedures
- observing speed limit
- using lights and horn
- use of seat belt
- obeying signs and signals
- demonstrating courtesy
- giving signals
- not drinking and driving

Road hazards include:

- potholes
- stray animals
- unattended vehicles
- loose gravel
- broken glass
- falling stones/trees
- land slippage
- oil spills
- water
- flooded roads and bridges

Legal and statutory obligations include:

- motor vehicle insurance
- licensing
- road fitness
- vehicle maintenance
- operating motor vehicle in accordance with license

Security or safety measures relate to:

- precautions as a motorist
- precautions in relation to self as a pedestrian
- precautions in relation to personal possessions

Handling road accidents include:

- preparing reports
- making report to the police
- making report to the insurance company
- procedures at accident scenes

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to contribute to road safety in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Evidence should include:

- knowledge of defensive driving
- knowledge of security precautions when operating motor vehicle
- knowledge of legal and statutory requirements for operating motor vehicle in the country
- the ability to use the road correctly as a pedestrian

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- road safety for motorists   • use the road safely as a driver
- road code   • take pre-emptive action
- defensive driving   • use the road safely as a pedestrian
- security precautions for motorists   • use pedestrian crossings correctly
- road hazards   • observe safety precautions in relation
- safe use of road way by pedestrians   to self while using the road
- critical points to be observed for   • ensure security of personal
  vehicle maintenance   possessions
- legal and statutory requirements for
  motorists
- procedures for dealing with accidents
- responsibility of motorists to protect
  pedestrians

(4)   Resource Implications

The nature of this unit requires for the most part simulated experiences. Simulation and all
resources should relate to and be consistent with the range of variables. Resources should be
generic and be applicable to a wide variety of experiences consistent with the range of variables.

(5)   Method of Assessment

Evidence should be gathered attesting to the achievement of competence by the candidate to the
standard required for each element in this unit of competency.

Evidence is best gathered using the processes and procedures, as much as is practicable, of real
life contexts as the means by which the candidate demonstrates competence.

Evidence may be collected over a set period of time which is sufficient to include dealings with an
appropriate range and variety of road usage contexts

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration
either in actual work experiences or through simulations. A range of methods to assess
underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHHOK0911A: Clean floors, walls, furniture and furnishings

Competency Descriptor: This unit deals with the skills and knowledge required to carry out general cleaning duties within a range of tourism and hospitality enterprises.

Competency Field: Housekeeping

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Select and set up/prepare cleaning equipment and supplies	1.1	Equipment selected is appropriate to type of cleaning to be undertaken.
	1.2	All equipment is checked to be in clean and safe working condition prior to use.
	1.3	Suitable cleaning agents and chemicals are selected and prepared in accordance with manufacturer's and relevant health and safety requirements.
	1.4	Where necessary, protective clothing is selected and used.
2. Clean floors	2.1	Area to be cleaned is prepared and cleared of obstacles.
	2.2	Where appropriate, work area is barricaded or appropriate signage placed to reduce risk to colleagues and customers.
	2.3	Correct chemicals are selected for specific areas and applied in accordance with safety procedures.
	2.4	Equipment is correctly used.
	2.5	Garbage and excess chemicals are disposed of in accordance with hygiene, safety and environmental legislation requirements.
	2.6	Floors and floor coverings are clean, dry and appropriately finished.
3. Clean furniture and furnishings	3.1	Advice is sought, where required, in determining colour fastness of item to be cleaned.
	3.2	Cleaning agent selected and applied is in accordance with given instructions.

		3.3	Appropriate safety measures are applied in dealing with situations that may contribute to accidents.
		3.4	Items removed are replaced in correct locations.
		3.5	Surfaces are not damaged during cleaning process.
		3.6	Furniture is polished and buffed to high lustre.
		3.7	Drawers are clean, relined and restocked where applicable.
		3.8	Surfaces are free of dust, dirt and tarnish.
		3.9	Repairs are noted and reported promptly to the appropriate personnel.
		3.10	Drapes/curtains are made free of creases, wrinkles and damages, and can be freely opened and closed.
4.	Clean doors, windows, walls and ceilings	4.1	Doors, walls, ceilings and windows are free of dirt, dust, smears and stains.
		4.2	Gloss finished surfaces are of high lustre.
		4.3	Doors and window fixtures are clean, polished and free of scratch marks and tarnish.
		4.4	Light fixtures are clean and workable.
5.	Maintain and store cleaning equipment and chemical	5.1	Equipment is cleaned after use in accordance with manufacturer's instructions.
		5.2	Routine maintenance is carried out in accordance with enterprise procedures.
		5.3	Faults are correctly identified and reported in accordance with enterprise procedures.
		5.4	Equipment is stored in the designated area and in a condition ready for re-use.
		5.5	Chemicals are stored in accordance with health and safety requirements.

RANGE STATEMENTS

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

Wall, floor, ceiling, door and window surfaces include but are not limited to:

- terrazzo
- ceramic
- paved concrete
- wooden
- rubber tiles
- parquet tiles
- glass
- carpet

Equipment/tools may include:

- cobweb broom
- hand-held vacuum
- paintbrush
- dust cloth
- ladder

Furniture and furnishings include but are not limited to:

- linoleum
- carpets
- rugs drapes
- chandeliers and other lighting fixtures
- paintings and other wall hangings
- door and window knobs and fixtures
- tables
- chairs
- desks made of wood
- metal or synthetic materials

Cleaning process to include:

- stain and mark removal
- polishing
- washing
- cleaning drapes and curtains in hanging positions
- taking down and replacing drapes and curtains
- eliminating stains

Chemicals may include:

- disinfectants
- pesticides
- cleaning agents
- polishing supplies

Doors, windows, walls and ceilings may be in:

- bathrooms
- bedrooms
- balconies
- private lounge areas public areas (both internal and external)

EVIDENCE GUIDE

Competency is to be demonstrated by safely and efficiently use relevant equipment and cleaning agents in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Evidence should include:
- a demonstrated understanding of the importance of cleaning staff to the overall quality of service provided by the enterprise
- a demonstrated ability to safely and efficiently use relevant equipment and cleaning agents

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- health and safety precautions relating to cleaning operations
- safe handling of common cleaning equipment and chemicals used in tourism/hospitality establishments
- safe handling and treatment of common hazards encountered in areas to be cleaned including: blood, needles and syringes, used condoms, sharp objects, human waste, surgical dressings, broken glass, skewers, fat and oil, hot pans, knives, bones, crustacean shells,
- enterprise security procedures
- safe bending and lifting practices
- cleaning precautions, procedures and techniques relating to surfaces such as glass, painted/polished wood, steel, iron, plastic, rubber, brass, silver, aluminium, fabric, leather, concrete (paved, painted)

Skill
The ability to:

- select and set up/prepare cleaning equipment and supplies
- clean floors
- clean furniture and furnishings
- clean doors,
- clean windows,
- clean walls
- clean ceilings
- maintain and store cleaning equipment and chemical

(4)   Resource Implications

The following resources should be made available:

- requisite equipment, supplies and environment where cleaning competence can be demonstrated

(5)   Method of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation aspects of this unit. A range of methods to assess underpinning knowledge should support this.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the total cleaning process can be demonstrated.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOT0321A: Prepare stocks and soups for traditional cuisines

Competency Descriptor:

> This unit deals with the skills and knowledge required to prepare stocks and soups for traditional cuisines.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare ingredients for stocks and soups	1.1 Select ingredients including herbs, spices and flavourings are selected and prepared according to recipe and enterprise requirements.
	1.2 Ingredients and garnishes are prepared to recipe specifications using any specified precision cutting techniques.
	1.3 Correct cooking procedures are used in preparing main ingredients, including chicken, beef, lamb, seafood and vegetables, according to enterprise practice and the requirements of the cuisine.
	1.4 Fish and other pre-prepared sauces are used to achieve the required results and balance according to recipe specifications.
	1.5 Food hygiene and occupational health and safety regulations and requirements are followed in all preparation and cooking tasks.
2. Prepare and produce stocks and soups	2.1 Standard recipes are followed accurately according to enterprise practices.
	2.2 Stocks and soups are prepared using correct herbs, spices and flavourings according to recipe specifications.
	2.3 Appropriate ingredients are used according to the menu items and recipe specifications.
	2.4 Correct timing and temperature requirements are followed when cooking stocks and soups to maintain quality according to recipe specifications.
	2.5 Soups are cooked or finished off quickly and effectively according to customer orders and recipe specifications.

		2.6	Adjustments are made to stocks and soups according to taste, consistency and quality required.
		2.7	Stocks are incorporate into other dishes according to standard recipes and cuisine requirements.
3.	Present soups	3.1	Service ware size, colour and shape are selected according to enterprise and cuisine requirements.
		3.2	Soups are served in correct portions according to cuisine and enterprise requirements.
		3.3	Garnishes are used which conform to the acceptable style of the region and recipe specifications.
4.	Store stocks and soups	4.1	Stocks and soups are prepared in advance and store them appropriately under conditions and temperatures to maintain freshness, eating qualities, and to comply with health and safety requirements.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to preparing stocks and soups traditional cuisines.

Traditional stocks and soups may include:

- fish tea
- fish chowder
- red peas
- beef
- pepperpot
- cow cod
- green gungo peas
- mannish water
- cream of pumpkin or callaloo
- conch
- fish stock
- beef stock
- chicken stock

Appropriate storage may include:

- chilling or freezing in suitable containers
- heating and maintaining at a minimum temperature

Ingredients and commodities may be fresh, dried or preserved and may include:

- vegetables (fresh, dried, leafy and root/tuber)
- fish (sea and freshwater), shellfish and other seafoods such as conch
- meats such as beef, pork, chicken, goat, lamb
- herbs, spices (e.g. seeds, whole, root, fresh, dried and preserved), flavourings including dried shrimp and shrimp pastes
- coconut cream
- legumes
- tubers
- farinaceous commodities

Equipment may include traditional as well as contemporary implements and appliances such as:

- cutting implements
- cooking surfaces such as hot plates, griddles
- utensils such as pans, pots, skimmers, ladles, graters

- service ware, including platters, dishes, bowls
- serving and eating implements such as spoons, servers and ladles
- commercial grinders and blenders

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare stocks and soups for traditional cuisines in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the ability to prepare stocks and soups within realistic time constraints using a range of cookery methods appropriate to the cuisine
- demonstrate knowledge of cuisine style including cultural considerations, commodities, culinary terminology and equipment
- application of food hygiene and occupational health and safety principles and procedures

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- cuisine characteristics, cultural and religious practices related to stock and soup preparation, presentation and consumption, typical menu items, order of service, typical accompaniments and garnishes, kitchen and service culture including kitchen organisation
- stock and soup preparation for particular cuisines including following recipe requirements
- precision preparation and cutting techniques and implements for the particular style of cuisine
- selection, use and maintenance of specialised equipment and tableware/service ware for preparation, cooking and serving food items
- culinary terms related to particular traditional cuisines including regional variations
- identification, selection, storage and use of typical commodities, herbs and spices, condiments, thickening and flavouring agents, seasonal delicacies relevant to the particular cuisine and appropriate cookery methods
- evaluating quality of ingredients, dishes and food items including blending and balancing of flavours and aromatics, correct flavour structure, texture and consistency, correct acid balance, correct colour and plate presentation

Underpinning Knowledge and Skills (Cont'd)

Knowledge
Knowledge of:

- the effects of cooking techniques on nutrition, taste, food texture and appearance
- use of garnishes for presentation including consideration of colour and eye appeal
- use of specialised service ware for presentation
- typical food allergies and consequences
- maintaining a tidy work station
- planning and organising and working in teams
- principles and practices of hygiene on a personal and professional level related to working in a kitchen, including suitable dress
- safe work practices, particularly in relation to bending, lifting, and using cutting implements, appliances, heated surfaces, open flames and other equipment which carry a risk of burns
- waste minimisation techniques and environmental considerations in specific relation to traditional stocks and soups

Skills
The ability to:

- select and use equipment
- use different methods of cookery to prepare traditional stocks and soups
- identify and prepare ingredients
- apply health and safety procedures
- work with others

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- equipment required for a range of preparation methods
- customers requiring a range of menu

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOT0391A: Prepare traditional desserts

Competency Descriptor: This unit deals with the skills and knowledge required to prepare desserts for traditional national and community cuisines.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Select dessert for traditional cuisine	1.1 Desserts for traditional cuisines are identified in accordance with traditional practices.
	1.2 A range of key commodities used in the preparation of traditional desserts is selected in accordance with recipe requirements and enterprise specifications.
	1.3 The traditional preparation methods required for particular menu items and cuisines are identified according to traditional practices.
	1.4 Key characteristics of traditional desserts and service are identified, according to cuisine and enterprise requirements and customer preferences.
2. Prepare and produce dessert	2.1 Commodities and other ingredients required for particular dessert items, recipes and cuisines are selected, weighed and used following the traditional procedures.
	2.2 Traditional cookery methods and the correct equipment are used as required for particular dessert items and cuisines in accordance with enterprise guidelines and traditional processes.
	2.3 The appropriate fillings are prepared, where required, to the correct consistency in accordance with customer preferences and cuisine requirements.
	2.4 Liquid, soft and solid desserts are prepared according to traditional recipe and enterprise requirements.
	2.5 Desserts are prepared and produced for special occasions in accordance with instructions and requirements.
	2.6 Food hygiene and occupational health and safety regulations and requirements are followed in all tasks in accordance with enterprise and industry requirements.

3.   Store dessert   3.1   Dessert items are stored, where required, in accordance with food hygiene and safety requirements and under the correct conditions and temperatures to maintain quality, extend shelf-life, and maximise appearance and eating quality.

                              3.2   Appropriate reheating, reconstituting and serving procedures are followed, as required, for dessert items to preserve eating qualities, appearance, and taste in accordance with enterprise and food safety requirements.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to producing traditional desserts.

Commodities includes fresh, dried and preserved and may include:

- tropical fruits
- sweet potatoes
- flowers
- rice and rice products
- flour and farinaceous products
- beans, bean pastes and bean curds
- sweeteners
- flavourings such as rose and orange waters
- milk products
- setting agents and thickeners
- flour products
- yeast
- spices
- eggs
- coconut (cream and flesh)

Traditional desserts may include:

- pineapple pie
- otaheite apple pie
- matrimony
- grapefruit delight
- cheese cake
- vanilla ice cream
- coconut ice cream
- orange ice cream

Specialised techniques may include:

- shaping ingredients
- portion control
- marinating
- chilling
- freezing
- using seaweed and jelly powders
- using setting and thickening agents

Cookery techniques may include:

- steaming
- boiling
- baking
- deep frying
- simmering

Equipment includes all that used for preparing, cooking and serving traditional desserts such as:

- bowls
- pots such as dutch pots
- whisks
- spoons
- ladles
- equipment requiring assembly
- mortar and pestle

Appropriate storage may include:

- chilling
- freezing
- covering to prevent drying out

Special occasions may include:

- festivals (religious and non-religious)
- feast days and commemorative events
- symbolic events
- banquets
- weddings
- Christmas and New Year
- birthdays

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare traditional desserts in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate the ability to prepare traditional desserts and accompaniments within realistic time constraints using a range of cookery and preparation methods appropriate to the cuisine
- demonstrate knowledge of dessert styles including cultural considerations, commodities, culinary terminology and equipment
- application of hygiene and safety principles and procedures

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- cuisine characteristics, cultural and religious practices related to food preparation, presentation and consumption, typical menu items, order of service, typical accompaniments and garnishes, kitchen and service culture, including kitchen organisation
- food preparation for particular cuisines, including following recipe requirements, portion control and costings
- precision cutting techniques and implements for the particular style of cuisine
- selection, use and maintenance of specialised equipment and tableware/service ware for preparation, cooking and serving food items
- culinary terms related to particular traditional cuisines, including regional variations
- identification, selection, storage and use of typical commodities, thickening and flavouring agents, seasonal delicacies relevant to the particular cuisine and appropriate cookery methods
- evaluating quality of ingredients, dishes and food items including blending and balancing of flavours and aromatics, correct flavour structure, texture and consistency, correct acid balance, correct colour and plate presentation
- use of garnishes for presentation including consideration of colour and eye appeal
- use of specialised service ware for presentation
- maintaining a tidy work station
- planning and organising and working in teams
- principles and practices of hygiene on a personal and professional level related to working in a kitchen, including suitable dress
- safe work practices, particularly in relation to bending, lifting, and using cutting implements, appliances, heated surfaces and other equipment which carry a risk of burns
- assembling, moulding, pleating, deep frying, steaming and baking techniques
- reheating and refreshing techniques
- waste minimisation techniques and environmental considerations in specific relation to traditional desserts

Skills
The ability to:

- select and use equipment
- use different methods of cookery to prepare traditional desserts
- identify and prepare ingredients
- apply health and safety procedures
- work with others

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- equipment required for a range of preparation methods
- customers requiring a range of menu

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHHOK1171A: Clean toilets and washrooms

| Competency Descriptor: | This unit deals with the skills and knowledge required to clean toilets and washrooms using manual equipment only. |

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Prepare for cleaning activities	1.1	Toilets and washrooms are entered following established procedures.
	1.2	Toilet and washroom is adequately ventilated during cleaning operations.
	1.3	Precautionary provisions for the protection of self and others are observed at all times.
	1.4	Cleaning agents and equipment selected are appropriate for the surface and dirt being removed.
2. Clean fixtures and fittings	2.1	Selection of cleaning agents is appropriate for intended purpose.
	2.2	Cleaning agent is mixed and applied according to manufacturer's instructions.
	2.3	Fixtures and fittings are cleaned in an order that is least likely to spread infections.
	2.4	Waste outlets and overflows are free from dirt and debris following cleaning activities.
	2.5	Fixtures and fittings are clean and free of smears.
	2.6	Faults and problems are promptly reported to the appropriate person.
	2.7	Relevant records/reports are correctly completed.
3. Replenish bathroom and washroom consumables	3.1	Holders are checked to ensure that the correct amounts of consumables are in place.
	3.2	Manufacturer's instructions are correctly followed.
	3.3	Waste items are correctly secured and placed for disposal.

3.4 Correct amount and type of consumables are in place.

3.5 Consumables are arranged consistent with property standards.

3.6 Reports are correctly prepared and posted as instructed.

RANGE STATEMENTS

Bathroom and restroom fixtures include:

- urinals
- water closets
- basins
- mirror
- bidets
- bath tubs

Bathroom fixtures, fittings and supplies may include but are not limited to:

- urinals,
- lavatory basin
- water closet
- faucets
- clothes closets
- glassware

Cleaning process to include:

- eliminating dirt and grime
- sanitizing
- disinfecting
- polishing

Problem situations may include:

- leaks and water damage
- safety risks
- damaged areas
- cracked or broken windows
- damaged frames

Fixtures and fittings include:

- soap
- tissue and towel holders
- faucets
- knobs and handles rails (polished/painted wood and metal)

Debris may include:

- sharp objects
- sand leaves and twigs
- glass, bottles
- garbage

EVIDENCE GUIDE

Competency is to be demonstrated by safely and efficiently use relevant equipment and cleaning agents in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Evidence should include a demonstrated understanding of the importance of cleaning staff to the overall quality of service provided by the enterprise and a demonstrated ability to safely and efficiently use relevant equipment and cleaning agents

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- health and safety precautions relating to cleaning operations
- safe handling of common cleaning equipment and chemicals used in tourism/hospitality establishments
- safe handling and treatment of common hazards encountered in areas to be cleaned including:
- blood, needles and syringes, used condoms, sharp objects, human waste, surgical dressings, broken glass, skewers, fat and oil, hot pans, knives, bones, crustacean shells,
- enterprise security procedures
- safe bending and lifting practices
- Cleaning precautions, procedures and techniques relating to surfaces such as glass, painted/polished wood, steel, iron, plastic, rubber, brass, silver, aluminium, fabric, leather, concrete (paved, painted)

Skill
The ability to:

- select and set up/prepare cleaning equipment and supplies
- clean floors
- clean furniture and furnishings
- clean doors,
- clean windows,
- clean walls
- clean ceilings
- maintain and store cleaning equipment and chemical

(4)   Resource Implications

The following resources should be made available:

- requisite equipment, supplies and environment where cleaning competence can be demonstrated

(5)   Method of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation.

Simulated activities must closely reflect the workplace. A range of methods to assess underpinning knowledge should support this.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the total cleaning process can be demonstrated.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHHOK0931A: **Provide laundry service**

Competency Descriptor: This unit deals with the skills and knowledge required to work in an 'on premises' laundry in a commercial accommodation establishment.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Collect guest laundry	1.1 Laundry items are collected accurately checked and all discrepancies and variations identified and reported to the appropriate person.
	1.2 Required documentation is accurately completed and submitted within required time.
2. Sort linen and clothes	2.1 All linen and clothes are correctly sorted and classified.
	2.2 Linen and clothes are free of silverware, garbage or trash and other obstacles.
3. Remove stains from fabric	3.1 Stained fabrics are appropriately sorted.
	3.2 Nature and type of stains are correctly identified.
	3.3 Stain removing solutions, methods and techniques applied are appropriate to type of stains and fabric.
	3.4 Removable stains are effectively eliminated.
4. Wash linen and clothes	4.1 Items are correctly sorted according to the cleaning process required and the urgency of the item.
	4.2 Laundry methods are correctly selected in accordance with textile labelling codes and based on: • fibre and fabric • dye fastness • amount of soilage
	4.3 Items for laundering are checked for stains and the correct process is applied.
	4.4 Cleaning agents and chemicals are correctly applied in accordance with manufacturer's instructions.
	4.5 Laundry equipment is operated in accordance with manufacturer's instructions.

		4.6	Items are checked after laundering process to ensure quality cleaning and damage is notified in accordance with enterprise procedures.
		4.7	Pressing and finishing processes are correctly carried out.
5.	Iron linen and clothes	5.1	Linen and clothes are appropriately prepared for ironing process making optimum use of feed carts.
		5.2	Ironing equipment is operated in accordance with given instructions.
		5.3	Flatwork production ironing equipment is set at appropriate speed and heat.
		5.4	All ironed linen and clothes are free of crease and damage.
6.	Repair fabric	6.1	Tools, equipment and supplies are correctly selected and used in repairing fabric.
		6.2	Repaired area blends with rest of fabric.
7.	Package and store laundry items	7.1	Guest laundry is packaged and presented in accordance with enterprise standards.
		7.2	Record keeping and billing procedures are correctly followed.
		7.3	Items are correctly folded.
		7.4	Finished items are returned or stored within the required timeframe.

RANGE STATEMENTS

Laundry operations may include but are not limited to:

- sorting
- washing
- drying
- folding
- ironing
- steam pressing
- mending

Laundry equipment may include but not limited to:

- washers
- dryers
- irons
- steam presses
- sorting baskets and shelves

Linen and clothes to include:

- sheets
- pillowcases
- table linen
- shirts
- pants
- dresses
- white and coloured blankets,
- towels,
- napkins

Clothes and linen are sorted by:

- degree of soil
- colour
- type of fabric
- cleaning methods required

Collection of laundry to include:

- pick up laundry bags outside guest's room
- pick up laundry inside guest's room

Documentation to include:

- production reports

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to launder linen and guest clothes in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Evidence should include a demonstrated ability to correctly assess the processes required for different types of laundry and to safely operate laundry equipment. The full laundering process should be demonstrated and completed with enterprise acceptable timeframes

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- hygiene, health and safety issues of specific relevance to laundry operations
- key laundry terms
- common guest laundry issues
- linen control procedures including:
  - clean for dirty
  - set amount
  - topping up
  - uniform issue
  - condemned linen
  - procedures if 'shortages' are identified

Skill
The ability to:

- collect guest laundry
- sort linen and clothes
- remove stains from fabric
- wash linen and clothes
- iron linen and clothes
- repair fabric
- package and store laundry items

(4)   Resource Implications

The following resources should be made available:

- requisite equipment, supplies and environment where competence in carrying out laundry operations can be demonstrated

(5)   Method of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation aspects of this unit. A range of methods to assess underpinning knowledge should support this.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated laundry environment where the total laundering process can be demonstrated

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0011A: Carry out data entry and retrieval procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

3.	Retrieve data	3.1	The identity and source of information is established.
		3.2	Authority to access data is obtained where required.
		3.3	Files and data are correctly located and accessed.
		3.4	Integrity and confidentiality of data are maintained.
		3.5	The relevant reports or information retrieved using approved procedure.
		3.6	Formats to retrieved report or information conform to that required.
		3.7	Copy of the data is printed where required.
4.	Amend data	4.1	Source of data/information for amendment is established.
		4.2	Data to be amended is correctly located within the file.
		4.3	The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
		4.4	The Integrity of data is maintained.
5.	Use document layout and data format facilities	5.1	Requirements for document are verified where necessary.
		5.2	The given format and layout are appropriately applied.
		5.3	Facilities to achieve the desired format and layout are correctly identified, accessed and used.
		5.4	Data manipulating facilities are used correctly.
		5.5	Format reflects accuracy and completeness.
6.	Monitor the operation of equipment	6.1	The system is monitored to ensure correct operation of tasks.
		6.2	Routine system messages are promptly and correctly dealt with.
		6.3	Non-routine messages are promptly referred in accordance with operating requirements.

		6.4	Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.
		6.5	Output devices and materials are monitored for quality.
7.	Access and transmit information via the Internet	7.1	Access to the Internet is gained in accordance with the provider's operating procedures.
		7.2	Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated.
		7.3	E-Mail is sent and retrieved competently.
8.	Close down computer system	8.1	The correct shut down sequence is followed.
		8.2	Problem with shutting down computer is reported promptly.
		8.3	All safety and protective procedures are observed.
		8.4	The system integrity and security are preserved.
9.	Maintain computer equipment	9.1	Cleaning materials and/or solutions used meet specified recommendation.
		9.2	The equipment is cleaned as directed.
		9.3	Wear and faults identified are promptly reported to the appropriate personnel.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieva l operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement .

(1)   Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills
The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

(4)   Resource Implications

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstrati on either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOT0351A: Prepare rice and farinaceous dishes for traditional cuisines

Competency Descriptor: This unit deals with the skills and knowledge required to prepare rice and farinaceous food for traditional national and community cuisines.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Select and prepare farinaceous food items	1.1	Traditional sources of farinaceous foods are identified, selected and prepared for conversion to flour or meal using traditional methods.
	1.2	Flour or meal is prepared from traditional sources using the traditional milling methods and techniques.
2. Select ingredients	2.1	Several types of rice and farinaceous foods appropriate to specific national and community cuisines are identified.
	2.2	Secondary ingredients required for preparation of rice and farinaceous dishes are selected and assembled based on traditional practice.
3. Prepare and cook rice and farinaceous food	3.1	Traditional rice and farinaceous dishes are prepared according to menu specifications and traditional cooking methods.
	3.2	The correct equipment for cooking rice and farinaceous foods are used according to traditional cuisine requirements and enterprise practice.
	3.3	Correct cooking procedures and timing are observed according to traditional cuisine and recipe requirements.
	3.4	Required flavourings are added to rice and farinaceous according to traditional cuisine and enterprise requirements.
	3.5	Food hygiene requirements and occupational health and safety regulations are followed in completing all tasks.
4. Present cooked rice and farinaceous dishes	4.1	Appropriate shape, size and colour service ware is selected to ensure appealing presentation in accordance with traditional cuisines and enterprise requirements.
	4.2	Rice and farinaceous dishes are attractively arranged and presented on platters or service ware to achieve maximum customer appeal.

4.3   Garnishes, accompaniments and sauces conforming to acceptable traditional styles and customs, occasion, service specifications and menu requirements are prepared.

4.4   Traditional rice and farinaceous dishes are presented with other appropriate traditional dishes and sauces according to cuisine and enterprise requirements.

5.   Store and reheat rice and   5.1   Appropriate storage and reheating methods are selected
      farinaceous food   which will maintain the quality of traditional rice and
                                              farinaceous dishes in accordance with enterprise
                                              requirements.

                          5.2   Rice and farinaceous dishes are stored and reheated in accordance with food hygiene principles and enterprise requirements.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to preparing rice and farinaceous dishes for traditional cuisines.

Traditional rice dishes may include:

- rice and peas (gungo and red peas)
- seasoned rice
- vegetable rice
- pilau
- plain steamed or boiled rice

Traditional farinaceous dishes may include:

- turn corn meal
- bammy
- dumplings (made form cornmeal, cassava flour and banana flour)
- noodles

Traditional methods of converting to flour or meal may include:

- grating
- using mortar and pestle
- sieving
- extracting liquid by pressing or squeezing
- drying

Traditional sources of flour or meal may include:

- cassava
- corn
- banana
- plantain

Secondary ingredients may include:

- fruits and nuts
- herbs, spices, flavourings and aromatics
- vegetables
- fats and oils including coconut oil
- meat, including pork, chicken and beef
- seafood including prawns, fish cake
- seaweed

Other dishes and accompaniments which be served with rice and farinaceous dishes may include:

- main dishes based on meat, seafood or vegetables
- salads
- stocks and sauces, both hot and cold
- condiments including prepared sauces

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare rice and farinaceous dishes for traditional cuisines in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate preparation of a range of dishes using rice and farinaceous foods including appropriate accompaniments and sauces appropriate to the particular cuisine using real and appropriate ingredients
- recognise the variety and quality of rice and farinaceous foods
- demonstrate the ability to apply the correct traditional procedures and techniques in cooking to achieve desired outcomes
- application of food hygiene and occupational health and safety principles and procedures during the cooking and presentation process
- identify types farinaceous foods and apply traditional methods to convert from sources

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- varieties of rice and farinaceous foods for traditional cuisines
- traditional methods of preparing flour or meal from traditional sources
- traditional cooking techniques and procedures
- cuisine characteristics, cultural and religious practices related to rice and farinaceous foods preparation, presentation and consumption, typical menu items, order of service, typical accompaniments and garnishes, kitchen and service culture, including kitchen organisation
- rice and farinaceous food preparation for particular cuisines including following recipe requirements, portion control and costings
- equipment and utensils used in particular cuisines including terminology
- temperature and timing
- accompaniments, sauces and condiments
- selection, use and maintenance of specialised equipment and tableware/service ware for preparation, cooking and serving of rice and farinaceous dishes
- culinary terms for rice and farinaceous foods related to particular national and community cuisines
- use of garnishes for presentation including consideration of colour and eye appeal

Underpinning Knowledge and Skills (Cont'd)

Knowledge
Knowledge of:

- maintaining a tidy work station
- planning and organising and working in teams
- principles and practices of hygiene on a personal and professional level related to working in a kitchen, including suitable dress
- safe work practices, particularly in relation to bending, lifting, and using cutting implements, appliances, heated surfaces and other equipment which carry a risk of burns
- storage (chilling, freezing and defrosting) and reheating of rice and noodles
- waste minimisation techniques and environmental considerations in specific relation to rice and farinaceous foods
- hygiene, safety and storage requirements

Skills
The ability to:

- prepare farinaceous foods from traditional sources
- use different methods of cookery to prepare traditional dishes
- identify and prepare ingredients
- apply health and safety procedures
- work with others

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- equipment required for a range of cooking methods
- customers requiring a range of menu

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCAT0662A: **Prepare foods according to specific dietary and cultural needs**

Competency Descriptor: This unit refers to the preparation and cooking of foods to meet specific cultural and dietary needs.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Prepare and present foods to satisfy dietary needs	1.1	Special requirements for therapeutic diets are identified.
	1.2	Ingredients essential for therapeutic diet requirements are selected.
	1.3	Appropriate ingredients are selected to ensure the quality of end products.
	1.4	Suitable preparation and cooking techniques are employed.
	1.5	Food texture is modified where appropriate to suit specific requirements.
	1.6	An adequate range of nutritionally balanced food is presented in an appetising and attractive manner.
2. Prepare foods to satisfy special cultural needs	2.1	Requirements are identified and met for specific cultural groups identified.
	2.2	Appropriate equipment and cooking techniques are employed for specific diets.
	2.3	Food is prepared and served taking into account cultural considerations.
	2.4	An adequate range of nutritionally balanced food is presented in an appetising and attractive manner.
3. Prepare foods to satisfy target markets	3.1	Special dietary needs are identified and met for target groups.
	3.2	An adequate range of nutritionally balanced food is prepared and presented in an appetising and attractive manner.

RANGE STATEMENTS

This unit applies to all establishments where food is prepared and served.

Target groups include but not limited to:

- aged
- infants
- children
- adolescents
- male/female
- hospital patients
- prisoners
- athletes
- diabetics

Groups identified include but not limited to:

- Rastafarian
- Seventh Day Adventist
- Vegetarian
- Other religious groups

Special dietary needs includes therapeutic and contemporary

Special dietary needs include but not limited to:

- vegetarian
- vegan
- modified sodium/potassium
- low fat/cholesterol
- high fibre
- gluten free
- high/low energy
- diabetic
- modified texture
- high/low protein
- fluids

Contemporary diet regimes include:

- fit for life
- macrobiotic
- low-fat

EVIDENCE GUIDE

Competency is to be demonstrated by effectively prepare and cook foods according to specific dietary and cultural needs in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Evidence is required of knowledge and understanding of a range of different cultural, dietary and special requirements. However, the focus of this range will vary according to the target markets of a particular workplace.

Evidence of knowledge and understanding is required of basic principles and practices of:

- nutrition
- hygiene
- dietary guidelines for diabetics

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles and practices of hygiene
- appearance and quality
- nutrition
- hygiene
- dietary guidelines for diabetics
- Contemporary diet regimes including:
- (fit for life, macrobiotic, low-fat)

Skill
The ability to:

- prepare and present foods to satisfy dietary needs
- select ingredients for therapeutic diet requirements
- modify food texture
- prepare foods to satisfy special cultural needs
- prepare foods to satisfy target markets

(4)   Resource Implications

- food preparation and presentation areas

(5)   Method of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the preparation and service of food can be demonstrated. This should be supported by assessment of underpinning knowledge.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit must be assessed in the workplace or in a simulated environment where a full range of suitable kitchen equipment and materials is provided

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBBAD0332A: Prepare and process financial/business documents

Competency Descriptor: This unit covers the processing of financial transactions including petty cash, invoicing and banking in a business environment.

Competency Field: Business Administration Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Process petty cash transactions	1.1	Petty cash claims and vouchers are checked for approval, accuracy and authenticity prior to processing.
	1.2	Petty cash transactions are processed and recorded within designated time limits.
	1.3	Irregularities are noted and referred to nominated person for resolution.
	1.4	Transactions are checked and petty cash book balanced according to organisational requirements.
2. Prepare and process banking documents	2.1	Deposits and withdrawals are accurately entered and balanced according to organisational requirements.
	2.2	Cheques and credit card vouchers are checked for validity (signatures, dates, amounts) before processing.
	2.3	Cash, cheques and credit cards are listed on banking forms in accordance with the banking institution's guidelines.
3. Reconcile invoices for payment to creditors	3.1	Discrepancies between invoices and source documents are identified and reported to nominated person for resolution.
	3.2	Adjustments and errors are identified, reported and rectified in accordance with organisational requirements.
	3.3	Creditor enquiries are answered and/or referred to nominated person for resolution.
4. Prepare invoices for debtors	4.1	Invoices are prepared accurately in accordance with organisational requirements.
	4.2	Invoices are distributed to nominated person for verification prior to despatch.
	4.3	Adjustments are made as required in accordance with organisational requirements.
	4.4	Invoices and other related documents are copied and filed for auditing purposes.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Statutory Legislation, codes and national standards relevant to the workplace which may include:

- relevant legislation from all
- government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity industrial relations and anti-discrimination
- relevant industry codes of practice

Checking claims for accuracy and authenticity may include:

- requiring a receipt
- ensuring items purchased are business related
- accepting claims from authorised personnel only

Organisational requirements may include:

- totalling and balancing petty cash book procedures
- legal and organisation policies/guidelines and requirements
- all cash being accounted for at all times
- procedures for entering and balancing
- deposits
- procedures for checking validity of cheques and credit card vouchers
- security procedures
- Occupational Health and Safety policies, procedures and programs
- format of documents for reimbursement
- guidelines for updating receipts
- accounting and auditing standards specified by the accounting board
- designated timelines for petty cash period/pay period

Source documents may include:

- journals
- purchase orders
- invoices
- receipts
- delivery dockets/receipts
- credit notes
- statements
- remittance advices
- deposit books

Banking institution's guidelines may include:

- deposit slips filled out accurately
- cash bundled
- banking summary provided
- banking electronically

Recording petty cash transactions may include use of:

- paper based
- electronic
- organisational accounting system

Nominated persons include:

- petty cash officer
- supervisor
- accounts department staff

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1)   Critical Aspects of Evidence

- application of organisation's policy and procedures for financial transactions in regard to petty cash, invoicing and bank processes
- accurate processing of petty cash claims and vouchers including identification of irregularities or errors
- accurate preparing and processing of banking documents including identification of irregularities or errors
- accurate reconciliation and payment of invoices for creditors and debtors including identification of irregularities or errors
- the recording and reporting of transactions are done efficiently

(2)   Pre-requisite Relationship of Units

- BSBCOR0141A   Use business technology

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- procedures for cash and non-cash handling
- organisational policies and procedures relating to petty cash, banking, security, invoicing
- procedures relating to debtors and creditors
- banking institution's guidelines
- methods and techniques for simple calculations
- methods for presenting financial data

- read, record and interpret financial information
- maintain records and banking documents
- check accuracy of calculations and reconciliation of accounts
- proofread in order to maintain accuracy of information
- communicate effectively including the reporting of irregularities and errors
- relate to people from a range of social, cultural, ethnic backgrounds and physical and mental abilities

(4)   Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

(5)   Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment should involve:

- observation of work processes
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6)   **Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skill and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skills at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHHOK1192A: Control and distribute housekeeping supplies

Competency Descriptor: This unit deals with the skills and knowledge required to ensure that housekeeping services are efficiently carried out in a timely manner.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Receive housekeeping supplies	1.1 Housekeeping supplies/equipment are accurately checked on arrival.
	1.2 Compliance of deliveries with order/requisition is accurately verified.
	1.3 Any discrepancies identified with deliveries are investigated thoroughly and prompt appropriate action taken to rectify the problem and minimize disruption to operations.
	1.4 Items remain undamaged during handling and transportation to storage areas.
	1.5 Relevant security procedures are correctly enforced.
2. Store housekeeping supplies	2.1 Housekeeping supplies are stored under correct conditions and in accordance with property requirements and manufacturer's instructions.
	2.2 Stock rotation procedures are fully maintained.
	2.3 Accurate and complete records of items received/stored are maintained in accordance with property requirements.
	2.4 Signs of pest infestation are immediately and appropriately dealt with.
	2.5 Storage areas are maintained clean, tidy and free from debris.
3. Issue housekeeping supplies	3.1 Records of items issued are accurate and maintained in accordance with property requirements.
	3.2 Housekeeping supplies are issued in accordance with property guidelines.
	3.3 Systems instituted to identify stock reordering levels are appropriately and effectively applied.

3.4   Deterioration and pilferage of stock are identified, investigated and appropriate remedial action taken.

3.5   Trolleys are safely loaded with adequate supplies in accordance with property procedures.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Housekeeping supplies to include:

- machinery, cleaning equipment, cleaning agents, room supplies, furnishings, fixtures and fittings

Pests to include:

- rodents
- roaches
- termites

Storage conditions:

- lighting
- ventilation
- temperature
- cleanliness

Records to include:

- control sheets
- discrepancy reports
- damage reports

Trolley preparation include:

- par stock
- preparation and stocking of cleaning chemicals and supplies
- bathroom and bedroom linen and supplies

Distribution is based on:

- special requisitions
- regular arrangement

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to control and distribute housekeeping supplies in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Look for:

- ability to maintain accurate records within acceptable enterprise timeframes and in accordance with enterprise requirements
- understanding of housekeeping principles
- ability to control the storage and distribution of housekeeping supplies

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- information required for efficient planning in the linen room
- damaged goods that should not be accepted
- procedures to follow if the amount delivered varies with delivery documentation
- how to deal with linen that does not meet required presentation standards
- implications of keeping work area clean, tidy and free of rubbish and pest infestation
- stock management system
- procedures to follow to correctly store linen
- procedures to follow to correctly store chemicals
- importance of maintaining accurate records
- procedures to control pest infestation

Skill
The ability to:

- receive housekeeping supplies
- store housekeeping supplies
- maintain stock rotation procedures
- deal with signs of pest infestation
- maintain storage areas
- issue housekeeping supplies
- identify deterioration and pilferage of stock
- load trolleys

(**4)   Resource Implications**

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(**6)   Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCOT0252A: **Implement minimal environmental impact practices**

Competency Descriptor:

This unit deals with the skills and knowledge required to conduct tourism activities which minimise negative environmental and social impacts.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare environmental responsible activities	1.1 Activities designed to facilitate experiences of the local culture are prepared according to ecotourism codes of practice.
	1.2 Colleagues and other stakeholders are consulted with regarding issues of environmental responsibility.
	1.3 Tourism activities are conducted to limit potential negative impacts and maximise positive impacts on the natural environment and the local community.
2. Conduct activities with minimal impact	2.1 Minimal impact procedures that are appropriate for a given area are selected and used in accordance with the relevant guidelines and codes.
	2.2 Customers are politely advised about acceptable behaviours in different environments and communities prior to entering the area.
	2.3 Work activities are carried out in an environmentally responsible manner and provide a role model for customers and colleagues.
	2.4 Appropriate actions are taken to address situations where customer behaviour is not acceptable in accordance with enterprise guidelines.
3. Monitor activities and changes	3.1 Changes in the environment are monitored and accurately recorded using the appropriate technology.
	3.2 Environmental information is collected on behalf of environmental/social agencies and other appropriate authorities.
	3.3 The appropriate authorities are promptly advised of environmental and social changes following the appropriate guidelines.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to implementing minimal environmental impact practices.

Minimal impact techniques and procedures may include:

- education on appropriate behavioural patterns
- site hardening
- technological solutions
- education
- restricting or limiting access
- staged authenticity

Negative environmental impacts may include:

- disturbance of flora and fauna
- physical damage
- introduction of exotic/feral species
- pollution
- waste, energy and consumable demands and issues
- visual impacts

Changes in the natural environment may include:

- breeding events
- erosion
- species sighting
- changes to flora
- changes to fauna

Positive environmental impacts may include:

- opportunities for conservation/protection
- education of visitors
- improvement of sites already impacted

Methods of information collection may include:

- logbooks
- sighting forms
- basic measurements (temperature, weather conditions, estimations of percentage cover, water)
- photography

Positive social impacts may include:

- economic benefits to local community
- improved local facilities
- employment
- visitor education
- greater understanding between host and visitor cultures

Issues to take into consideration when preparing activities may include:

- combination of education and interpretation on the natural environment
- environmental sustainability
- return to the local environment/community
- cultural sensitivity
- meeting of realistic client expectations

Negative social impacts may include:

- trivialisation of culture
- effect on social structures

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to implement minimal environmental impact practices in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- ability to conduct a tourism activity using the minimal impact techniques appropriate for a given environment
- knowledge of the environmental impacts and issues associated with tourism
- demonstrate compliance with organisation policies and procedures on environmental care
- follow documentation and reporting procedures

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- general global environmental issues
- local environmental and cultural issues of which tourism operators must be aware
- land management practices, including those used by national park management
- general environmental ethics
- relevant legislation, regulations and by-laws
- minimal impact techniques in relation to:
    - waste disposal
    - energy use
    - souveniring
    - setting of camps
    - interactions with wildlife
    - group size
    - activity specific guidelines
    - local customs/courtesies
- environmental information collection techniques
- ecotourism codes of practice
- an understanding of the biophysical and socio-cultural elements in an environment

Skills
The ability to:

- source information on environmental issues
- present information on environmental issues
- communicate clearly and precisely
- read and write
- prepare environmental friendly activities
- perform work activities in a manner that minimise negative environmental impact
- promote environmentally responsible behaviour
- apply environmental information collection techniques

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project activity for a group of people within a natural environment so that minimal impact practices can be demonstrated

(5)   **Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   **Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHHOK1142A: **Repair and recycle linen**

Competency Descriptor: This unit deals with the skills and knowledge required to repair and recycle linen used in the property that are damaged/worn.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Repair damaged linen	1.1	Work plan and time allocation are appropriate to the accomplishment of given assignments.
	1.2	Required documentation is correctly completed and made available.
	1.3	Selection of tools, equipment and supplies is appropriate for intended use.
	1.4	Item is assessed and suitability for repair correctly determined.
	1.5	Repaired area blends with rest of fabric.
2. Recycle used/damaged linen	2.1	Linen is selected for recycling consistent with established procedures.
	2.2	Intended use of linen has economic benefits to the property.
	2.3	Use of linen results in minimum waste.
	2.4	Items are attractively and correctly made.

RANGE STATEMENTS

Tools, equipment and supplies may include:

- sewing machines
- sewing kits
- damaged or worn linen

Items made include:

- pillows
- pillow cases
- kitchen towels
- mittens

Method of repair may include:

- darning
- patching
- stitching

Documentation include:

- production reports

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to repair and recycle used or damaged linen items in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

- evidence should include a demonstrated ability to repair damaged linen
- make useful items from damaged or worn linen

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge	Skill
Knowledge of:	The ability to:

Knowledge of:

- the economic benefit of recycling used or damaged linen items
- safety precautions to be taken when handling used linen
- considerations in selecting equipment and supplies for fabric repair and recycling
- work planning
- allocating time

The ability to:

- plan work and allocate time
- complete required documentation
- select tools, equipment and supplies
- assess item and determine suitability for repair
- repair fabric
- select linen for recycling
- make items

(4)   Resource Implications

The following resources should be made available:

- an environment in which this competence is practiced or can be demonstrated

(5)   Method of Assessment

- Assessment should include practical demonstration either in the workplace or through a simulation.

(6)   Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated environment

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHFAB0172A: Provide specialist advice on food

Competency Descriptor:

This unit deals with the skills and knowledge required to develop and maintain in-depth knowledge of food and apply that knowledge to food service operations.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Advise on menu items	1.1	Assistance with making food selections is courteously offered to customers.
	1.2	Options and possible variations are offered to customers where appropriate.
	1.3	Where appropriate, methods of cooking and different culinary styles are discussed with customers in clear and simple language.
2. Contribute to menu development	2.1	Content of menus is planned in consultation with appropriate kitchen staff.
	2.2	Menu suggestions are balanced in terms of cost and variety.
	2.3	Customer feedback and preferences are considered in the menu development process.
	2.4	Where appropriate consultation is undertaken with those responsible for the development of wine lists.
	2.5	Menus are developed to ensure required profit margin is obtained for the enterprise.
	2.6	Format and design of menus are clear, accurate and appropriate to enterprise needs.
3. Update specialist food knowledge	3.1	Informal and formal research is used to access current accurate and relevant information about food.
	3.2	Trends in customer needs are identified based on direct contact and workplace experience.
	3.3	General trends in the food market are identified and information is applied to the workplace.

RANGE STATEMENTS

This unit applies to all operations where specialist food knowledge is required.

Informal and formal research may include but is not limited to:

- talking to chefs and cooks
- talking to product suppliers
- reading general and trade media
- attending trade shows
- attending food tasting
- reading food reference books
- internet

Types of food for which knowledge may be required include but is not limited to:

- appetisers
- soups
- meat and fish
- vegetables
- sweets and desserts
- cheeses
- fruit
- salads
- sauces
- pre-packaged

EVIDENCE GUIDE

Competency is to be demonstrated by effectively developing and maintaining in-depth knowledge of food and apply that knowledge to food service operations in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- evidence should include a detailed knowledge of food types as listed in the Range of Variables with coverage of knowledge to include all areas mentioned in the Evidence Guide
- evidence of the ability to update and maintain current and relevant knowledge of food and to apply that knowledge to the workplace must also be demonstrated

(2)   Pre-requisite Relationship of Units

- THHCOR0031A   Follow workplace hygiene procedures
- THHFAB0082A   Maintain communication between kitchen and service areas
- THHFAB0101A   Provide food and beverage service
- THHFAB0111A   Provide table service of alcoholic beverages
- THHFAB0162A   Develop and update food and beverage knowledge
- THHGCS0222A   Promote products and services to customers
- THHFAB0212A   Provide silver service

(3)   Underpinning Knowledge and Skills

Knowledge   Skill
Knowledge of: The ability to:

- For all food items listed in the Range of   - advise on menu items
  Variables: - discuss methods of cooking and
    - methods of preparation/cooking/   different culinary styles with
    - production   customers
    - cultural and dietary issues and   - plan content of menus
        options   - identify trends in customer needs
    - suitability for different customers   - identify trends in the food market
    - major suppliers
    - accompaniments and garnishes
    - origins and ingredients
    - presentation styles
    - service styles
    - compatibility with wines and other
      beverages
    - industry research skills

(4)   Resource Implications

The following resources should be made available:

- fully equipped food and beverage service environment (simulated or actual enterprise),
  necessary equipment, utensils and supplies including but not limited to glassware, crockery,
  cutlery, linen, condiments, tea and coffee making facilities, chairs, tables, menus and wine
  lists, display materials

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular
checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance
with the performance criteria.

(6)   Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated
dining/restaurant environment. This should be supported by assessment of underpinning
knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0012A: Craft personal entrepreneurial strategy

Competency Descriptor: This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of the country are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

3.	Develop self-assessment profile	3.1	Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used.
		3.2	The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.
		3.3	Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.
4.	Craft an entrepreneurial strategy	4.1	A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.
		4.2	Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined.
		4.3	Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.
		4.4	Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.
		4.5	Goals established are specific and concrete, measurable, relate to time, realistic and attainable.
		4.6	Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.
		4.7	Potential problems, obstacles and risks in meeting goals are identified.
		4.8	Specified action steps that are to be performed in order to accomplish goals are identified.
		4.9	The method by which results will be measured is indicated.

4.10   Milestones for reviewing progress and tying these to specific dates on a calendar are established.

4.11   Sources of help to obtain resources are identified.

4.12   Evidence of the ability to review process and periodically revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

(1)   Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan
  and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills
The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

(4)   Resource Implications

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to conduct the necessary analysis using the internet

(5)   Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

(6)   Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHFAB0182A: **Provide specialist wine service**

Competency Descriptor: This unit deals with the skills and knowledge required to provide specialist advice on wine and to evaluate and develop wine lists in a hospitality enterprise.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Advise customers on local and imported wines	1.1 Assistance with making wine selections is courteously offered to customers.
	1.2 Specific advice is offered on the compatibility of different wines for menu items.
	1.3 Correct and current information about different wine options is provided.
	1.4 Where appropriate, styles and production methods are discussed with customers in clear and simple language.
2. Evaluate wines	2.1 Wines are evaluated using accepted sensory evaluation techniques.
	2.2 Wine evaluations are used to enhance the quality of information provided to customers and to inform wine selections.
	2.3 Impaired wine quality is promptly recognised and appropriate action is taken.
3. Develop wine lists	3.1 Discussions are held with appropriate kitchen staff to obtain information on menu items.
	3.2 Wines selected take account of compatibility with menu items.
	3.3 Wine lists are balanced to ensure an appropriate selection.
	3.4 Wine lists are developed to ensure required profit margin is obtained for the enterprise.
	3.5 Format and design of wine lists are clear, accurate and appropriate to enterprise needs.

4	Store and handle wines	4.1	Wines are correctly stored at recommended temperatures and humidity.
		4.2	Sediments are controlled in the storage and transportation of wines.
		4.3	Wine quality issues are identified and correctly acted upon.
5	Update wine knowledge	5.1	Informal and formal research is used to access current, accurate and relevant information about wines.
		5.2	Trends in customer needs are identified based on direct contact and workplace experience.
		5.3	General trends in the wine market are identified and information is applied to the workplace.

RANGE STATEMENTS

This unit applies to all operations where specialist wine knowledge is required.

Imported wines may include wines from:

- France
- Italy
- Germany
- Spain and Portugal
- Central and South Eastern Europe
- North America
- South America
- South Africa
- New Zealand

Sensory evaluation techniques include:

- colour, appearance and other sight variables
- aroma, bouquet and odour
- taste and mouth feel

Informal and formal research may include but is not limited to:

- talking to product suppliers
- reading general and trade media
- attending trade shows
- attending wine tastings
- reading wine reference books
- internet

EVIDENCE GUIDE

Competency is to be demonstrated by effectively providing specialist advice on wine and to evaluate and develop wine lists in a hospitality enterprise in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

- evidence should include a demonstrated detailed knowledge of wine including all those areas of knowledge covered in the Evidence Guide
- evidence of the ability to update and maintain current and relevant knowledge of wines and to apply that knowledge to the workplace must also be demonstrated

(2)   Pre-requisite Relationship of Units

- THHCOR0031A   Follow workplace hygiene procedures
- THHFAB0082A   Maintain communication between kitchen and service areas
- THHFAB0101A   Provide food and beverage service
- THHFAB0111A   Provide table service of alcoholic beverages
- THHFAB0162A   Develop and update food and beverage knowledge
- THHGCS0222A   Promote products and services to customers
- THHFAB0212A   Provide silver service

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- flow of service within a food and beverage service environment
- ordering and service procedures
- typical food and beverage service styles and types of menus
- typical industry table set ups for different types of service
- range and usage of standard restaurant equipment
- knowledge of menus as appropriate to enterprise
- hygiene and safety issues of specific relevance to food and beverage service

Skill
The ability to:

- provide assistance in making wine selections
- evaluate wines
- recognise impaired wine quality
- develop wine lists
- store wines
- controll sediments
- identify trends in customer needs
- identify trends in the wine market

(4)   Resource Implications

The following resources should be made available:

- food and beverage service environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTCUS0073A: Develop and update knowledge of protocol

Competency Descriptor:

This unit deals with the skills and knowledge required to develop and apply knowledge of protocol to a range of tourism and hospitality related activities.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Seek information on appropriate protocol	1.1 Sources of accurate information on protocol are correctly identified in accordance with enterprise guidelines.
	1.2 Relevant protocol information is accessed in response to workplace needs and in accordance with the relevant guidelines and procedures.
2. Integrate appropriate protocols procedures into work activities	2.1 The areas of work activity that require appropriate use of protocol are identified in a timely manner and in accordance with enterprise guidelines and procedures.
	2.2 The correct use of protocol is integrated into work activities according to enterprise guidelines and procedures.
	2.3 Colleagues and other stakeholders are liaised with to determine appropriate protocol requirements.
	2.4 Appropriate information on protocol is provided to relevant colleagues and stakeholders following the enterprise procedures and guidelines.
3. Update knowledge of protocol	3.1 Opportunities to update protocol knowledge are identified and used following the appropriate procedures and guidelines.
	3.2 Updated knowledge is shared with customers and colleagues and is incorporated into day-to-day work activities in accordance with enterprise procedures and guidelines.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to developing and updating knowledge of protocol.

Work activities that require integration of protocol may include:

- issuing invitations
- preparing running sheets
- preparation of briefing papers
- liaison with dignitaries and officials
- correspondence to dignitaries and officials
- providing various services during the conduct of an event (e.g. on-site management, service of food and beverage)
- conducting tours and site visits

Sources of information on protocol may include:

- libraries
- Internet
- national and local government protocol departments
- local community council
- recognised body representing a particular culture
- Office of the United Nations

Functions where protocols need to be used may include:

- civic receptions
- formal parades
- national ceremonies
- cultural ceremonies
- private functions

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to develop and update knowledge of protocol in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate knowledge of where to source accurate information on protocol for specific situations
- demonstrate knowledge of protocols required for specific situations
- consultatively make informed decisions about work activities requiring application of knowledge of protocols
- apply knowledge of protocols in the planning and implementation of work activities
- develop approaches to source and update knowledge of protocol
- share knowledge with customers, colleagues and
- compliance with national, cultural and organisational requirements and procedures

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

• Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

• the importance and role of protocol in different events and situations
• key sources of information on protocol
• main types of civic functions
• the national honours system including order of precedence, ranks and forms of address and wearing of honours and medals
• appropriate protocols for the involvement of cultural groups in events
• correct use of national and state symbols including flags, anthems and military salutes
• forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication
• protocol procedures for different types of function including:
    • invitations to VIPs
    • arrival procedures, including for heads of state or government officials
    • introduction protocols and order of
    • speakers
    • order of precedence for official guests
    • seating arrangements
    • dress styles
• appropriate protocols for addressing elders, religious figures and community members
• guidelines governing the use of cultural symbols, dress and titles
• requirements for visiting and touring cultural and heritage places of significance

Skills
The ability to:

• source and evaluate information
• provide information on protocol
• apply knowledge of protocol appropriately
• read and write
• plan and organise work
• liaise with others

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate to apply protocol knowledge to specific event management, tourism or hospitality situations

(5)   Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHHOK1203A: **Supervise housekeeping operations**

Competency Descriptor: This unit deals with the skills and knowledge required to ensure that housekeeping services are efficiently carried out in a timely manner.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Guide attendants in housekeeping tasks	1.1	Guidance matches the need and abilities of the individual staff.
	1.2	Guidance is conducted in a manner that encourages participation.
	1.3	Instructions given are consistent with work requirements.
	1.4	Workers are observed, deficiencies identified and corrective coaching given in a clear and helpful manner.
2. Delegate housekeeping assignments	2.1	Organisation of work makes effective use of skills, time and equipment to meet the needs of housekeeping.
	2.2	Planning of daily work assignments make best use of staff time and is clearly communicated.
	2.3	Individual staff member's duties are communicated to him/her in a timely way.
	2.4	Employment laws are observed.
	2.5	Staffing levels are controlled to keep costs to a minimum whilst maintaining the quality of service required.
	2.6	Relevant records are accurately kept.
3. Prepare and post rooming reports	3.1	Information from other department is received and acted upon promptly.
	3.2	Information sent to other departments and units is accurate, timely and in the appropriate form.
	3.3	Information useful to other departments is identified and communicated to the appropriate persons.
	3.4	Rooming reports are accurate, comprehensive and prepared and circulated within time specified.

4.	Monitor guest rooms and public areas	4.1	Work co-ordination achieves efficient operations.
		4.2	Work is monitored and controlled to make certain that established room preparation procedures are followed.
		4.3	Status of rooms and public areas is checked daily to ensure that cleaning and preparation standards are maintained.
		4.4	Damaged and worn items are identified and dealt with according to house policy.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Guidance may be given in:

- cleaning guest room for arrival
- cleaning public rest rooms
- collecting and sorting laundry
- handling guest complaint or special request
- presenting a professional personal image
- how to speak to guests

Relevant records include:

- time sheets
- attendance records

Information from other departments include:

- guests departure and arrival details
- special requests
- forecast of rooms sold
- number of guests in house
- time of arrivals
- late check-outs
- status of repair problems
- guest feedback

Information prepared for other departments include:

- room status
- rooms out of order
- maintenance requests
- discrepancies between arrivals and departures list and actual room status
- recommendations to management

Public areas may include:

- lobbies, lounges, conference and banquet rooms
- public rest rooms
- restaurants, bars and night clubs
- public and private area corridors

Inspection to include:

- mopped floors
- outdoor areas
- windows
- handles and knobs

Damaged/worn items may include:

- lamps
- telephone
- decorations
- bed linen
- bedspreads
- mattresses
- pillows
- bathroom and kitchen units
- furniture,
- carpets and curtains

Rooms include:

- occupied and un-occupied bedrooms
- bathrooms
- guest kitchens
- sitting rooms

Room preparation procedures include:

- procedures for entering occupied rooms
- bed making procedures
- room furniture arrangement
- ambience

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to supervise housekeeping operations in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

Look for:

- ability to maintain accurate records within acceptable enterprise timeframes and in accordance with enterprise requirements
- understanding of housekeeping principles
- ability to supervise and guide others

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skill
Knowledge of: The ability to:

- housekeeping operations   - conduct training
- procedures for entering occupied   - train attendants in housekeeping tasks
  rooms   - plan daily work assignments
- property standards for bed making,   - delegate work duties
  room arrangement   - prepare rooming reports
- importance of housekeeping   - control staffing levels
  information to other departments in a   - prepare and post rooming reports
  hotel   - co-ordinate work
- types of information other departments   - check status of rooms and public areas
  may need from housekeeping   - identify damaged and worn items
- information required for efficient
  planning in the housekeeping
  department
- labour laws relevant to the work
  allocation and employment practices
- planning instructional delivery (formal
  training)
- rooming report

(4)   Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCFP0423A: **Organise food service operations**

Competency Descriptor: This unit deals with the organisational process required
                                to organise Food Service operations.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan kitchen for food production	1.1 Quantities are determined and calculated accurately according to recipes and specifications.
	1.2 Food items are ordered in correct quantities for requirements.
	1.3 A jobs checklist for food and equipment is prepared which is appropriate to the situation, clear and complete.
	1.4 A work schedule for the relevant section of kitchen is designed to maximise teamwork and efficiency.
2. Organise food production	2.1 Preparation and service of orders for the relevant section of the kitchen are organised to enable smooth work flow and minimise delays.
	2.2 Dishes are sequence controlled to enable smooth work flow and minimise delays.
	2.3 Quality control is exercised at all stages of preparation and cooking to ensure that presentation, design, eye appeal and portion size of menu items are to required standards.
3. Ensure smooth work flow	3.1 Appropriate procedures are put into place to ensure that receiving and storing as well as cleaning procedures are correctly followed.

RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided

Menus may include but not limited to:

- a la carte
- set (table d'hote)
- cyclical
- function

EVIDENCE GUIDE

Competency is to be demonstrated by efficiently organise food service operations in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently organise food service operations to enterprise standards

(2)   Pre-requisite Relationship of Units

It is recommended that this unit be assessed either in conjunction with or after the following units:

- THHCFP0221A   Organise and prepare food

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- organisational skills and teamwork
- safe work practices particularly in relation to bending and lifting
- nutrition principles which relate to each system
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- principles of occupational health and safety
- hygiene codes
- HACCP
- principles and practices of hygiene
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus, modern trends in menus

Skills
The ability to:

- determine and calculate quantities according to recipes and specifications
- order food items
- prepare A mise en place list for food and equipment
- design work schedule and work flow plan for kitchen operations
- organise preparation and service of orders
- sequence and controlled dishes
- exercise quality control
- monitor receiving and storing as well as cleaning procedures
- select cooking systems
- prepare and serve specialist recipes

(4)   Resource Implications

The following resources should be made available:

- food preparation and presentation areas

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHWPO0223A: **Monitor work operations**

Competency Descriptor: This unit deals with the skills and knowledge required to oversee and monitor the quality of work operations. Team leaders, supervisors or managers may carry out this unit.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Monitor and improve workplace operations	1.1	Efficiency and service levels are monitored on an ongoing basis.
	1.2	Operations in the workplace support overall enterprise goals and quality assurance initiatives.
	1.3	Quality problems and issues are promptly identified and adjustments are made accordingly.
	1.4	Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.
	1.5	Colleagues are consulted about ways to improve efficiency and service levels.
2. Plan and organise workflow	2.1	Current workload of colleagues is accurately assessed.
	2.2	Work is scheduled in a manner that enhances efficiency and customer service quality.
	2.3	Work is delegated to appropriate people in accordance with principles of delegation.
	2.4	Workflow is assessed against agreed objectives and timelines.
	2.5	Colleagues are assisted in prioritisation of workload.
	2.6	Input is provided to appropriate management regarding staffing needs.
3. Maintain workplace records	3.1	Workplace records are accurately completed and submitted within required timeframes.
	3.2	Where appropriate completion of records is delegated and monitored prior to submission.

4.	Solve problems and make decisions	4.1	Workplace problems are promptly identified and considered from an operational and customer service perspective.
		4.2	Short-term action is initiated to resolve the immediate problem where appropriate.
		4.3	Problems are analysed for any long-term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.
		4.4	Where a team member raises problem, the team is encouraged to participate in solving the problem.
		4.5	Follow up action is taken to monitor the effectiveness of solutions in the workplace.

RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided.

Control systems may be computerised or manual.

Problems may include but are not limited to:

- difficult customer service situations
- equipment breakdown/technical failure
- delays and time difficulties

Workplace records may include but is not limited to:

- staff records
- regular performance reports

EVIDENCE GUIDE

Competency is to be demonstrated by efficiently monitor work operations in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- ability to effectively monitor and respond to a range of common operational and service issues in the workplace
- understanding of the role of staff involved in workplace monitoring
- knowledge of quality assurance, principles of workflow planning, delegation and problem solving

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skill
Knowledge of: The ability to:

- the roles and responsibilities of those
  involved in monitoring work operations
- organisational skills and teamwork
- overview of leadership and
  management responsibilities
- principles of work planning
- typical work organisation methods
  appropriate to the industry sector
- quality assurance principles
- time management
- principles of delegation
- problem solving and decision making
  processes
- industrial and/or legislative issues
  which affect short term work
  organisation as appropriate to industry
  sector

- monitor efficiency and service levels
- identify and adjust quality problems
  and issues
- schedule work
- plan and organise workflow
- delegate work
- assess workflow
- maintain workplace records
- solve problems and make decisions

(4)   Resource Implications

The following resources should be made available:

- Food preparation and service establishment (simulated or actual enterprise)

(5)   Method of Assessment

Assessment should include practical demonstration either in the workplace or through a
simulation. Portfolios of evidence relating to workplace experience may be appropriate.
Simulated activities must closely reflect the workplace and may need to take place over a period
of time to allow the candidate to address the ongoing implementation and monitoring aspects of
this unit. A range of methods to assess underpinning knowledge should support this.

(6)   Context of Assessment

This unit may be assessed on or off-the-job.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHCFP0403A*:*   Plan and control menu-based catering

Competency Descriptor: This unit deals with the processes involved in planning, preparing and controlling menus.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare menus	1.1 A variety of appropriate menu types are prepared as required by the enterprise.
	1.2 Menus are costed to comply with given costing restraints.
	1.3 Where appropriate, menus are prepared in a sequential manner.
2. Control menu-based catering	2.1 Production schedules are planned to give consideration to menu constraints, available equipment, expertise of labour and available time.
	2.2 Labour costs are controlled with consideration given to rosters, scheduling, award conditions and rates.
	2.3 Product utilisation and quality are optimised through the application of portion control and effective yield testing.
	2.4 Stock control measures are applied by following correct receiving and storing procedures.
3. Maintain security	3.1 Security is maintained in food production and storage areas to minimise risks of theft, damage or loss.

RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided

Menu items are planned to take into account:

- achieving a balance in the variety of cooking principles, colours, tastes and food textures
- nutritional values
- seasonal availability factors
- popularity in sales

Catering control systems can be manual or computerised, and may include but not be limited to the use of the following:

- production planning sheets
- sales analysis forms
- daily kitchen reports

Menus are prepared using:

- terminology appropriate to the market and style of menu
- item descriptions which will promote the dishes

Types of menus may include but is not limited to:

- table d'hote
- a la carte
- set
- function
- cyclical sheets

This unit can apply to a range of settings and is not limited to:

- banquets
- breakfasts
- lunches
- dinners
- parties
- open kitchens

EVIDENCE GUIDE

Competency is to be demonstrated by efficiently plan and control menu-based catering in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

- evidence should include a demonstrated ability to efficiently plan and prepare menu based catering to enterprise standards

(2)   Pre-requisite Relationship of Units

- THHCFP0221A   Organise and prepare food

(3)   Underpinning Knowledge and Skills

Knowledge   Skill
Knowledge of: Ability to:

- organisational skills and teamwork
- principles of nutrition, in particular the effects of cooking on the nutritional value of food
- culinary terms commonly used in the enterprise
- logical and time efficient work flow
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing, portion control
- historical development of menus, modern trends in menus
- principles involved in menu planning for breakfasts, lunches, dinners, banquets, parties
- how to achieve a balance in the variety of cooking principles, colours, tastes and food textures
- use of production planning sheets, sales analysis forms and daily kitchen reports in menu planning

- prepare a variety of menu types
- cost menus
- plan production schedules
- control labour costs
- apply portion control
- conduct yield testing
- apply stock control measures
- minimise risks of theft, damage or loss

(4)   Resource Implications

The following resources should be made available:

- food preparation and presentation areas

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THTTEJ0123A: Conduct business transactions

Competency Descriptor: This unit deals with the skills and knowledge required to conduct a business relationships within a tourism or hospitality context. It focuses on the relationship building and negotiation skills required.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish and conduct business arrangements	1.1 Relationships are established in a manner that promotes goodwill and trust between the enterprise, its customers and suppliers.
	1.2 Effective communication skills and techniques are employed in relationships to build trust and respect.
	1.3 Opportunities to maintain contact with customers and suppliers are taken up wherever possible.
2. Conduct negotiations	2.1 Negotiations are conducted in a business like and professional manner within the relevant cultural context.
	2.2 Negotiations are conducted using techniques to maximise benefits for all parties in the context of establishing long term relationships.
	2.3 Negotiations take account of input from colleagues.
	2.4 Negotiations are conducted in the context of the current enterprise marketing focus.
	2.5 The results of negotiations are communicated to appropriate persons within appropriate timeframes.
3. Make formal business agreements	3.1 Agreements are confirmed in writing with contracts drawn up in accordance with enterprise requirements.
	3.2 All aspects of formal agreement are checked and approved in accordance with enterprise procedures.
	3.3 Specialist advice is sought in the development of contracts where appropriate.
4. Foster and maintain business relationships	4.1 Information needed to maintain sound business relationships is pro-actively sought, reviewed and acted upon.
	4.2 Agreements are honoured within the scope of individual responsibility.

4.3   Adjustments to agreements are made in consultation with the customer/supplier and information is shared with appropriate colleagues.

4.4   Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.

RANGE STATEMENTS

Negotiations and contracts may relate to quite broad and significant commercial dealings including but not limited to:

- corporate accounts
- service contracts
- agency agreements

- venue contracts
- rate/price negotiations
- marketing agreements

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to conduct business transactions in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   **Critical Aspects and Evidence**

Look for:

- ability to conduct business negotiations within a specific tourism and hospitality context
- knowledge and understanding of the current environment in which tourism and/or hospitality businesses operate, and the major industry issues of relevance to the particular sector
- knowledge and understanding of contracts

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skill
Knowledge of: The ability to:

- current competitive environment
- legal issues that affect negotiations and contracts in the country's tourism and hospitality industry
- Common day-to-day situations where contracts are negotiated
- Importance of observing the terms of the contract/agreement
- service capabilities of the enterprise
- current marketing focus of the enterprise
- how to conduct negotiations of significant commercial value
- oral/written contracts

- establish relationships
- employ effective communication skills and techniques
- maintain contact with customers and suppliers
- conduct negotiations
- make formal business agreements
- foster and maintain business relationships

(4)   Resource Implications

The following resources should be made available:

- Tourism/hospitality environment (simulated or actual enterprise).

(5)   Method of Assessment

Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

(6)   Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHGAD0153A: Control and order stock

Competency Descriptor:

> This unit deals with the skills and knowledge required to control and order stock in a range of tourism and hospitality enterprises.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Maintain stock levels and records	1.1 Stock levels are monitored and maintained at levels prescribed by enterprise levels.
	1.2 Stock security systems are monitored and adjusted as required.
	1.3 Stock re-order cycles are maintained, monitored and adjusted as required.
	1.4 Colleagues are informed of their individual responsibilities in regard to recording of stock.
	1.5 Stock storage and movement records are maintained in accordance with enterprise procedures.
	1.6 Stock performance is monitored and fast/slow selling items are identified and reported in accordance with enterprise procedures.
2. Organise and administer stock takes	2.1 Stock takes are organised at the appropriate time and responsibilities allocated to staff.
	2.2 Accurate reports on stocktake data are produced within designated timelines.
3. Identify stock losses	3.1 Losses are accurately identified, recorded and assessed against potential loss forecast on a regular basis.
	3.2 Losses are reported in accordance with enterprise procedure.
	3.4 Avoidable losses are identified and reasons are established.
	3.5 Solutions are recommended and implemented to prevent future avoidable losses.

4.	Process stock orders	4.1	Orders for stock are accurately processed in accordance with enterprise procedures.
		4.2	Stock ordering and recording systems are accurately maintained.
		4.3	Purchase and supply agreements are correctly used and appropriate details recorded
5.	Follow up orders	5.1	Delivery process is monitored to meet agreed deadlines.
		5.2	Liaison is undertaken with colleagues and suppliers to ensure continuity of supply.
		5.3	Routine supply problems are followed up or referred to the appropriate person in accordance with enterprise policy.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors

This unit may apply to stock from both internal and external suppliers.
Stock control systems may be:

- manual
- computerised.

Stock may include but is not limited to:

- food
- beverage
- equipment
- linen
- stationery
- brochures
- vouchers and tickets
- souvenir products

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to control and order stock in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Look for:

- ability to maintain continuous stock supply within a specific tourism and hospitality context
- ability to meet accuracy and speed requirements for completion and maintenance of stock records.

(2) Pre-requisite Relationship of Units

This unit should be assessed with or after the following unit:

- THHGAD0141A   Receive and store stock.

3) Underpinning Knowledge and Skills

Knowledge	Skill
Knowledge of:	The ability to:

Knowledge of:

- stock level maintenance techniques as appropriate to industry sector
- typical stocktaking procedures as appropriate to industry sector
- stock recording systems
- stock security systems

The ability to:

- monitor and maintain stock levels
- monitor and adjust stock security systems
- maintain, monitor and adjust Stock re-order cycles
- maintain stock storage and movement records
- monitor stock performance
- organise stock takes
- produce reports on stocktake data
- identify losses
- identify avoidable losses
- recommend and implement solutions
- process orders for stock
- maintain stock ordering and recording systems
- monitor delivery process
- undertake liaison with colleagues and suppliers
- distribute stock

(4)   Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise).

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit must be assessed through practical demonstration on-the-job or in a simulated workplace environment where the candidate is able to demonstrate ongoing control of stock. This should be supported by assessment of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.