Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCTHT10203   **Level 1 in Community Tourism**
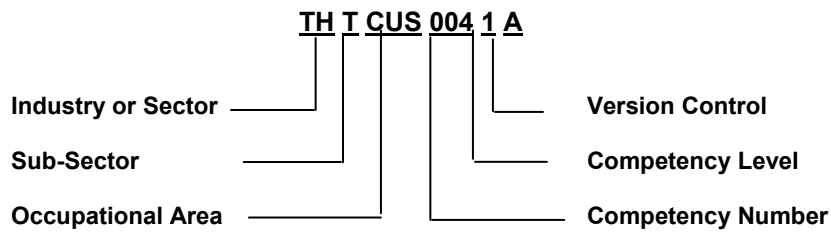
Unit Number	Unit Title	Mandatory /Elective	Hours
THHCOR0011A	Work with colleagues and customers	Mandatory	20
THHCOR0021B	Follow health, safety and security procedures	Mandatory	20
THHCOR0031A	Develop and update hospitality industry knowledge	Mandatory	10
THHCOR0041A	Follow workplace hygiene procedure	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
THTCOT0071A	Develop and update local knowledge	Mandatory	10
THTCUS0041A	Meet client needs and expectations	Mandatory	20
THHGHS0172A	Provide first aid	Mandatory	24
THHHOK0901A	Respond to guest related complaints and requests	Mandatory	20
ECCART0041A	Develop understanding of own cultural identity	Mandatory	20
THHHOK1222A	Deals with emergency situations	Mandatory	20
THTTEJ0081A	Contribute to safety on the road	Elective	20
THHHOK0921A	Prepare guest rooms	Elective	30
THTTEJ0111A	Display proper telephone usage	Elective	20
ECCART0021A	Develop and apply knowledge of ‖[&a/cultural arts⁄⁄⁄⁄⁄⁄⁄⁄⁄⁄⁄⁄⁄⁄⁄	Elective	20
THTREC0031A	Operate vehicles	Elective	20
THHCAT0651A	Transport and store food in a safe and hygienic manner	Elective	15
THHHOK0911A	Clean floors, walls, furniture and furnishings	Elective	40
ITICOR0011A	Carry out data entry and retrieval procedures	Elective	40
ECCART0032A	Produce work which expresses own cultural identity	Elective	30
THTTEJ0062A	Promote and sell tourism products and services	Elective	10
THTATT0262A	Work as a guide	Elective	40
THHGFA0042A	Process cash and non cash transactions	Elective	15
THTCOT0242A	Prepare content on local culture and heritage	Elective	20
THTCOT0252A	Implement minimal environmental impact practices	Elective	20
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50

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 CUS 004 1 A

Industry or Sector ———————— Version Control

Sub-Sector ———————— Competency Level

Occupational Area ———————— Competency Number

KEY: Man – Mandatory; 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; GFA – General Financial Administration; GUD – Tour Guiding
THH – Tourism & Hospitality (Hospitality); TH – Tourism & Hospitality; T – Tourism;
CUS – Customer Services; ECC – Entertainment (Cultural Product)
ART – Arts; REC - Recreation

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>
Knowledge of:

- 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

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

- 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.
• 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.

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

Knowledge
Knowledge of:

Skills
The ability to:

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

- 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.

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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   - follow hygiene procedures
  problems   - identify and prevent hygiene risks
- 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

(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 Jamaican society
- basic knowledge of the culture of persons from the main places where Jamaica'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.
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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 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 Jamaica'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:

- Jamaicans
- 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 Jamaica'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

Knowledge
Knowledge of:

- governments role in marketing Jamaica
- Jamaica's tourism products
- the issues that affect promotional activities in Jamaica's tourism industry
- features that make the Jamaican tourism product unique and diverse
- promoting Jamaica to Jamaicans
- 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 Jamaica

Skills
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

Means of accessing information include:

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

Information sources include:

- colleagues
- organization
- entertainment centers
- hotels

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   Skill
Knowledge of: The ability to:

* basic research skills including: * access information sources
  * identification of information required   * assess information for relevance
* questioning techniques to elicit   and applicability
  information   * present information orally
  * note taking   * prepare and present written
  * sorting and processing information   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

Knowledge   Skill
Knowledge of: The ability to:

- factors which contribute to personal   • observe dress code
  hygiene problems   • maintain proper oral hygiene
- implications of poor oral hygiene of   • maintain physical care of the body
  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

(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.

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 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.
		2.5	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:	Customer may include:

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)

Skills
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.
• 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.

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.
	1.4	Realistic amounts of time and resources necessary to achieve set objectives are identified.
	1.5	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.

Self-development include:

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

Development takes place during:

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

Goals may include:

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

Strengths and weaknesses may relate to:

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

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

Knowledge
Knowledge of:

- 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

Skill
The ability to:

- 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 Jamaica's tourism product	1.1	Informal and /or formal research is used to update own knowledge of Jamaica's tourism product.
	1.2	Knowledge of the history of tourism in Jamaica is demonstrated.
	1.3	The term "tourism" is correctly defined.
	1.4	The importance of tourism to Jamaica 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 Jamaica is demonstrated.
2. Apply knowledge of Jamaica'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 Jamaica 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 Jamaica'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 Jamaica
- ability to define "tourism"
- explain some positive benefits as well as negative impact of tourism on Jamaica'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 Jamaica's tourism industry
- own role in contributing to the tourism product
- importance of tourism to Jamaica's economy
- environmental issues relating to tourism
- social and cultural impact of tourism on Jamaica
- types of sports and sporting events
- tourism's contribution to Jamaica's GDP
- the principles of community tourism
- benefits of community tourism

Skills
The ability to:

- update own knowledge of Jamaica's tourism product.
- define the term "tourism"
- explain the importance of tourism to Jamaica
- identify motives and current trends in regional and international travel
- demonstrate awareness of the negative impact of tourism on Jamaica
- 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 Jamaica's flora and fauna	5.1	Ability to identify species of animals and plants found in Jamaica is demonstrated.
	5.2	Some benefits of Jamaica'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 Jamaica:

- 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 Jamaica:

- 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 Jamaica

(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 Jamaica
- some endemic birds of Jamaica
- 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 Jamaica's geography, history and culture.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Upgrade own knowledge of Jamaica'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 Jamaica'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 Jamaica'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 Jamaica's geography	3.1	The ability to locate places on a map is demonstrated.
	3.2	The ability to share basic information on Jamaica'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 Jamaica 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
- Parishes and their capitals

Method for sourcing information may include:

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

Information sources may include but are not limited to:

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

Places located on a map of Jamaica include:

- parishes
- parish capitals
- mountains
- at least four attraction locations

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
Jamaica'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 Jamaica whose names are influenced by the people who came to here
    - important dates in Jamaica's history
- local cultural practices
    - story telling
    - riddles
    - proverbs
    - evolution of contemporary reggae
    - music in the 50's, 60's, 70's, 80's, 90's
    - traditional dance forms – European, African, Euro-African
    - traditional foods
- history of reggae 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 Jamaica
    - climate
    - terrain
    - position/location
    - size
    - parishes and their capital
    - 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 Jamaica

(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.

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:

- 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

Knowledge   Skills
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.

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

Knowledge
Knowledge of:

- 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

Skill
The ability to:

- 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.

ECCART0041A: Develop understanding of own cultural identity

Competency Descriptor: This unit deals with the skills and knowledge required to develop an understanding of one's own cultural identity.

Competency Field: Cultural Products

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Develop information on own community or region	1.1	The appropriate persons are identified and consulted with to obtain knowledge of own community or region in accordance with cultural protocols.
	1.2	Other relevant sources of information on own community or region are identified in accordance with information requirements.
	1.3	Access to information and people are made in a culturally appropriate way which shows respect for local culture and customs.
2. Seek information on family and heritage	2.1	The holders of information are correctly identified and the appropriate persons are consulted with in relation to family and heritage in culturally appropriate manner.
	2.2	Other relevant sources of information on family and heritage are identified.
	2.3	Appropriate information on family and heritage is collected in a culturally appropriate way which shows respect for local culture and customs.
3. Use information to develop concept of cultural identity	3.1	The information collected is examined to determine own cultural identity and the connection to a particular community or region and heritage.
	3.2	The ways in which the concept of belonging to a particular region in relation to culture and heritage may inform artistic practice is examined.
	3.3	Information is used in a culturally appropriate way at all times, including identification of how and with whom information can be shared in accordance with community guidelines.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to developing an understanding of own cultural identity.

Other sources of information on region, family and heritage may include:

- libraries
- archives
- museums
- newspapers and magazines
- cultural centres
- community art organisations
- books
- videos
- CDs
- Internet
- galleries
- own observations

Appropriate persons for information on region, country, family and heritage may include:

- family members
- local community organisations
- accepted cultural educators
- community elders
- relevant ethnic organisations

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to develop an understanding of own cultural identity 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 sources of information
- demonstrate the ability to access and use information in a culturally appropriate way
- evaluate information to gather an understanding of cultural identity
- demonstrate understanding of how cultural identity inform cultural practice

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- the concept of cultural diversity
- cultural values that underpin aspects of one's local community
- family units and broader social organisational aspects of local communities
- own community and region, e.g. customs, ceremonies, relationship to land
- general knowledge of own family and heritage
- matters of protocol within local societies
- protocols for accessing information and communicating with different community members, e.g. gaining permission, consultation, issues of ownership/custodianship
- the ways in which knowledge can be used, how it should be used and with whom it can be shared
- the ways in which protocols and cultural values impact on work practices in different contexts, e.g. artistic practice, tourism, including issues of copyright, intellectual copyright and culturally appropriate commercial activity

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

- source and access information
- observe appropriate protocols
- evaluate information
- develop concept of cultural identity
- identify relevant sources of information
- make the connection between cultural identity and artistic practice

(4)   Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- involvement of approved personnel from the relevant community

(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 -
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.

4.3   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

Knowledge
Knowledge of:

- 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

Skill
The ability to:

- 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.

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 Jamaica
*   the ability to use the road correctly as a pedestrian

(2)   Pre-requisite Relationship of Units

*   Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- road safety for motorists
- road code
- defensive driving
- security precautions for motorists
- road hazards
- safe use of road way by pedestrians
- critical points to be observed for vehicle maintenance
- legal and statutory requirements for motorists
- procedures for dealing with accidents
- responsibility of motorists to protect pedestrians

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

- use the road safely as a driver
- take pre-emptive action
- use the road safely as a pedestrian
- use pedestrian crossings correctly
- observe safety precautions in relation to self while using the road
- ensure security of personal possessions

(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.

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.

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.

ECCART0021A: Develop and apply knowledge of local cultural arts

Competency Descriptor:

> This unit deals with the skills and knowledge to develop and apply knowledge of local cultural arts and applies to individuals involve in the practicing of cultural arts.

Competency Field: Entertainment

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Source and apply information	1.1	Relevant sources of information on cultural arts within local communities are identified and accessed in a culturally appropriate way.
	1.2	Arts practice is conducted in a manner which takes account of relevant cultural protocols.
2. Liaise with stakeholders	2.1	Individuals and networks used in the context of local cultural arts, both internal and external to the community, are correctly identified.
	2.2	The knowledge of networks is used to enhance the quality of work practices.
	2.3	Cultural protocols are integrated into all communication and business practices.
3. Update and maintain knowledge on local arts	3.1	Identify and use relevant opportunities are identified and used to update knowledge of local cultural arts.
	3.2	Updated knowledge is shared with colleagues and customers and is incorporated into day-to-day work activities.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to developing and applying knowledge of local cultural arts.

Sources of information on local cultural arts may include:

- local museums
- community arts organisations
- practising artists

- government agencies
- heritage organisations
- funding bodies
- directories or other references

Scope and nature of local arts practice may relate to:

- types of work
- significance of cultural arts within a given community
- ways in which artworks are promoted/distributed

Cultural and economic significance of local arts practice may relate to:

- positive local community impacts
- role of the arts within community development
- link between the arts and other areas of economic activity, e.g. tourism
- statistical data

Opportunities to update knowledge may include:

- participation in community networks
- seminars
- informal sharing of information
- using electronic media (TV, radio)
- review of references and other written materials multimedia

Information on local cultural arts may include:

- scope and nature of arts practice within communities
- cultural significance
- economic significance
- marketing and distribution issues

Marketing and distribution issues may relate to:

different markets for artworks
typical distribution channels
copyright issues surrounding promotion of work
ethical issues
cultural protocols to be observed

Protocols governing local cultural arts may relate to:

- access to information
- sharing of information
- copyright
- moral rights/intellectual property
- culturally appropriate forms of promotion

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to develop and apply knowledge of local cultural arts 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 context and structure of cultural arts within a specific community
- application of knowledge to particular aspects of arts practice in a local community
- source and access information from relevant sources and develop networks
- demonstrate knowledge of appropriate cultural protocols

(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:

• ways in which cultural arts practice   • source and access information
  may operate within local communities   • develop networks
• scope of the different types of cultural   • communicate information
  art practice   • interpret information
• marketing and distribution mechanisms   • improve own work
  specific to locally produced artworks
  including networks and relevant
  organisations
• cultural protocols within local arts
  practices
• traditional law, ways in which
  traditional economies operated and
  their link to contemporary cultural arts

(4)   Resource Implications

The following resources should be made available:

• workplace (actual enterprise or simulated)
• involvement of approved personnel from the relevant community

(5)   Method of Assessment

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

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of products made/previous work
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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 -	
Solve problems	Level 1	
Use technology	Level 1	

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

THTREC0031A: Operate vehicles

Competency Descriptor:

This unit deals with the skills and knowledge required for the application of basic driving skills to safely utilise various controls and features of a range of vehicles and demonstrate safe driving techniques.

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Prepare vehicle for use	1.1	Occupational Health and Safety hazards in the work area are identified and reported to the supervisor following the organisation policies and procedures.
	1.2	Routine checks and maintenance of vehicle are conducted prior to use according to manufacturers specifications and enterprise requirements.
	1.3	Faults or malfunctions are identified and reported for repair according to enterprise requirements.
	1.4	Loads are secured according to safe operational specifications, Occupational Health and Safety, legislative and enterprise requirements.
2. Drive vehicle	2.1	Suitable personal protective equipment is selected, used, maintained and stored according to Occupational Health and Safety and enterprise requirements.
	2.2	Vehicle is driven in a safe and controlled manner and monitored for performance and efficiency following the correct procedures.
	2.3	Driving hazards are identified, anticipated and controlled through the application of safe and defensive driving techniques.
	2.4	Environmental implications associated with vehicle operation are recognised and positive enterprise environmental procedures applied where relevant.
3. Complete and record vehicle performance	3.1	Shutdown procedures are conducted according to manufacturers specifications and enterprise requirements.
	3.2	Malfunctions, faults, irregular performance or damage to vehicle is detailed and reported according to enterprise requirements.

3.3   Vehicle is cleaned and decontaminated (if necessary), secured and stored according to enterprise and Occupational Health and Safety requirements.

3.4   Vehicle operational reports are maintained to industry standards according to enterprise requirements.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to operating vehicles.

Hazards associated with the operation of vehicles may include:

- exposure to loud noise and fumes, hazardous substances (fuel, oils), solar radiation and organic and other dusts
- ergonomic hazards associated with posture and mechanical vibration
- bystanders, livestock and wildlife
- difficult terrain and varying gradients
- broken ground, potholes, ditches, gullies, embankments, obstacles
- adverse weather conditions
- overhead hazards including power lines
- loose clothing
- speed and fatigue
- load shifts
- mechanical malfunctions
- exposed moving parts including hydraulics
- crushed by roll over, loads being carried and other machinery

Occupational Health and Safety requirements may include:

- the safe operation and maintenance of vehicles
- checks to ensure loads are secure and within working specifications
- hazard and risk control
- manual handling including lifting and carrying
- the application of emergency/defensive driving techniques
- handling, application and storage of hazardous substances
- outdoor work including protection from solar radiation, dust and noise
- the appropriate use, maintenance and storage of personal protective equipment
- passengers only carried when there is a seat approved by the manufacturer

Enterprise requirements may include:

- Standard Operating Procedures (SOPs)
- industry standards
- production schedules
- Material Safety Data Sheets (MSDSs)
- work notes and plans
- product labels
- manufacturers specifications
- operators manuals
- enterprise policies and procedures (including waste disposal, recycling and re-use guidelines)

Routine checks and maintenance may include:

- cabin drills
- pre-start and safety checks including an assessment of tyres, wheels, controls and cables, lights, safety mirrors, electrics, safety restraints, chain/driveshaft, chassis and suspension
- service and maintenance of cooling system, fuel, oils and lubricants, battery levels, tyre pressure, fan belts, leads, lines, connections, air filters, air conditioning, brakes, clutch, gearbox, steering, lighting and transmission

Operating vehicle safe and controlled manner may include:

- appropriate selection and use of controls, features, settings and operational techniques for the terrain and weather conditions without causing damage to machinery, equipment, person, property or environment

Environmental implications associated with the operation of vehicles may include:

- negative environmental impacts may result from excessive noise and exhaust emissions, the unsafe use and disposal of maintenance debris (oil containers, chemical residues) and hazardous substances (fuel, oils)
- high traffic activity, particularly the repeated use of tracks, may negatively impact in soil disturbance and dust problems
- increased run-off flows from unsafe cleaning and servicing activities

Shut down procedures for vehicles may include:

- turning the engine off
- safe dismounting and securing the vehicle
- parking away from hazards
- maintaining a clear thoroughfare
- refuelling
- cleaning the vehicle of soil, plant and animal material

Vehicles may include:

- utility vehicles
- four wheel drive vehicles
- motorcycles (2 and 4 wheel)
- light trucks

Personal protective equipment may include:

- boots
- overalls
- Gloves
- protective eyewear
- hearing protection
- respirator or facemask
- sun protection (sun hat, sunscreen)

Maintenance of vehicle reports may include:

- routine checks and maintenance
- scheduled maintenance activities
- mandatory or statutory inspections
- faults, malfunctions and damage details
- hazard and incident reports

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to operate vehicles 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:

- steer, manoeuvre and position vehicles in a smooth and controlled manner in on and off-road conditions
- demonstrate safe and environmentally responsible workplace practices
- demonstrate required knowledge and skills to obtain relevant licences and permits
- demonstrate emergency procedures and safe driving techniques
- read and comprehend operator manuals
- effectively communicate faults, malfunctions and workplace hazards
- interpret and apply task instructions, report and maintain operational records

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

The pre-requisite for this unit is:

- Nil

(3)   **Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- components, controls and features of vehicles and their functions
- operating principles and operating methods
- load limits and the principles of weight distribution with regard to load shifting and vehicle movement
- effects of adverse weather and terrain conditions on the operation of vehicles
- OHS legislative requirements and codes of practice
- environmental codes of practice with regard to the operation of vehicles
- relevant national legislation and regulations with regard to licensing, road and traffic requirements

Skills
The ability to:

- steer and manoeuvre vehicle
- apply safe and environmentally friendly practices
- obtain relevant licences and permits
- deal with emergency procedures
- apply safe driving techniques
- read and comprehend manuals and traffic laws
- communicate effectively
- interpret and apply task instructions
- report and maintain records

(4)   **Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- range of vehicles

(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 2	
Use technology	Level 1	

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

THHCAT0651A: Transport and store food in a safe and hygienic manner

Competency Descriptor: This unit refers to the transport of food after preparation to another location, and storage on its arrival.

Competency Field: Hospitality

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Identify appropriate food transportation	1.1	Transportation vehicles selected are appropriate to type and condition of food.
2. Transport food safely & hygienically	2.1	Food is packaged, loaded, restrained and unloaded appropriately.
	2.2	Hygienic work practices are employed and Occupational Health and Safety Regulations are observed.
	2.3	Appropriate records of food transportation are maintained
3. Store food safely and hygienically	3.1	Food storage environments are selected appropriate to specific food type including: • dairy • meat and fish • fruit and vegetables • dried goods
	3.2	Appropriate environmental conditions for specific food types are maintained, including: • temperature • humidity
	3.3	Hygienic work practices are employed and Occupational Health and Safety Regulations are observed.
	3.4	Nutritional quality is optimised.
	3.5	Storage area is kept free from contaminants.

RANGE STATEMENTS

This unit applies to all catering operations where food and related services are provided and includes the following establishments/operations:

- educational institutions
- cafeterias/canteens/cafes/gourmet food shops
- fast food outlets
- health establishments
- in-flight catering

- events catering
- private catering
- corrective services
- residential catering

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively transport and store food in a safe and hygienic manner in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- evidence of knowledge and understanding of the storage requirements of specific food types is required

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- Hazard Analysis and Critical Control Points (HACCP) principles
- stock control

Skill
The ability to:

- identify appropriate food transportation
- transport food safely & hygienically
- store food safely and hygienically

(4)   Resource Implications

The type of transport being used will vary according to the enterprise needs and the type of food being transported

(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. Where this is not practicable, it may be assessed through simulations and case studies.

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 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.

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.

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 de vices
- 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, per sonal 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.

ECCART0032A: Produce work which expresses own cultural identity

Competency Descriptor:

> This unit deals with the skills and knowledge required to appropriately express own cultural identity through artistic practice.

Competency Field: Cultural Products

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Examine protocol for the production of cultural works	1.1	Appropriate sources of information on cultural identity and the ways in which it can be expressed are identified in the culturally appropriate manner.
	1.2	Appropriate knowledge permitted for cultural expressions is determined according to community guidelines.
	1.3	Appropriate protocols for the production of cultural works, including copyright and intellectual property, were researched and followed.
2. Develop concept for work that expresses cultural identity	2.1	Cultural information is evaluated and used in an appropriate way in developing a concept for work in accordance with cultural requirements.
	2.2	Cultural information and identity is taken into account in the development of concept, with due consideration of cultural protocols.
	2.3	Means of expression for production of work consistent with cultural context and concept are selected in accordance with community guidelines.
3. Produce work using cultural knowledge	3.1	Work, which appropriately expresses cultural context and locates own identity is produced in accordance with own cultural heritage.
	3.2	Work is produced in accordance with cultural, copyright and intellectual property requirements.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to producing work, which expresses own cultural identity.

Cultural information may relate to:

- history (pre - European contact and post-European contact)
- traditional life and culture
- traditional food
- art and music
- dance
- bush medicine
- tools and implements
- custodianship of land
- cultural sites

Cultural expression may include:

- art
- dance
- music
- ceremony
- storytelling
- cultural interpretations

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce work, which expresses own cultural identity 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 ways in which cultural information and context can be applied within art practice
- demonstrate the ability to produce work which appropriately expresses cultural context and identity
- demonstrate knowledge of cultural protocols covering accessing and disseminating information
- compliance with copyright, moral and intellectual property requirements

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   **Underpinning Knowledge and Skills**

<u>Knowledge</u>
Knowledge of:

- cultural protocols in relation to the production, presentation and distribution of works which express own cultural identity
- own culture
- copyright, moral rights and intellectual property requirements for specific types cultural artwork, including issues of appropriation
- protocols for the sharing of information and the expression of information pertaining to cultural works
- cultural expressions

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

- source and access information
- observe appropriate protocols
- evaluate information
- produce cultural works
- express aspects of own culture

(4)   **Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- involvement of approved personnel from the relevant community

(5)   **Method of Assessment**

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

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of products made/previous work
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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 -	
Solve problems	Level 2	
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.

THTATT0262A: Work as a guide

Competency Descriptor:

> This unit deals with the skills and knowledge that underpin effective performance as a guide. It covers key legal, ethical, safety and professional development issues that must be considered by guides in their day-to-day work. As such it underpins all other guiding units

Competency Field: Tourism

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Apply knowledge of the guiding sector	1.1 Conduct day-to-day guiding activities in a manner which takes account of the roles and responsibilities of different types of guides.
	1.2 Identify key guide information sources and contacts correctly.
	1.3 Use industry knowledge and guide networks to enhance the quality of guiding services provided to clients.
2. Guide tours according to legal, ethical and safety requirements	2.1 Conduct day-to-day guiding activities in accordance with the legal requirements governing the industry.
	2.2 Guide tours according to the general ethics of guiding and the specific ethical considerations for particular contexts.
	2.3 Guide tours according to safety requirements and in a manner which minimises risk to clients and colleagues.
	2.4 Guide tours in a manner that minimises any negative impact on the social or natural environment.
	2.5 Special requests are noted and followed upon promptly at the earliest possible time.
3. Develop guiding skills and knowledge	3.1 Identify and use opportunities to update the knowledge and skills required by guides.
	3.2 Identify and access sources of assistance and support for guides when required.
	3.3 Share knowledge with colleagues to enhance the quality of service provided to clients.

4.	Communicate with tourism industry operators in English	4.1	Articulate information clearly using industry acceptable language.
		4.2	Achieve mutual understanding and agree on details relevant to guiding activities.
		4.3	Provide accurate information and explanations about customer requirements and any special requests.
		4.4	Communicate according to social, cultural and business requirements.
		4.5	Identify the nature and key facts of operational problems and provide an appropriate solution by consulting and openly communicating with the tourism operator.
5	Provide/facilitate after-tour service	5.1	Situations requiring after-tour attention are correctly identified and recorded
		5.2	All relevant reports accurately completed and appropriately filed or submitted.
		5.3	Situations requiring specific attention are made known to the relevant persons/departments/entities without undue delay.
		5.4	Clients are kept appraised of developments regarding issues that concern them on a regular basis

RANGE STATEMENT

This unit applies to guides working in all sectors of the tourism industry.
The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

General and specific ethical considerations may include:

- truth and honesty regarding all information given to clients
- provision of services as promoted
- ethical dealings with local communities
- relationships with industry colleagues, clients and suppliers
- cultural considerations
- environmental considerations and sustainable practice
- United Nations code of ethics in tourism

Opportunities to update knowledge and skills and key guide information sources may include:

- industry seminars
- training courses
- familiarisation tours
- participation/membership in professional guide associations
- formal and informal research
- Internet research.

Legal requirements refer to those relevant to health, safety, security and as set out by:

- Jamaica Tourist Board
- National Environmental Protection Agency
- Ministry of Health
- Ministry of Local Government
- Ministry of National Security

Tourism operators may be:

- transportation company
- tour operator
- cruise operators
- airlines
- accommodation provider
- food and beverage outlet
- attraction or theme park
- inbound tour operators
- other guides

Social, cultural and business requirements may relate to:

- body language
- cultural customs and mores

Industry acceptable language refers to commonly-used industry terminology and commonly used English.

EVIDENCE GUIDE

(1)   Critical Aspects of Evidence

- broad knowledge of the roles and responsibilities of different types of guide
- knowledge of the legal, ethical and safety issues to be considered in specific guiding contexts
- speaking and listening skills sufficient to communicate with industry colleagues in English and achieve mutual understanding on day-to-day operational requirements
- ability to apply knowledge to specific guiding contexts

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- general knowledge of the tourism industry and in particular the tour   operations/wholesaling sector and the way that guiding fits into the tourism industry
- roles, responsibilities and career paths for different types of guides including tourist   guides, tour manager, site guides, adventure guides, meet and greet guides, city hosts and   driver guides
- industry associations and the services they provide to guides

Knowledge
Knowledge of: (Cont'd)

- legal and liability issues that specifically affect guiding operations including:
- consumer protection laws
- licensing
- public liability and the guide's duty of care
- environmental legislation
- health, safety and security issues that specifically affect guiding operations in particular contexts
- key factors to consider in minimizing negative impacts on the social and natural environments in which tours take place
- knowledge of the social, cultural and business conventions applicable to working as a guide

Skills
The ability to:

- speaking and listening skills in order to carry out predictable and creative communication involving daily transactions and interactions of a non-routine and varied nature in English
- research an itinerary to evaluate potential safety implications and requirements
- apply knowledge to specific guiding contexts
- provide a briefing to clients on appropriate behaviour at a site of cultural interest
- liaise with other guides when working on a program involving multiple guides
- respond to a situation where a customer sustains an injury on tour
- maintain a computerised database of industry contacts

(4)   Resource Implications

- application of knowledge to specific guiding contexts

(5)   Method of Assessment

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

The following examples are appropriate for this unit:

- case studies and problem solving to assess application of knowledge to different guiding situations and contexts
- role-plays to assess the candidate's ability to communicate in English on practical guiding issues
- questions to assess knowledge of different guide roles and legal issues
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

(6)   Context of Assessment

Communication in English on practical guiding matters.

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 1	
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.

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   - Prepare receipts
- cash counting procedures   - Manage cash float
- procedures for processing non cash   - Process non cash transactions
  transactions   - Make cash payments
- security procedures for cash and other   - Perform balancing procedures
  financial documentation   - 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.

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.

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.

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 Jamaica 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.