



Technical and Vocational Education and Training (TVET) Council



## **Occupational Standards of Competence**

# **Tour Guiding**

## **Level 2**

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## **ACKNOWLEDGEMENTS**

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# **Qualification Overview**

**NVQB**

**in**

**Tour Guiding**

**Level 2**

## **NVQB in Tour Guiding Level 3**

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### **Qualification Overview**

Employers can use this qualification to support employees in developing their tour guiding skills, planning their careers and/or in the development of improved systems for guides in the tourism and other relevant industry sectors.

Employees at this level must possess an array of developed guiding skills and in-depth knowledge of specific subject areas necessary to deliver quality tours. They must also be able to contribute to research and the development of specialized interpretive content.

Like all NVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessors and compile a portfolio of evidence to prove that they are competent in their work role.

### **Who is this qualification for?**

The NVQB in Tour Guiding Level 2 is aimed at persons who provide tour guiding services in a variety of tourism industry sectors. Guides at this level usually conduct tours at specific sites (including attractions, cultural and heritage sites, tourist precincts, marine and national parks, distilleries, etc.) or multiple locations (tour bus/van scenic rides or on board day cruise vessels).

### **Where can it be used?**

This qualification can be used within the tourism industry sectors for anyone performing the role of tour guide.

## A07102 APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

### TOUR GUIDING - LEVEL 2

To achieve a full award, candidates must complete all twelve (12) mandatory units and four (4) elective units.

<b><u>Mandatory Units (All must be completed)</u></b>	<b><u>CODES</u></b>
<b>1. Apply workplace communication skills</b>	<b>UA05802</b>
1.1 Identify workplace communication procedures	
1.2 Communicate in the workplace	
1.3 Draft written information	
<b>2. Perform basic mathematical computations</b>	<b>UA05902</b>
2.1 Determine work requirements	
2.2 Perform calculations	
2.3 Interpret the results of calculations and present findings	
<b>3. Work in a culturally diverse environment</b>	<b>UA06002</b>
3.1 Communicate with individuals from diverse backgrounds	
3.2 Deal with cross cultural misunderstandings	
<b>4. Provide quality customer service</b>	<b>UA06102</b>
4.1 Communicate with internal and external customers	
4.2 Provide service to meet customer requirements	
4.3 Respond to customer problems and complaints	
<b>5. Work as a guide</b>	<b>UA06202</b>
5.1 Plan guiding activity	
5.2 Communicate with key operators	
5.3 Brief clients	
5.4 Conduct activity	
5.5 Manage group	
5.6 Provide/facilitate post-activity service	
<b>6. Maintain safety and security during activities</b>	<b>UA06302</b>
6.1 Maintain workplace health and safety standards	
6.2 Maintain workplace security standards	
6.3 Follow emergency procedures	

<b>Mandatory Units (All must be completed)</b>	<b>CODES</b>
<b>7. Provide arrival and departure assistance</b>	<b>UA06402</b>
7.1 Conduct arrival transfers for groups or individuals	
7.2 Deliver arrival information to customers	
7.3 Check in groups and individuals at accommodation	
7.4 Conduct departure transfers for groups and individuals	
<b>8. Maintain professional development and career professionalism</b>	<b>UA06502</b>
8.1 Identify own learning needs	
8.2 Manage own learning	
8.3 Maintain professional growth and development	
<b>9. Prepare and present site briefings or scripted commentaries</b>	<b>UA06602</b>
9.1 Prepare commentaries or activities for presentation to customers	
9.2 Present commentaries or activities to customers	
9.3 Interact with customers	
<b>10. Monitor entry to venue</b>	<b>UA06702</b>
10.1 Monitor and maintain access to venue	
10.2 Monitor crowds	
<b>11. Create a promotional display</b>	<b>UA06802</b>
11.1 Make preparations for display/stand	
11.2 Create the display	
<b>12. Operate a computer terminal</b>	<b>UA06902</b>
12.1 Start computer and access basic system information and features	
12.2 Navigate and manipulate desktop environment	
12.3 Organise basic directory and folder structures	
12.4 Organise files for use	
12.5 Print information	
12.6 Shut down computer	

<b>Elective Units (Four (4) units must be completed)</b>	<b><u>CODES</u></b>
<b>13. Prepare and set up for registrations at venue</b>	<b>UA07002</b>
13.1 Prepare for registration	
13.2 Set up registration area	
13.3 Process registrants	

<b>Mandatory Units (All must be completed)</b>	<b>CODES</b>
<b>14. Maintain a product inventory</b>	<b>UA07102</b>
14.1 Obtain and interpret information for inventory	
14.2 Enter data into inventory system	
14.3 Update inventory	
14.4 Provide inventory information	
<b>15. Conduct a recreation program for persons with disabilities</b>	<b>UA07202</b>
15.1 Prepare for program/activity	
15.2 Establish effective communication	
15.3 Assist persons with disabilities to meet lifestyle and relationship needs	
<b>16. Develop a personal entrepreneurial strategy</b>	<b>UA04402</b>
16.1 Demonstrate knowledge of the nature of entrepreneurship	
16.2 Identify and assess entrepreneurial characteristics	
16.3 Develop self-assessment profile	
16.4 Craft an entrepreneurial strategy	
<b>17. Communicate in a language other than English</b>	<b>UA07302</b>
17.1 Meet, greet and interact with guests	
17.2 Provide detailed information and advice	
17.3 Respond to unpredictable situations and problems	
<b>18. Apply environmental principles and advocate awareness</b>	<b>UA07402</b>
18.1 Contribute to improved environmental work practices	
18.2 Report potential environmental threats	
<b>19. Operate a ride location</b>	<b>UA07502</b>
19.1 Prepare and inspect ride location	
19.2 Inspect rides	
19.3 Prepare to operate ride	
19.4 Operate and monitor ride	
19.5 Close down ride	
19.6 Close and secure ride	
19.7 Prepare ride documentation and reports	



<b>Elective Units (Four (4) units must be completed)</b>		<b><u>CODES</u></b>
<b>20.</b>	<b>Operate and maintain a tour vehicle</b>	<b>UA07602</b>
20.1	Use the features of a tour vehicle	
20.2	Conduct driving activities with minimal impact	
20.3	Recover tour vehicles	
20.4	Perform maintenance and minor repairs on tour vehicles	
<b>21.</b>	<b>Load and unload a ride</b>	<b>UA07702</b>
21.1	Load the ride	
21.2	Monitor the ride	
21.3	Unload the ride	
<b>22.</b>	<b>Sell tourism products and services</b>	<b>UA07802</b>
22.1	Identify customer needs	
22.1	Suggest products to meet customer needs	
22.1	Provide product information and advice	
22.1	Follow up sales opportunities	
<b>23.</b>	<b>Access and interpret product information</b>	<b>UA07902</b>
23.1	Identify and access product information	
23.2	Interpret product information	

## UA05802

## Apply workplace communication skills

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Identify workplace communication procedures | 1.1 Identify organisational communication requirements and <b>workplace procedures</b> with assistance from <b>appropriate persons</b> .            |
|  | 1.2 Identify appropriate <b>lines of communication</b> with supervisors and colleagues.   |
|  | 1.3 Seek advice on the <b>communication method/equipment</b> most appropriate for the task.   |
| 2. Communicate in the workplace                | 2.1 Use effective questioning, and active listening and speaking skills to gather and convey information.   |
|  | 2.2 Use appropriate non-verbal behaviour at all times according to organisational procedures.   |
|  | 2.3 Encourage, acknowledge and act upon constructive feedback.  |
| 3. Draft written information                   | 3.1 Identify relevant procedures and formats for written information.   |
|  | 3.2 Draft and present assigned <b>written information</b> for approval, ensuring it is written clearly, concisely and within designated timeframes. |
|  | 3.3 Confirm written information meets organisational standards of grammar, style, format and detail.  |

- 3.4 Seek assistance and/or feedback to aid communication skills development.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Workplace procedures:**

- answering telephone calls
- following instructions
- informal discussions
- requests from colleagues
- using internet and email
- using voice mail

**2. Appropriate persons:**

- colleagues
- other staff members
- supervisors, mentors, trainers or assessors

**3. Lines of communication:**

- formal and informal means
- verbal or written

**4. Communication method/equipment:**

- computer network systems
- facsimile machines
- personal computer equipment including hardware, keyboards, software and communication packages
- telephones

**5. Written information:**

- electronic mail
- facsimiles
- general correspondence or standard/form letters and memos
- handwritten and printed materials
- telephone messages or general messages

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to identify lines of communication, request advice, ask effective questions, follow instructions, receive feedback, and convey messages clearly and concisely.
2. How to relate to people from diverse backgrounds and to people with diverse abilities.
3. How to identify work requirements, draft written information and process basic, relevant workplace documentation.
4. How to solve routine problems related to the workplace.
5. What are the key provisions of relevant legislation from all forms of government that may affect relevant aspects of business operations.
6. What are the relevant organisational policies, plans and procedures.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA05902

## Perform basic mathematical computations

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to apply basic mathematical principles and techniques. Topics include rounding off, estimating, addition and subtraction of fractions, calculations involving area and volumes, ratio and proportion, unit conversions, percentages and scaling as well as the use of formulae and graphs. Candidates are required to use numerical techniques to solve problems in related trade situations.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Determine work requirements                                | <ul style="list-style-type: none"> <li>1.1 Establish required outcomes from job instructions.</li> <li>1.2 Obtain data from relevant sources and interpret it correctly according to organisational procedures.</li> <li>1.3 Determine required calculation method to suit the application, including the selection of relevant <b>arithmetic operations</b> and/or formulae.</li> <li>1.4 Estimate expected results, including rounding off, as appropriate.</li> </ul> |
| 2. Perform calculations                                       | <ul style="list-style-type: none"> <li>2.1 Carry out calculations, clearly showing methods and levels of accuracy.</li> <li>2.2 Obtain the solution and express it in the correct format/units in accordance with the established work requirements.</li> <li>2.3 Check answer against estimations.</li> </ul>   |
| 3. Interpret the results of calculations and present findings | <ul style="list-style-type: none"> <li>3.1 Select effective ways to present findings.</li> <li>3.2 <b>Present</b> findings clearly using a chart, graph, table or diagram and describe your methods.</li> <li>3.3 Explain what your results mean and how they meet your purpose.</li> </ul>  |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Relevant sources:**

- charts
- graphs
- diagrams
- measurement data
- reference manuals/specifications

**2. Arithmetic operations:**

- application of subtraction, addition, multiplication and division
- manipulation of decimals, fractions and mixed numbers and whole numbers
- determining of percentages
- performing of algebraic expressions
- calculation of proportions and ratios

**3. Present:**

- 
- chart
- diagram
- table
- graph



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to select appropriate scales and use them in the production of charts and graphs.
2. How to mark appropriate limits clearly on a graph or chart.
3. How to read, interpret and follow information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents.
4. How to plan and sequence operations.
5. How to check and clarify task related information.
6. How to check for conformance to specifications.
7. How to undertake numerical operations, geometry and calculations/formulae within the scope of this unit.
8. What are the formulae applicable to the determination of perimeter, area and volume of simple rectangular-based shapes.
9. What are the techniques for estimating approximate answers.
10. How to find the average (mean) of up to 10 items (e.g. temperatures, prices, time).
11. How to read scales on familiar measuring equipment (e.g. watch, tape measure, measuring jug, weighing scales, and thermometer) using everyday units (minutes, millimetres, litres, grams, degrees).
12. What are the reasons for using dimensions with the same units when calculating length, perimeter, area and volume.
13. What are the concepts of perimeter, area and volume.
14. What are the procedures for rounding off figures when estimating approximate answers.
15. What are mixed numbers, decimals, fractions and whole numbers.
16. What is the concept of percentage.
17. What are the procedures to be followed in converting a decimal to a percentage.
18. What are the procedures for carrying out calculations involving fractions and using each of the four basic rules.
19. What are the procedures to be followed for converting a fraction to a percentage.
20. What are the sources of appropriate formulae.

21. What are the reasons for ensuring that the units of each term are consistent with the formulae selected.
22. What are the procedures for converting given units to those required for use in formulae.
23. What are the concepts of ratio and proportion.
24. How to use scales applicable to the axes of the graphs or charts.
25. What are the types of charts and/or graphs used in the individual's field of work.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA06002****Work in a culturally diverse environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to work successfully in an environment with people from diverse social and cultural backgrounds.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |     |   |
|----|---|-----|---|
| 1. | Communicate with individuals from diverse backgrounds | 1.1 | Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity.                               |
|    |   | 1.2 | Communicate and cooperate effectively with individuals from different backgrounds in workplace activities.                                  |
|    |   | 1.3 | Establish communication using gestures, simple words and other appropriate methods where language barriers exist.                           |
|    |   | 1.4 | Respond to workplace situations in a manner that takes into account different traditions and ways of communicating.                         |
|    |   | 1.5 | Identify the ability of team members to speak a language other than English and/or their experience of living in other regions or cultures. |
| 2. | Deal with cross cultural misunderstandings            | 2.1 | Identify issues which may cause conflict or misunderstanding in the workplace.  |
|    |   | 2.2 | Address difficulties with the appropriate people and seek assistance from team leaders or others where required.                            |
|    |   | 2.3 | Identify and acknowledge possible cultural differences when difficulties or misunderstandings occur.  |
|    |   | 2.4 | Resolve misunderstandings in a manner that takes into account cultural considerations.  |
|    |   | 2.5 | Refer issues and problems to the appropriate team leader/supervisor for follow-up.  |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Background and culture:**

- race/ethnic origin
- language
- special needs
- family structure
- gender
- age
- sexual preference

**2. Cultural differences:**

- appropriate ways of greeting and parting
- levels of formality
- work ethics
- family obligations
- customs
- social values
- dress and grooming
- non-verbal behaviour, understanding and interpretations
- observance of special religious, feast or other celebratory days
- product preferences

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the principles that underpin cultural awareness and relevance to individual behaviour in the workplace.
2. What are the general characteristics of the different cultural groups encountered.
3. What are the organisational cultural protocols.
4. What are the principles and techniques for resolution of cross-cultural communication difficulties.
5. What are the relevant anti-discrimination legislations.
6. What are the non-verbal communication techniques appropriate for cross-cultural communication.
7. What are the organisational escalation procedures.
8. What are the basic conflict resolution techniques.
9. What are the main kinds of potential conflicts that can result from cultural differences.
10. How to deal with people from a range of cultural backgrounds.
11. How to identify cultural differences.
12. How to resolve conflicts.
13. How to communicate effectively with others from different cultures.
14. How to display sensitivity.
15. How to work with others.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA06102****Provide quality customer service**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to communicate effectively with customers and to provide a service which gives a positive impression of yourself and your company.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Communicate with internal and external customers | 1.1 Follow correct organisational procedures for dealing with <b>customers</b> .<br><br>1.2 Present a positive image of yourself, your colleagues and the organisation when dealing with customers.<br><br>1.3 <b>Communicate</b> with customers clearly, politely and confidently.<br><br>1.4 Identify specific problems in communicating with customers, and follow organisational guidelines in seeking to resolve them.<br><br>1.5 Refer problems you are unable to resolve to the <b>appropriate person</b> .      |
| 2. Provide services to meet customer requirements   | 2.1 Obtain relevant information about customer's needs and the services they require.<br><br>2.2 Give information to customers that is accurate, up-to-date and within the limits of the organisational rules on confidentiality and your own authority.<br><br>2.3 Provide requested services within the agreed timescales.<br><br>2.4 Seek and obtain customer satisfaction on the service provided.<br><br>2.5 Clearly and accurately record services requested and provided according to organisational procedures. |
| 3. Resolve problems and complaints                  | 3.1 Identify potential suitable solutions to problems using organisational procedures.  |



- 3.2 Suggest and explain potential solutions to the customer, and seek agreement on resolution.
- 3.3 Follow through on agreed solutions with customers and solicit their satisfaction with the solution.
- 3.4 Refer problems to the **appropriate person** if unable to resolve or it is outside own level of responsibility and keep the customer informed at all times.
- 3.5 Follow organisational procedures for recording and reporting the problem and what has been done.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Customers:**
  - internal
  - external
  
2. **Communication:**
  - verbal
  - written
  
3. **Appropriate persons:**
  - line manager
  - colleagues

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. Why customer service is important to both internal and external customers.
2. Who are the customers for whom your organisation provides goods and/or services.
3. What are the organisational procedures for dealing with customers.
4. Why it is important to identify and take account of any special needs customers may have and how to do so.
5. What is a 'positive image' of yourself and the people you work with, and how to present this both face-to-face and on the telephone and via email.
6. Why presenting a positive image is important.
7. Why you should deal with customers politely and promptly, and what are your organization's standards for doing so.
8. How to communicate clearly and confidently with customers adopting an appropriate tone of voice.
9. The importance of body language when communicating with customers face-to-face.
10. Why it is important that both yourself and the customer understand what is being said.
11. What are the types of problems that may occur when communicating with customers.
12. How to identify communication problems and deal with them effectively.
13. What are the types of services your organisation provides to customers and your role in supporting these services.
14. Why it is important to be clear about what the customer requires, and how to do so.
15. Why it is important to identify customers' needs and other services you could supply to meet these.
16. Why it is important to keep a written record of the customer's requirements.
17. What are the types of services you provide within your job role.
18. How to ensure that information is accurate and up-to-date.
19. Why it is important to provide the service within agreed timescales.
20. Why it is important to check that customers are satisfied with the service, and what to do if they are not.
21. What are the basic legal requirements when dealing with customer problems and complaints.

22. What are your organisation's procedures for dealing with problems and complaints.
23. Why it is important to collect as much information as possible about customers' problems and confirm the information with them.
24. What is the relevant information that should be collected.
25. Why it is important to explain more than one possible solution and reach agreement with the customer.
26. Why it is important to show empathy with the customer, and how to do so.
27. Who is the relevant person to whom you must refer problems when you cannot reach agreement with the customer.
28. Why it is important to keep customers fully informed about developments relating to the solution to their problem.
29. Why it is important to follow through on agreed solutions and to check that the customer is satisfied.
30. How to deal with customers politely and calmly, especially when they are confused, excited or angry.
31. Why it is important to show customers that you are determined to solve the problem and how to do so.
32. What are the organisational procedures for recording and reporting problems and complaints.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA06202****Work as a guide**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to work effectively as a guide in a wide range of contexts and transportation modes. It covers key legal, ethical, safety and professional development issues that must be considered by guides in their day-to-day work activities.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                   |   |
|-----------------------------------|---|
| 1. Plan guiding activity          | <ul style="list-style-type: none"> <li>1.1 Identify key information sources and contacts.</li> <li>1.2 Review required roles and responsibilities for the prospective <b>activity</b>.</li> <li>1.3 Plan resource, labour, timeframe and logistical aspects of the <b>activity</b> taking into account all relevant <b>contextual issues</b>.</li> <li>1.4 Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers.</li> <li>1.5 Select <b>equipment</b> (where applicable) for the <b>activity</b> and assess it for safety and suitability in accordance with manufacturer specifications and organisational procedures.</li> </ul>                      |
| 2. Communicate with key operators | <ul style="list-style-type: none"> <li>2.1 Articulate information clearly and in accordance with effective communication principles.</li> <li>2.2 Discuss details relevant to the guiding activities with <b>operators</b> in a manner that results in mutual understanding and agreement.</li> <li>2.3 Provide <b>operators</b> with accurate information about customer requirements and any special requests.</li> <li>2.4 Communicate information in accordance with relevant <b>social, cultural and business requirements</b>.</li> <li>2.5 Identify the key facts and the nature of the operational problems and provide the appropriate solution in consultation with the <b>operator</b>.</li> </ul> |

- 
3. Brief clients
    - 3.1 Communicate the aim of the **activity** clearly to the clients in accordance with organisational policies and procedures.
    - 3.2 Communicate logistical details to clients, including relevant minimal environmental impact practices.
    - 3.3 Demonstrate correct techniques/postures/procedures for potentially hazardous activities to the group, where applicable, in accordance with organisational procedures.
    - 3.4 Outline procedures for dealing with the event of separation from group to the clients prior to **activity** in accordance with organisational procedures.
    - 3.5 Establish a **communication system** to be used during **activity** and ensure that all clients understand the system.
    - 3.6 Devolve decision making appropriately in accordance with organisational policies and procedures.
  4. Conduct activity
    - 4.1 Conduct guiding activities in accordance with legal, industry and safety requirements.
    - 4.2 Confirm that clients are properly attired and outfitted with necessary **equipment** in accordance with organisational policies.
    - 4.3 Conduct **activity** in accordance with relevant safety requirements and in a manner which minimises risk to clients and colleagues.
    - 4.4 Conduct **activity** in accordance with the relevant **ethical considerations**.
    - 4.5 Acknowledge special requests and respond to them promptly in accordance with organisational policies.
    - 4.6 Conduct **activity** in a manner that minimises any negative impact on the social or natural environment.

5. Manage group
  - 5.1 Adhere to the activity schedule by employing effective communication techniques with the group.
  - 5.2 Provide instructions to the group in an appropriate manner and pace and encourage customers to seek clarification where necessary.
  - 5.3 Direct the physical movements of the group in a manner that maintains order and check group numbers at appropriate times.
  - 5.4 Locate lost or late group members, encourage them to re-join the group and comply with the group movements in accordance with organisational policies.
  - 5.5 Build and maintain group camaraderie during the activity by employing appropriate **techniques**.
  - 5.6 Respond to **group problems** in a manner that optimises the goodwill and morale of the group.
6. Provide/facilitate post-activity service
  - 6.1 Identify and record situations requiring post-activity attention in accordance with organisational requirements.
  - 6.2 Recover **equipment** (where applicable) from clients and store it in accordance with organisational policies and procedures.
  - 6.3 Write all relevant reports accurately and file or submit them in accordance with organisational requirements.
  - 6.4 Notify the relevant persons/departments /entities of situations requiring specific attention without delay.
  - 6.5 Apprise clients of the developments regarding issues that concern them on a regular basis.



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Activities:**

- sightseeing tours (e.g. city walks, chartered bus rides, glass bottom boats)
- educational tours (e.g. heritage, facility, architectural, museum and fine arts tours)
- adventure/sporting tours (e.g. hiking, sailing, horse riding, and cycling tours)
- event guiding (e.g. fairs, conferences, festivals, expositions, sports tournaments)

**2. Contextual issues:**

- time of day/year
- weather
- experience of clients
- age of clients
- physical health of clients
- number of staff
- personal requirements (e.g. guide health)
- safety requirements
- terrain

**3. Equipment:**

- safety equipment (e.g. hardhat, gloves, harnesses, personal floatation devices, reflectors)
- identification (name tags, security passes, identification apparel)
- stationery
- communication equipment (e.g. radios, phones, horns, whistles, bells etc.)

**4. Operators:**

- transportation company
- tour operators
- cruise operators
- airlines/travel agencies
- accommodation providers
- food and beverage outlets
- attraction or theme parks
- inbound tour operators

**5. Social, cultural and business requirements**

- body language (e.g. posture, eye contact, etc.)
- cultural customs and mores
- standard operating procedure (organisational)
- appropriate use of gender specific pronouns

**6. Communication systems:**

- signage/visual aids
- verbal
- noises (e.g. bells, horns, whistles)
- hand signals

**7. Ethical considerations:**

- Provision of services as promoted
- Ethical dealings with local communities and clients
- Relationships with industry colleagues, clients and suppliers
- Cultural considerations
- Environmental considerations and sustainable practice

**8. Techniques:**

- encouraging interaction between group members
- focusing the group on shared experiences
- group activities or games
- using the skills of individual group members in the operation of the tour

**9. Group problems:**

- interpersonal issues (e.g. customers who cause disruption and disturbance to others, dissatisfaction with the tour, dominant customers, negative customers, perception of favouritism by guide, personal conflict between customers, subgroups or cliques within the group)
- operational issues (e.g. overcrowding, delays, scheduling conflicts, lost customers)

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are legislative requirements of guides operating within the tourism industry.
2. What is the role of the tour operations/wholesaling sector and how guiding fits into the tourism industry.
3. What are the roles, responsibilities and career paths for different types of guides.
4. What are the various industry associations and what are the services they provide to guides.
5. What are the 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.
6. What are the health, safety and security issues that specifically affect guiding operations.
7. What are the key factors to consider in minimising negative impacts on the social and natural environments in which tours take place.
8. What are the social, cultural and business conventions applicable to working as a guide.
9. What are effective speaking and listening skills and how to apply them.
10. How to research an itinerary to evaluate potential safety implications and requirements.
11. How to apply knowledge to specific guiding contexts.
12. How to provide a briefing to clients on appropriate behaviour at a site of cultural interest.
13. How to liaise with other guides when working on a program involving multiple guides.
14. What are the principles of group management and group dynamics.
15. What are the effective communication and leadership practices in relation to group cohesion.
16. What are the procedures for locating lost or late group members and coordinating reunion with the group.
17. How to respond to a situation where a customer sustains an injury on tour.
18. How to maintain a computerised database of industry contacts.
19. How to identify and use opportunities to update guiding knowledge and skills.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.

**UA06302****Maintain safety and security during activities**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to maintain workplace security standards, implement emergency procedures and manage threats to personal safety. It is important for candidates to demonstrate the ability carry out duties and conduct themselves in a manner which reduces risks to workplace safety and security.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Maintain workplace health and safety standards | 1.1 Identify <b>hazards and potential hazards</b> to the safety of customers and staff.  |
|   | 1.2 Place safety barriers and signage in appropriate locations to warn customers, staff and visitors of <b>hazards and potential hazards</b> in accordance with organisational procedures. |
|   | 1.3 Perform duties in an efficient manner in accordance with <b>relevant safety and health policies and legislation</b> .  |
|   | 1.4 Identify threats to personal safety, report to the appropriate persons and promptly deal with them according to organizational procedures.   |
| 2. Maintain workplace security standards          | 2.1 Monitor work area continually to detect unexpected situations, changes in environment or suspicious behaviour.   |
|   | 2.2 Maintain frequent communication with identified colleague(s) to ensure personal safety.  |
|   | 2.3 Identify and report potential <b>security risks</b> to the appropriate person in accordance with organisational procedures.  |

- 2.4 Secure work area and storage facilities against unauthorised access.
- 2.5 Handle keys and access passes in a manner that ensures they are always secured and accounted for.
- 3. Follow emergency procedures
  - 3.1 Carry out appropriate **response(s)** to **emergency situation(s)** or **security risk(s)** correctly, calmly and safely in accordance with organisational procedures.
  - 3.2 Monitor changes to emergency situations or security risks and adjust **responses** as required to maintain security.
  - 3.3 Make clear and accurate reports about the emergency to appropriate persons in a timely fashion in accordance with organisational procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Hazards and potential hazards:**

- security breaches
- behaviour or actions which threaten workplace safety and security
- trip hazards (e.g. uneven walk surfaces, access steps, stones, tree roots, etc.)
- environmental hazards (e.g. slippery floor surfaces, unstable surfaces, airborne particles, harmful flora/fauna, vehicular traffic, etc.)

**2. Relevant policies and legislation:**

- organisational policies
- Health and Safety at Work Acts

**3. Security risks:**

- unauthorised entry into prohibited areas
- missing keys and access cards
- threats to personal safety from violent persons

**4. Responses to emergency situations:**

- using fire extinguishers
- evacuation of the premises
- isolating area of potential risk
- issuing verbal warnings
- notifying relevant emergency services agencies (ambulance, fire and police)
- providing first aid
- requesting support and assistance from nearby persons
- raising alarms

**6. Emergency situations:**

- personal accidents resulting in injury or death
- vehicle/vessel collisions
- fire
- bomb and other threats to persons and property
- natural disasters (e.g. flood, earthquake, etc.)
- leakage or spillage of hazardous substances
- presence of violent persons
- malfunctions of dangerous equipment/machinery

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the organisational requirements for identifying and dealing with hazards or potential hazards.
2. How to identify hazards or potential hazards during activities and to whom these should be reported.
4. What signage and barriers should be erected to warn staff, customers and visitors about hazards or potential hazards.
5. What are some of the unexpected situations you may encounter, how they should be dealt with and to whom these should be reported.
6. How to follow and carry out duties in accordance with health and safety procedures.
7. How to identify potential risks and to whom these should be reported.
8. How to secure the workplace and property from unauthorised access.
10. What are the organisational emergency response procedures.
12. How to assess risks to self, clients, staff and others.
13. What are the types of security incidents and emergencies that might occur during activities.
14. What are the appropriate actions to take for different security incidents and emergencies.
15. What are your own capabilities to deal with an accident or emergency and when and how to summon additional help.
16. How to promote health and safety to others, including the modelling of good practice.
17. What are the organisational procedures for producing reports on emergencies and security incidents.



## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

**Simulation is allowed.**

**UA06402****Provide arrival and departure assistance**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to offer arrival and departure assistance to customers, generally between transport terminals and accommodation. This role may be undertaken by a range of personnel working in tour operations, tour wholesaling or accommodation context.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Conduct arrival transfers for groups or individuals | <ul style="list-style-type: none"> <li>1.1 Check customer arrival information and respond to alterations or delays in accordance with organisational policies and procedures.</li> <li>1.2 Confirm transport details with transport supplier in accordance with organisational policies.</li> <li>1.3 Use identification techniques so customers can locate the guide at the <b>transport terminal</b>.</li> <li>1.4 Make safe and appropriate use of <b>terminal facilities</b> in accordance with organisational policies.</li> <li>1.5 Record arrivals, no-shows and other comments on relevant documentation.</li> <li>1.6 Establish and monitor baggage arrangements prior to customer arrival.</li> <li>1.7 Ensure correct number of baggage pieces and passengers are transported using organisational check-in procedures.</li> <li>1.8 Respond to lost baggage situations in accordance with relevant organisational policies and procedures.</li> </ul> |
| 2. Deliver arrival information to customers            | <ul style="list-style-type: none"> <li>2.1 Greet customers in a manner that encourages a positive response towards the guide, company and region.</li> <li>2.2 Provide customers with correct and adequate information and advice to introduce them to the local area in accordance with organisational policy.</li> </ul>  |

- 2.2 Provide customers with correct and adequate information and advice to introduce them to the local area in accordance with organisational policy.
  3. Check in groups and individuals at accommodation
    - 3.1 Brief customers on **accommodation** check-in procedures in accordance with organisational procedures.
    - 3.2 Offer friendly and efficient assistance with accommodation check-in or facilitate check-in on behalf of customers in accordance with organisational policies and procedures.
  4. Conduct departure transfers for groups and individuals
    - 4.1 Verify departure details in advance of transfer and take action to respond to variations in accordance with organisational policies.
    - 4.2 Organise customer departure in a manner that minimises disruption and takes **safety issues** into account.
    - 4.3 Check details of departing passengers and ensure all are accounted for.
    - 4.4 Check baggage prior to departure in accordance with organisational procedures to ensure no items are left behind.
    - 4.5 Advise customers to check belongings prior to departure in accordance with organisational procedures.
    - 4.6 Advise customers on transport **terminal departure procedures**, including safety requirements in accordance with organisational procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Transport terminal:**

- airports
- bus and coach terminals
- shipping ports or cruise ship terminals

**2. Terminal facilities:**

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

**3. Accommodation:**

- guesthouse
- hotel
- resort

**4. Safety issues:**

- baggage as trip hazards
- crowding in lobby areas
- loading of baggage and passengers
- parking of transfer vehicles
- traffic considerations

**5. Terminal departure procedures:**

- duty free requirements
- outgoing passenger cards
- tax procedures

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to apply appropriate communication skills when liaising with customers and work colleagues on typical operational issues.
2. How to apply appropriate communication skills and techniques when using a microphone.
3. How to apply initiative and enterprise skills to pro-actively identify and respond to operational or service challenges.
4. How to apply literacy skills to read and interpret customer and operational information.
5. How to apply literacy skills to interpret tourism industry jargon, including terminal and transport codes.
6. How to apply literacy skills to record accurate customer arrival and departure information.
7. How to apply numeracy skills to count and check group members and the number of luggage pieces.
8. How to use the 24-hour clock and why it must be used.
9. How to apply planning and organising skills to follow checking and scheduling processes.
10. How to apply problem-solving skills to identify, resolve or report typical operational challenges with arrival and departure transfers.
11. How to apply teamwork skills to work co-operatively with colleagues in transport terminals and accommodation venues.
12. How to apply technology skills to use online information services.
13. Where are the main arrival and departure points and facilities in the local area.
14. What are the relevant guide identification techniques within transport terminals.
15. What are the relevant baggage procedures at transport terminals and accommodation venues.
16. What are the relevant lost baggage procedures at transport terminals.
17. What are the relevant accommodation check-in procedures for various customer types.
18. What are the various formats of standard customer travel documentation and terminology, including: air and bus tickets, accommodation and transfer vouchers, operational documentation (e.g. itineraries).
19. What are the legal obligations of tour operators and guides when providing arrival and departure transfers, including public liability and the guide's duty of care.
20. What are the various work health and safety considerations at transport terminals and accommodation venues, including those related to: baggage, safe movement of people (traffic, parking, crowd control) and security requirements.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA06502****Maintain professional development and career professionalism**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to analyse own values, goals, learning needs and professional well-being as part of an ongoing review for sustaining professional effectiveness. This unit covers a self-directed approach to enhancing one's own coherence and effectiveness of practice.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Identify own learning needs                  | <ul style="list-style-type: none"> <li>1.1 Identify learning needs through <b>evaluation</b> of existing skills and knowledge against job and career progression requirements.</li> <li>1.2 Obtain feedback and appraisals from supervisors, colleagues and clients and use it to identify learning needs and skill gaps.</li> <li>1.3 Provide relevant personnel with advice regarding identified professional needs.</li> </ul>  |
| 2. Manage own learning                          | <ul style="list-style-type: none"> <li>2.1 Identify <b>opportunities</b> for undertaking skill-development activities that are planned in liaison with work group and relevant personnel.</li> <li>2.2 Follow and apply on the job coaching/mentoring advice.</li> <li>2.3 Undertake formal training programmes, where available.</li> <li>2.4 Apply the knowledge and skills gained through professional development activities in the workplace and for career development.</li> <li>2.5 Obtain constructive assessment and feedback on work performance from colleagues and supervisor to identify ongoing learning needs and opportunities.</li> </ul> |
| 3. Maintain professional growth and development | <ul style="list-style-type: none"> <li>3.1 Seek and obtain recognition as evidence of career advancement.</li> </ul>   |

- 3.2 Obtain and renew licenses and/or certifications relevant to job and career.
- 3.3 Define professional goals and identify strategies to develop the required skills and knowledge through professional development.



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Evaluation:**

- tests
- feedback from customers/colleagues
- appraisals

**2. Opportunities:**

- coaching/mentorship
- work experience/informal training
- formal training

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to evaluate own skills and performance.
2. How to identify necessary improvements.
3. How to review strengths and weaknesses.
4. How to seek and accept feedback on one's own performance.
5. How to use communication skills to obtain feedback.
6. How to update one's skills and performance.
7. What are the legal and ethical considerations for independent professional practice relevant to:
  - codes of practice
  - duty of care
  - work role boundaries – responsibilities and limitations.
8. How to analyse complex and conflicting information using critical thinking and problem-solving techniques.
9. What are the current best practices, emerging trends and skills requirements in area of practice.
10. How to create a personal development plan using relevant principles and techniques.
11. How to set personal goals using relevant principles and techniques.
12. How to set realistic timeframes using relevant principles and techniques.
13. How to measure progress and performance using relevant principles and techniques.
14. What are the various types of personal and professional development opportunities and options available, and how to access them.
15. What are the types of work practices which can improve personal performance.
16. What are the sustainability considerations for independent professional practice relevant to environmental, economic, workforce and social sustainability.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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Simulation **must not be used**.

**UA06602****Prepare and present site briefings or scripted commentaries**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to construct commentaries or activities and to use effective and appropriate interpretation and presentation techniques to ensure customer participation and enjoyment in tours or activities. Guides may be presenting generalist or specialist information.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Prepare commentaries or activities for presentation to customers | <ul style="list-style-type: none"> <li>1.1 Select, create and evaluate information to meet the <b>needs of specific customers</b>, operational contexts and timing restrictions.</li> <li>1.2 Select or develop themes as a basis for commentaries or activities.</li> <li>1.3 Construct <b>commentaries or briefings</b> to maximise potential for customer enjoyment and learning.</li> <li>1.4 Organise support materials in advance of tour or activity.</li> <li>1.5 Prepare oral or written interpretive information tailored to specific audiences.</li> </ul>    |
| 2. Present commentaries or activities to customers                  | <ul style="list-style-type: none"> <li>2.1 Use interpretive and presentation techniques to combine entertainment and learning and enhance the customer experience.</li> <li>2.2 Present current, accurate and relevant information in a logical order.</li> <li>2.3 Present information of appropriate depth and breadth using language suited to the group.</li> <li>2.4 Pace presentation according to timing requirements and operational context.</li> <li>2.5 Use <b>equipment and resources</b> and identify and report any equipment defects promptly.</li> </ul> |

- 2.6 Maintain communication with colleagues as required by specific tour or activity circumstances.
  - 2.7 Implement contingency plans when **unexpected events** occur and amend presentation format, order or structure to minimise impact on customer enjoyment.
- 3. Interact with customers
  - 3.1 Encourage customer participation within safety requirements.
  - 3.2 Invite and respond to questions and feedback from customers, ensuring involvement of the whole group.
  - 3.3 Where the answer to a question is unknown, offer to supply the answer at a future time or refer the customer to other information sources.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Needs of specific customer:**

- age
- cultural background
- educational level
- geographic origin
- requested coverage
- special interests

**2. Commentaries or briefings:**

- arts
- built environment
- history and heritage
- on-site operations
- natural environment (e.g. flora, fauna, landscape)
- social environment
- safety procedures
- information on regional/international examples

**3. Equipment and resources include:**

- audio-visual equipment
- microphone
- props
- videotapes and DVDs

**4. Unexpected events:**

- changed access arrangements
- customer issues (e.g. accidents and injuries, health, inappropriate behaviour, physical ability)
- equipment or systems failure
- natural environment issues (e.g. adverse climatic changes, unpredictable animal behaviour)

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the accurate sources of information on the subject matter being presented.
2. What are the relevant techniques for structuring commentaries and activities.
3. How to develop a coherent and interesting interpretation for customers.
4. What are the various methods and media used in presenting briefings or commentaries.
5. What is the role of and how to use of the following presentation and interpretive techniques:
  - humour
  - body language
  - role-play
  - voice techniques
  - storytelling
  - games and activities
  - sensory awareness exercises
  - visual aids and props
  - positioning
6. How to use creative presentation and interpretive techniques including storytelling, role-play, games, sensory awareness exercises and illustrated talks.
7. How to interact positively with customers.
8. How to evaluate potentially complex information from varied sources.
9. How to research, analyse and interpret potentially complex information and adapt this for effective presentation.
10. How to structure cohesive presentations.
11. How to structure and time presentations according to workplace needs.
12. How to respond to operational problems during commentaries or activities.
13. How to access and manipulate information from online sources.
14. How to identify credible and reliable sources of information.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.



**UA06702****Monitor entry to venue**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to monitor entry to an event/venue or an area within an event, and to monitor crowd movements.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Monitor and maintain access to venue | 1.1 Check all items associated with the access to the safe operation of the area prior to event.                                  |
|   | 1.2 Monitor and control <b>access</b> in accordance with organisational procedures and venue specific regulations and parameters. |
|   | 1.3 Check entry areas regularly for cleanliness, safety and customer comfort.   |
| 2. Monitor crowds                       | 2.1 Identify the maximum number of guests that the area can accommodate using available information.                              |
|   | 2.2 Monitor the crowd size to ensure that the maximum limit is not exceeded.  |
|   | 2.3 Monitor the behaviour of the crowd and report any problems to the appropriate personnel or security person promptly.          |
|   | 2.4 Maintain communication with crowd and colleagues at all times.  |

---

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Access:**

- gates entry and exit
- informal line/gathering (no structure)
- turnstile entrance and exit
- doors sliding or mechanical opening

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the organisational procedures for monitoring of entry areas.
2. What is the maximum capacity of the venue being monitored.
3. What are the relevant health and safety implications in the monitoring of entry areas.
4. What are the methods for controlling crowd behaviour.
5. What are the effective communication skills for dealing with customers and crowds and how they can be employed.
6. How to apply procedures consistently.
7. How to monitor the crowd behaviour.
8. What are the reporting procedures.
9. How to report problems and crowd control challenges to the supervisor and security personnel.
10. How to provide information on accessing the correct entrance to a venue.
11. How to monitor visitor numbers so that the venue capacity is not exceeded.
12. How to replace fences and barriers affected by crowd movement.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.

**UA06802****Create a promotional display**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to create a promotional display/stand in a range of different tourism and hospitality contexts.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Make preparations for display/stand | 1.1 Identify the objectives of the display/stand in consultation with appropriate colleagues.   |
|  | 1.2 Obtain operational <b>information</b> to assist in the preparation of the display/stand in accordance with organisational policies.               |
|  | 1.3 Plan the display/stand in a manner that meets the needs of the target audience.   |
|  | 1.4 Select and organise display supplies and transportation in accordance with the display plan.  |
|  | 1.5 Seek further assistance from display specialists where appropriate in accordance with organisational policies and procedures.                     |
| 2. Create the display                  | 2.1 Dress the display/stand in a manner that utilises established display techniques and available materials and <b>supplies</b> .                    |
|  | 2.2 Dress the display/stand in a manner that maximises the visual appeal of the display and reflects the nature of the product or service being sold. |
|  | 2.3 Use display equipment in accordance with manufacturer instructions and organisational safety requirements.  |
|  | 2.4 Check the promotional display/stand to ensure safety of colleagues and customers.   |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Information:**

- size of display area (e.g. booth, stage etc.)
- floor plans
- type of surface on which display is to be created
- set-up times and duration
- occupational health and safety requirements
- budget allocation
- need for utilities (e.g. electricity, water, waste management)
- security

**2. Supplies:**

- furniture
- collateral materials
- scissors
- adhesives
- pins
- string
- audio-visual systems, videos, sound systems
- floral arrangements, potted plants
- balloons and other decorations
- mobiles
- computers

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the typical tourism industry contexts in which displays are used.
2. What are the various materials and equipment which can be used for displays in different locations and settings (e.g. stage, exhibition booth, permanent display, window).
3. What are the techniques for creating displays with typically available materials (including techniques for maximising the effectiveness of commonly used collateral in displays).
4. How to create a display or dress a promotional stand.
5. How to evaluate the key messages to be communicated in a display and how to match these to visual display options.
6. How to brief a display professional on requirements for a given display.
7. How to request ideas from colleagues for new displays.
8. How to calculate measurements of a display area to facilitate planning.
9. How to use display equipment.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.



## UA06902

## Operate a computer terminal

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to start up a personal computer or business computer terminal, correctly navigate the desktop environment and use a range of basic functions.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Start computer and access basic system information and features | 1.1 Start computer and log in with appropriate user profile in accordance with organisational procedures.   |
|  | 1.2 Identify basic <b>functions</b> and features using system information.  |
|  | 1.3 Customize desktop configuration in a manner that meets individual requirements and/or special needs in accordance with organisational procedures. |
|  | 1.4 Erase information on <b>storage media</b> and format storage media when necessary, in accordance with organisational procedures.                  |
|  | 1.5 Access and utilise available help functions as required.  |
| 2. Navigate and manipulate desktop environment                     | 2.1 Select, open and close desktop icons correctly to access features (directories/folders, files, network devices, recycle bin and waste basket).    |
|  | 2.2 Identify different roles and parts of the desktop window for particular <b>functions</b> .  |
|  | 2.3 Open, resize and close desktop windows for navigation purposes in accordance with correct procedures.   |
|  | 2.4 Create shortcuts from the desktop where necessary, with assistance from appropriate persons.  |

3. Organise basic directory and folder structures
  - 3.1 Create and name directories/folders with subdirectories/subfolders in accordance with organisational procedures.
  - 3.2 Identify directory/folder attributes (size, date, name etc.) using appropriate procedures.
  - 3.3 Move sub-directories/folders between directories/folders in accordance with organisational procedures and guidelines.
  - 3.4 Rename directories/folders where required in accordance with organisational file naming conventions and guidelines.
  - 3.5 Access directories/folders and subdirectories/folders via different paths in accordance with correct procedures.
4. Organise files for use
  - 4.1 Identify the most commonly used types of files in a directory/folder using appropriate methods.
  - 4.2 Create and name files appropriately in accordance with organisational conventions and guidelines.
  - 4.3 Select, open and rename groups of files where required, in accordance with organisational conventions and guidelines.
  - 4.4 Copy or cut and paste files across directories in accordance with organisational conventions and guidelines.
  - 4.5 Copy files to storage media, where necessary, in accordance with correct procedures.
  - 4.6 Restore deleted files, where necessary in accordance with correct procedures.
  - 4.7 Locate files using **software** tools.
5. Print information
  - 5.1 Print information from installed printer in accordance with correct procedures.

- 5.2 Review progress of print jobs and delete job items where required in accordance with correct procedures.
- 5.3 Change default printer for installed list if available, in accordance with correct procedures.
- 6. Shut down computer
  - 6.1 Close all open applications in accordance with correct procedures.
  - 6.2 Shutdown computer in accordance with correct procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Functions:**

- print
- help
- format
- edit
- search

**2. Storage media:**

- Optical discs (e.g. CDs, DVDs, Blu-ray etc.)
- Magnetic disks (e.g. zip disks, diskettes etc.)
- Removable Drives (e.g. flash drives, external hard drives, etc.)

**3. Software**

- word processing
- spreadsheet
- graphical
- imaging
- internet access

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the relevant pieces of legislation from all levels of government which affect business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations, anti-discrimination.
2. What are the organisational benchmarks for keyboarding.
3. What are the basic ergonomics of keyboard and computer use.
4. What are the main types of computers and what are the basic features of different operating systems.
5. What are the main parts of a computer.
6. What are the various types of storage devices and what are the basic categories of memory.
7. What are the relevant types of software.
8. What are the relevant file naming conventions.
9. What are the impacts general security, viruses, privacy legislation and copyright have on computer use.
10. How to identify work requirements, comprehend basic workplace documents and interpret basic user manuals.
11. How to identify lines of communication, request advice, question effectively, follow instructions and receive feedback.
12. How to solve routine problems in the workplace while under direct supervision.
13. How to use equipment safely while under direction and apply basic keyboard and mouse manipulation skills.
14. What are the relevant logging in procedures relating to accessing a PC.
15. How to relate to people from a range of social, cultural and ethnic backgrounds and abilities.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.

**UA07002****Prepare and set up for registrations at venue**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare for and undertake the on-site registration of guests and delegates at a meeting or event. Venue staff or external staff may perform on-site registration.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                          |   |
|----|--------------------------|---|
| 1. | Prepare for registration | 1.1 Prepare and check all <b>registration materials and equipment</b> prior to the meeting or event in accordance with organisational policy.   |
|    |                          | 1.2 Check and reconfirm the arrangements for the set-up of the registration area with the venue in accordance with organisational procedures.   |
|    |                          | 1.3 Access details on <b>registration materials and equipment</b> and confirm these details with venue prior to event and in accordance with organisational policy.                               |
| 2. | Set up registration area | 2.1 Locate the registration area and verify that the area is set up in accordance with pre-arranged requests.   |
|    |                          | 2.2 Conduct a brief site inspection of the venue and its facilities in accordance with organisational procedures.   |
|    |                          | 2.3 Erect all signage in a manner that ensures clear visibility.  |
|    |                          | 2.4 Make arrangement for the installation of equipment and conduct checks prior to the commencement of the meeting or event.  |
|    |                          | 2.5 Conduct checks of the registration area to verify that any equipment has been correctly set up and is easily accessible.  |
|    |                          | 2.6 Prepare all necessary registration and information materials within the registration areas and position them for efficient use by all personnel in accordance with organisational procedures. |

3. Process registrants
  - 3.1 Welcome guests and delegates in a courteous and friendly manner.
  - 3.2 Check all **registration** details and **record** them in accordance with relevant registration procedures.
  - 3.3 Provide assistance to other registration personnel in instances of work overflow.
  - 3.4 Identify and resolve **discrepancies** with minimum disruption to the guest or delegate.
  - 3.5 Maintain an accurate record of the no-show guests/delegates in accordance with organisational policy to allow for post-event administration.
  - 3.6 Provide guests and delegates with correct and useful information and materials outlining features of the meeting or event and venue.



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Registration materials and equipment:**

- computer
- guest/delegate lists
- delegate kits
- delegate reports
- promotional display materials
- display stands
- name tags
- stationery
- signage
- spare supplies
- payment systems

**2. Registration:**

- payment status
- details of pre-booked sessions
- touring arrangements
- accommodation details

**3. Record keeping:**

- computerised
- manual

**4. Discrepancies:**

- unexpected on-site registrations
- incorrect name details
- incorrect payment details
- incorrect pre-bookings for particular sessions

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the materials and equipment used for meetings or event registrations and what are their functions.
2. How to interpret meeting or event order and pre-registration documentation.
3. What are the relevant registration procedures for a range of meetings and events.
4. What are safe work practices, particularly those in relation to bending, lifting and carrying items used at registration desks.
5. What are the safety/risk issues associated with the movement of numbers of people at meeting and event venues.
6. What are the organisational procedures for registration.
7. How to prepare registration materials.
8. How to set up a registration area and efficiently process registrations within workplace acceptable timeframes.
9. How to check and prepare all registration records and organise correct amounts and type of information materials to be available for guests and delegates.
10. How to provide information on the venue facilities and meeting/event activities to the guests and delegates.
11. How to check and reconfirm the arrangements for the set-up of the registration area.
12. How to assist with the registration work overflow of other registration personnel.
13. How to assist registration stand holders when they take a break.
14. How to check and record numbers of registrations for particular meeting or event sessions.
15. How to process cash and non-cash financial transactions for on-site payments.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.

## UA07102

## Maintain a product inventory

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to maintain an inventory of tourism, hospitality or event products. It requires the ability to obtain and interpret the required product information, enter and maintain current and accurate data and provide product inventory information to relevant personnel. It applies mainly to tour operators and event management organisations.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |  |
|----|--|-----|--|
| 1. | Obtain and interpret information for inventory | 1.1 | Obtain <b>information</b> to be included in inventory from internal and external sources in accordance with organisational policies.                 |
|    |  | 1.2 | Interpret and review <b>inventory</b> information for currency and accuracy to meet organisational requirements.                                     |
| 2. | Enter data into inventory system               | 2.1 | Calculate costs accurately in accordance with commercial agreements and organisational procedures.   |
|    |  | 2.2 | Enter information into the inventory system using appropriate formats in accordance with system and organisational requirements.                     |
| 3. | Update inventory                               | 3.1 | Monitor the currency of inventory information in accordance with organisational policies and continuously update inventory information for accuracy. |
|    |  | 3.2 | Monitor bookings, allotments or requests and make adjustments where required in accordance with organisational policies.                             |
| 4. | Provide inventory information                  | 4.1 | Prepare inventory information, updates and briefings in accordance with required organisational timeframes.  |
|    |  | 4.2 | Distribute electronic copies of inventory <b>reports</b> to colleagues in a manner that reduces printing and waste.                                  |
|    |  | 4.3 | Assist colleagues with the use of the inventory in accordance with organisational policy.  |

**RANGE STATEMENT**

*All range statements must be assessed:*

- 1. Information:**
  - product allotment
  - product descriptions and codes
  - costing
  - sales data
  - contracts
  
- 2. Inventory:**
  - stock
  - services/non-stocked
  
- 3. Reports:**
  - manual
  - electronic

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the various types of inventory systems used in the tour guiding sector.
2. What are the various types of reports produced by relevant inventory systems and how each one is used in the tour guiding sector.
3. What are the industry commissions and mark-ups specific to the tour guiding sector.
4. What is the role of the inventory system used by the specific organisation.
5. What are the functions of the inventory system used by the specific organisation.
6. What are the products used by the specific organisation to be included in the inventory system and what relevant product information should be known.
7. What are the relevant negotiated costs of supply, contractual arrangements and preferred supplier arrangements of the specific organisation.
8. What are the appropriate mark-ups for products controlled by the inventory for the specific organisation:
9. How to read and interpret complex product information, including costs and terms and conditions of their sale.
10. How to write accurate and succinct product information and develop accurate inventory reports.
11. How to employ numeracy skills to interpret and calculate complex product cost components.
12. How to implement planning and organising practices to continuously update the inventory for commercial efficiency.
13. How to employ problem-solving skills to identify and resolve deficiencies in product information.
14. How to employ self-management skills to determine times for required inventory updates.
15. How to employ teamwork skills to provide timely advice on inventory use.
16. How to manipulate the features of the inventory system to enter, monitor and update product information.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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Simulation **must not be used**.

## UA07202

**Conduct a recreation programme for persons with disabilities**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct a recreation program for people with disabilities. It includes preparing programs and activities, establishing an effective communication system and assisting persons with disabilities to meet lifestyle and relationship needs.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Prepare for program/activity  | 1.1 Review program and <b>activities</b> to ensure they meet the needs of disabled participants.   |
|  | 1.2 Assess persons with disabilities on an individual basis.   |
|  | 1.3 Identify and list the <b>activities</b> to be utilised in the program.   |
|  | 1.4 Identify and source required <b>resources</b> prior to the commencement of the program.  |
|  | 1.5 Identify support requirements of people with a disability.   |
| 2. Establish effective communication   | 2.1 Provide suitable instructions to persons with disabilities.  |
|  | 2.2 Encourage persons with disabilities to seek clarification of information if necessary.   |
|  | 2.3 Demonstrate and explain techniques for each activity and the correct usage of equipment in the session in accordance with organisational policy.   |
| 3. Assist persons with disabilities to meet lifestyle and relationship needs | 3.1 Foster self-esteem and confidence of persons with disabilities.  |
|  | 3.2 Assess site conditions, <b>status of disabled participants</b> , facilities and equipment and make appropriate modifications to the recreation program to ensure participant safety, emotional well-being and enjoyment. |



- 3.3 Conduct activities in a manner that suits the abilities of individuals and/or the group.
- 3.4 Brief persons with disabilities on safe and responsible behaviour in accordance with organisational policies.
- 3.5 Motivate clients to participate by employing appropriate techniques to maintain an appropriate participation rate.
- 3.6 Allocate time for post-program/activity discussions with disabled participants in accordance with organisational policy.
- 3.7 Collect issued equipment, inspect each item for damage/wear and store them in accordance with organisational policies and procedures.
- 3.8 Give disabled participants the opportunity to provide **feedback** and identify any further needs in accordance with organisational procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Activities:**

- tasks
- games
- team building

**2. Resources:**

- staff
- equipment
- venues/facilities
- paperwork
- transport and logistical arrangements
- music

**3. Status of person with a disability:**

- impact of medication/pharmaceuticals
- chronological age
- physiological age
- disability specific needs and considerations such as:
  - arthritis
  - osteoporosis
  - communication system used
  - socialisation/community involvements
  - dementia
  - diabetes
  - orthopaedic
  - continence issues
  - cardio/respiratory
  - medications
  - neurological conditions

**4. Feedback:**

- qualitative and quantitative
- verbal
- written

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the key issues facing persons with disabilities and their careers.
2. What are the policy, regulatory, legislative and legal requirements as they apply to the area of disability work.
3. What are the occupational health and safety requirements relevant to the provision of recreation services to persons with disabilities.
4. What are the relevant modified equipment and activities.
5. What is the impact of disability on participation in recreation and the variations and abilities for persons with a disability.
6. What are the social, political, and cultural and historical issues that affect or are relevant to persons with a disability.
7. How to assess persons with a disability for entry into programs/activities.
8. What are the relevant precautions for persons with a disability in programs/activities.
9. What are the specific needs, conditions and considerations of persons with a disability.
10. How to monitor activity within the confines of the program.
11. How to apply organisational skills to coordinate resources necessary to conduct a recreation program.
12. How to apply communication skills to provide instructions to facilitate the participation of persons with a disability in recreation programs.
13. How to select an appropriate range of activities for persons with a disability.
14. How to modify activities for risk minimisation for persons with a disability participating in recreation programs.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **is allowed**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA04402****Develop a personal entrepreneurial strategy**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes 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.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Demonstrate knowledge of the nature of entrepreneurship | 1.1 Define <b>concepts</b> associated with entrepreneurship clearly.<br><br>1.2 Identify and explain correctly, the local, regional and international <b>factors</b> which influence entrepreneurship.<br><br>1.3 Explain the importance of entrepreneurship to economic development and employment clearly.<br><br>1.4 State the differences between wage employment and entrepreneurial ventures correctly. |
| 2. Identify and assess entrepreneurial characteristics     | 2.1 Carry out relevant research and identify required entrepreneurial characteristics.<br><br>2.2 Assess and rank identified entrepreneurial characteristics.<br><br>2.3 Identify the factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind.   |
| 3. Develop self-assessment profile                         | 3.1 Select and use appropriate self-assessment tools/methods to identify personal entrepreneurial potential.<br><br>3.2 Obtain feedback from others to ensure one's self-assessment is pragmatic and sufficiently thorough.   |

4. Craft an entrepreneurial strategy
  - 4.1 Develop a personal profile that includes past accomplishments, future aspirations and preferences in terms of life and work styles.
  - 4.2 Develop written guidelines for obtaining feedback to ensure feedback gained is solicited, honest, straightforward, and helpful but not all positive or negative to facilitate reviews.
  - 4.3 Develop the necessary framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice.
  - 4.4 Establish goals that are specific and concrete, measurable, relate to time, realistic and attainable.
  - 4.5 Identify and establish appropriate priorities (including identifying conflicts and trade-offs) and develop plans for how each will be resolved.
  - 4.6 Identify the potential problems, obstacles and risks that must be considered in achieving goals.
  - 4.7 Identify specified action steps that are to be performed in order to accomplish goals.
  - 4.8 Indicate the method by which results will be measured.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Concepts:**

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

**2. Factors:**

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to use personal entrepreneurial profile systems.
2. What is the importance of each of the following management systems: marketing, operations/productions, finance, administration, law.
3. What is the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action.
4. How to apply creativity, problem-solving techniques and principles to solve business related problems.
5. What is the importance of the following:
  - commitment, determination and perseverance
  - orientation towards goals
  - taking initiative and accepting personal responsibility
  - recognizing management competencies
  - identifying areas for development
6. How to measure feedback.
7. How to develop a personal plan and a business plan.
8. What is the difference between entrepreneurial culture and management culture.
9. What are the barriers to entrepreneurship and how can they be identified.
10. How to minimize exposure to risk.
11. How to exploit any available resource pool.
12. How to tailor reward systems to meet a particular situation.
13. How to effectively plan and execute activities.
14. How to use computer technology to undertake assessments.
15. How attitudes, values, behaviours, competencies and experience impact entrepreneurship and how these fit with the requirements and demands for specific opportunities.
16. How to evaluate the attraction to entrepreneurship thoroughly.
17. How to utilise available information that will enhance the ability to achieve success.



## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA07302

## Communicate in a language other than English

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct both predictable and non-routine varied communications, transactions and interactions in a language other than English in the tourism and hospitality environment. It covers activities such as welcoming and bidding guests farewell, providing face-to-face routine customer service and other routine workplace activities.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Meet, greet and interact with guests             | <ul style="list-style-type: none"> <li>1.1 Greet customers or colleagues in a language other than English using simple, <b>commonly-used courtesy expressions</b> in accordance with organisational policies and procedures.</li> <li>1.2 Communicate with customers or colleagues in a language other than English using basic vocabulary.</li> <li>1.3 Use non-verbal communication in a manner that demonstrates understanding of cultural sensitivity.</li> </ul> |
| 2. Provide detailed information and advice          | <ul style="list-style-type: none"> <li>2.1 Identify need for <b>detailed information and advice</b> in accordance with organisational policies.</li> <li>2.2 Convey information and advice to customers using descriptive statements.</li> <li>2.3 Use workplace documents, materials and other references to support explanations as required.</li> </ul>  |
| 3. Respond to unpredictable situations and problems | <ul style="list-style-type: none"> <li>3.1 Identify need for and seek assistance from others to better respond to the situation or problem.</li> <li>3.2 Identify key facts of problems and facilitate solutions through open communication with relevant people.</li> </ul>  |

- 3.3 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions.
- 3.4 Convey appropriate apologies and expressions of regret, as required, in accordance with organisational policies.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Commonly used courtesy expressions:**

- salutations
- directions
- assurances
- apologies

**2. Detailed information and advice:**

- products and services
- emergency information
- translated brochures/information booklets

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to interact positively and courteously in non-routine and varied interactive workplace communications.
2. How to establish cordial relations with individuals who speak a language other than English.
3. How to provide detailed information and advice.
4. How to solve problems and conflicts.
5. What are the social and cultural conventions relevant to a language other than English, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
6. What are the cross-cultural communication challenges that may occur when interacting and solving problems with individuals who speak a language other than English, and how these challenges may be addressed.
7. What are the aspects of verbal and non-verbal communication that support effective interaction in a language other than English.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

**Simulation is allowed.**

**UA07402****Apply environmental principles and advocate awareness**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to apply and advocate environmental work practices in the workplace.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Contribute to improved environmental work practices | <ul style="list-style-type: none"> <li>1.1 Identify the workplace and resource efficiency issues that impact on your own work.</li> <li>1.2 Recommend improvements in <b>workplace approaches to environmental protection</b> to appropriate personnel.</li> <li>1.3 Discuss environmental issues and the relevant improved workplace practices with colleagues and designated personnel.</li> </ul>  |
| 2. Report potential environmental threats              | <ul style="list-style-type: none"> <li>2.1 Identify <b>signs or symptoms</b> of a <b>potential environmental threat</b>.</li> <li>2.2 Report potential or actual workplace environmental hazards and breaches of relevant procedures to appropriate personnel.</li> <li>2.3 Record the location and risk/extent of potential environmental threat accurately.</li> <li>2.4 Complete reports on the potential environmental threat in accordance with organisational policies and procedures.</li> </ul> |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Workplace approaches to environmental protection:**

- composting
- environmental hazard identification and risk analysis
- habitat protection
- improving workplace maintenance practices (e.g. using a broom instead of a hose, using environment-friendly cleaning agents)
- methods of reducing noise pollution
- preventing and minimising the production of pollution (e.g. discharges to air, land and water, hazardous waste)
- recycling materials
- reducing soil disturbance
- signs and labels
- waste minimisation and management

**2. Signs or symptoms:**

- changes in plant and animal health
- damage caused to plants, animals or the environment
- erosion of soils
- observation of the presence of weeds
- pests

**3. Potential environmental threats:**

- accidents and disposal of waste, and damage or disruption to ecosystems resulting from work practice
- damage to habitat resources, disruption of animal behaviour and territorial use, illegal vegetation clearance, seed collection, firewood gathering, nest disturbance and egg collection
- fire risks and threats and inappropriate human interaction on the environment
- plants, animals or diseases that are classified as an environmental threat or problem in an area
- poisons and gases
- spills, leaks, pollution, planned and unplanned emissions, soil compaction, disturbance and erosion
- unauthorised changes in land use



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the relevant environmental and resource hazards/risks in your workplace.
2. What are the environmental or sustainability workplace regulations relevant to your own work role.
3. What are the general workplace practices and what is their potential impact on the environment.
4. What are the best practice approaches relevant to work area particularly in regard to minimising environmental hazards and risks and improving environmental performance.
5. How to keep simple records.
6. What are the potential environmental threats and problems relevant to own region and occupation.
7. How to recognise basic environmental hazards and threats.
8. What are the relevant environmental and resource efficiency systems and procedures.
9. What is the relevant legislation on environmental issues.
10. What are the correct reporting channels and procedures.
11. What are the relevant sustainability principles and measures in the workplace.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.

**UA07502****Operate a ride location**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct the day-to-day operation of rides within a theme park or attraction.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                                   |     |   |
|----|-----------------------------------|-----|---|
| 1. | Prepare and inspect ride location | 1.1 | Inspect the <b>ride location</b> in accordance with an approved <b>checklist</b> for a specific ride.   |
|    |                                   | 1.2 | Inspect the ride location prior to the arrival of customers.  |
|    |                                   | 1.3 | Check the <b>safety equipment</b> and <b>general equipment</b> to be used for the <b>ride</b> for safety and ensure the location is in readiness for operation. |
|    |                                   | 1.4 | Check the location for cleanliness and presentation, and take remedial action promptly, where appropriate.  |
|    |                                   | 1.5 | Check the general supplies for quantity and quality.  |
|    |                                   | 1.6 | Order supplies in accordance with organisational procedures.  |
| 2. | Inspect rides                     | 2.1 | Inspect rides daily prior to the arrivals of customers using an approved checklist and in accordance with organisational procedures.                            |
|    |                                   | 2.2 | Note all items accurately in accordance with organisational procedures.   |
|    |                                   | 2.3 | Report all discrepancies or irregularities to the appropriate supervisor immediately in accordance with organisational policies and procedures.                 |
| 3. | Prepare to operate ride           | 3.1 | Check loading procedures prior to the commencement of the ride in accordance with organisational policies and procedures.                                       |
|    |                                   | 3.2 | Maintain communication with the ride loader, as appropriate, to ensure the ride commences safely.   |

- 
- |    |                          |   |
|----|--------------------------|---|
| 4. | Operate and monitor ride | 4.1 Perform ride procedures correctly, promptly, safely and in accordance with organisational requirements and procedures.  |
|    |                          | 4.2 Inspect ride equipment between rides in accordance with organisational procedures.  |
|    |                          | 4.3 Operate the ride device in accordance with specifications and guidelines.   |
|    |                          | 4.4 Monitor the operator controls continuously during the operation of the ride.  |
|    |                          | 4.5 Monitor the ride at all times and take action in response to the observations made during the ride where required.  |
|    |                          | 4.6 Carry out emergency procedures in accordance with organisational and ride-specific procedures.  |
|    |                          | 4.7 Interact with customers in a friendly and courteous manner throughout the ride.   |
|    |                          | 4.8 Identify quality control issues or problems during the ride and inform the appropriate supervisor of the action taken in accordance with organisational policies. |
| 5. | Close down ride          | 5.1 Commence close-down procedures when all customers have left the ride location in accordance with organisational policies and procedures.                          |
|    |                          | 5.2 Close down ride in accordance with the organisational procedures for the specific ride.   |
|    |                          | 5.3 Document close-down procedures in accordance with organisational policies and procedures.   |
|    |                          | 5.4 Identify any defects or deficiencies and document and report them to the appropriate supervisor in accordance with organisational procedures.                     |
| 6. | Secure ride              | 6.1 Check all areas of the ride in accordance with organisational policies and procedures.  |
|    |                          | 6.2 Clean the location for the next operation in accordance with organisational procedures.   |

- 6.3 Prepare **equipment** for the next operation in accordance with organisational procedures.
- 6.4 Secure the ride location in accordance with organisational procedures.
- 7. Prepare ride documentation and reports
  - 7.1 Identify and document all issues and events in accordance with organisational policies and procedures.
  - 7.2 Make notations accurately and comprehensively in accordance with organisational policies and procedures.
  - 7.3 Complete and document reports accurately within required timeframe and in accordance with organisational policies and procedures.
  - 7.4 Forward reports and documentation to the appropriate area within the required timeframe in accordance with organisational policies and procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Ride location:**

- perimeter
- walkways
- gates
- queue house
- bridges
- ramps
- fences
- barriers
- netting

**2. Checklists for rides:**

- mechanical components
- restraints
- seating
- harnesses
- mounts
- couplings and chains
- fibreglass and metal
- overall structure

**3. Safety equipment::**

- signage
- health and safety restriction signs and monitors
- telephone
- fire extinguisher
- life preservers
- harnesses (e.g. seatbelts, safety ropes, carabiners, etc.)
- communication devices
- emergency stop buttons and apparatus relevant to ride

**4. General equipment:**

- booth area
- chairs
- water cooler
- cleaning equipment
- microphone
- signage

**5. Rides:**

- mechanical
- computerised
- manual
- water-based
- animal rides

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the health and safety procedures for specific rides.
2. What are the emergency procedures for specific rides.
3. What are the technical/equipment procedures for specific rides.
4. What are the types of documentation and reports to be completed in ride operations.
5. How to follow procedures in ride operations to ensure safety of customers and colleagues.
6. How to access and interpret safety procedures for the operation of the ride.
7. How to maintain effective communication with all personnel regarding ride functions and loading procedures.
8. How to forward fault reports to the supervisor to ensure that repairs can be undertaken.
9. How to read figures on operator's equipment.
10. How to identify a ride defect and close the ride down to avoid any risk to passenger health or safety.
11. How to operate all ride controls.



## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.

## UA07602

## Operate and maintain a tour vehicle

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manipulate/utilise features of a land-based tour vehicle and perform simple maintenance on a tour vehicle.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |  |
|----|--|-----|--|
| 1. | Use the features of a tour vehicle             | 1.1 | Identify situations where the engagement of <b>tour vehicle features</b> is required and correctly engage the relevant features when necessary.                          |
|    |  | 1.2 | Assess <b>risks</b> to customers, self and other road users and operate <b>tour vehicles</b> correctly and safely both on and off road in a manner that minimises risks. |
|    |  | 1.3 | Advise customers of any special safety precautions to be taken when traversing rough terrain in accordance with organisational policies and procedures.                  |
|    |  | 1.4 | Use the special features of a tour vehicle correctly, safely and responsibly to navigate a <b>range of terrain</b> types.  |
| 2. | Conduct driving activities with minimal impact | 2.1 | Drive the tour vehicle in a manner that ensures minimal <b>negative impact</b> to the environment and maximum comfort and safety of passengers.                          |
|    |  | 2.2 | Conduct all activities in accordance with special permit requirements and report any incidents to the relevant agency.   |
|    |  | 2.3 | Monitor the quality of tracks and report any deficiencies or damage to the relevant agency in accordance with organisational policy.                                     |
|    |  | 2.4 | Conduct all activities in a manner that minimises the effects of noise on local communities.   |

3. Recover tour vehicles
  - 3.1 **Recover** vehicles from **adverse terrain** correctly and safely where required using approved procedures.
  - 3.2 Conduct recovery exercise in a manner that ensures customer, driver and crew safety.
  - 3.3 Perform any required post-recovery repairs correctly within the scope of available technical expertise and in accordance with organisational policies and procedures.
4. Perform maintenance and minor repairs on tour vehicles
  - 4.1 Select and access maintenance equipment, including spares and fluids prior to tour departure in accordance with the duration of tour, type of terrain to be covered and remoteness of area to be visited.
  - 4.2 Check vehicle regularly prior to and during tour and perform correct **routine maintenance tasks** in accordance with the maintenance schedule and organisational procedures.
  - 4.3 Prepare vehicle performance reports in accordance with organisational procedures and submit them promptly to the designated person.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Tour vehicle features:**

- Wheelchair access
- Special Drive Modes (e.g. 4WD, TCS, control, etc.)
- Access (steps, ladders, etc.)
- Storage
- Shelter/Weatherproofing

**2. Risks:**

- rolling a vehicle
- causing a vehicle to become bogged
- delaying other road users by obstructing access with incapacitated vehicle
- injury to self and others

**3. Tour vehicles:**

- 2 wheel drive
- 4 wheel drive
- diesel powered
- petrol powered
- vehicles specially configured for touring
- small capacity seating
- multi-seat vans
- large or small coaches
- 

**4. Range of terrain:**

- roads
- steep inclines
- very soft ground
- rocky areas
- sand
- mud or black soil

**5. Negative impact to the environment:**

- disturbance or injury to fauna
- physical damage to flora
- damage to roads, tracks and fire trails
- pollution from vehicle emissions
- noise disturbance to the local community
- damage to culturally sensitive areas or sites

**6. Recovery:**

- winching
- rocking vehicle free of an obstruction
- towing
- placement of objects to assist lift and/or traction

**7. Adverse terrain:**

- steep inclines
- very soft ground
- rocky areas
- sand
- water crossings
- mud or black soil

**Routine maintenance tasks:**

- checking and topping up of required fluids (e.g. fuel, coolant, power steering fluid etc.)
- replacement of oils
- replacement of air in tyres

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the features and handling characteristics of tour vehicles.
2. What are the main differences between 2WD and 4WD tour vehicles and what are the effects on vehicle operation and capability.
3. What are the various off-road driving hazards.
4. What are the key health and safety issues to be considered when operating tour vehicles.
5. What are the common ways in which tour vehicles can damage or negatively affect the social and natural environment and what minimal impact practices can be implemented to reduce these.
6. What are the key contents of the ecotourism codes of practice relevant to this industry.
7. What are the relevant protection laws and regulations and actions that must be adhered to by tour vehicle operators.
8. What are the key permit requirements for operating tour vehicles in designated areas, including when in national parks and on land under the control of traditional owners.
9. What are the land management guidelines for operating tour vehicles.
10. How to perform efficient and safe tour handling techniques.
11. How to perform defensive driving techniques for off-road driving hazards.
12. How to employ communication skills to provide clear verbal advice to customers on safety precautions.
13. How to read and interpret road and off-road signage, vehicle manuals and manufacturer's basic maintenance and repair guidelines.
14. How to complete basic vehicle performance reports and checklists.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.

**UA07702****Load and unload a ride**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to safely load and unload passengers onto a ride and to observe the operation of the ride.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                  |  |
|----|------------------|--|
| 1. | Load the ride    | <ul style="list-style-type: none"> <li>1.1 Perform <b>loading procedures</b> in accordance with safety and organisational requirements.</li> <li>1.2 Load <b>ride</b> to the approved maximum number of persons.</li> <li>1.3 Check that all riders are secured in accordance with ride requirements.</li> <li>1.4 Instruct riders to securely store personal effects and items that may come loose during the operation of the ride.</li> <li>1.5 Interact with customers in a courteous and friendly manner in accordance with organisational policies.</li> <li>1.6 Perform checks to ensure that load requirements have been met prior to the start of the ride in accordance with organisational requirements.</li> </ul> |
| 2. | Monitor the ride | <ul style="list-style-type: none"> <li>2.1 Observe the operation of the ride continuously in accordance with safety requirements and organisational procedures.</li> <li>2.2 Identify <b>quality control issues or problems</b> during ride and advise appropriate supervisor in accordance with organisational policies.</li> <li>2.3 Follow emergency procedures where required.</li> </ul>  |
| 3. | Unload the ride  | <ul style="list-style-type: none"> <li>3.1 Ensure ride has come to a complete stop prior to commencing unloading procedures.</li> <li>3.2 Perform unloading activity in accordance with safety requirements and organisational procedures.</li> </ul>  |



- 3.3 Unload customers in a courteous and friendly manner in accordance with organisational policies.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Loading procedures:**

- height of riders
- number of riders
- physical capacity of riders
- placement of riders on the ride (e.g. balance of weight).

**2. Rides:**

- computerised
- manual
- mechanical
- shows
- water-based activities
- animal rides

**3. Quality control issues or problems:**

- equipment malfunction
- climatic impacts
- inappropriate customer behaviour
- rider discomfort.

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the relevant health and safety procedures for loading and unloading rides.
2. What are the relevant emergency procedures for specific rides.
3. What are the instructions for specific rides.
4. How to follow procedures for loading and unloading rides to ensure safety of customers and colleagues.
5. How to access and interpret information on the maximum capacity of the ride to ensure it is not exceeded.
6. How riders should secure all loose personal effects and items and how to instruct riders to secure their personal effects and items.
7. How to relay and receive signals to the ride operator to indicate the ride load has been completed.
8. How to count numbers of riders to ensure maximum capacity is not exceeded.
9. How and when to move customers when they are not happy with seat allocations.
10. How to secure the safety harnesses/bars of ride equipment.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA07802****Sell tourism products and services**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to sell tourism services and products proactively in a range of industry contexts. This unit applies to staff, where selling is a key focus of the job role, such as travel consultants, information officers and reservations consultants.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Identify customer needs                 | 1.1 Identify <b>specific customer needs and preferences</b> , including cultural needs and expectations accurately.   |
|  | 1.2 Identify any customer requirements that, if met, would breach <b>ethical and legal commitments</b> .  |
|  | 1.3 Communicate with the customer in a manner that establishes rapport, promotes goodwill and trust and is in compliance with organisational policy.                              |
| 2. Suggest products to meet customer needs | 2.1 Source information to meet specific customer needs using appropriate research methods.  |
|  | 2.2 Tailor <b>product</b> and <b>service</b> options to the specific needs of the customer in accordance with organisational policies.  |
|  | 2.3 <b>Promote</b> products and services to customers by offering suggestions in accordance with current organisational promotional focus and any preferred product arrangements. |
|  | 2.4 Inform customers of additional products and options that may enhance their itinerary.   |
|  | 2.5 Provide customers with options within the appropriate or agreed timeframe and in accordance with organisational procedures.   |
| 3. Provide product information and advice  | 3.1 Identify specific product/service information and advise accurately.  |

- 3.2 Provide customer with adequate, current and accurate product/service information and advice.
  - 3.3 Explain and promote product/service features and product benefits clearly to the customer and provide any additional information in response to customer questions and objections.
  - 3.4 Select and employ appropriate techniques to close the sale with the customer in accordance with organisational policy.
- 4. Follow up sales opportunities
  - 4.1 Make follow-up contact with the customer, where appropriate.
  - 4.2 Provide post-sale services in accordance with organisational procedures.
  - 4.3 Maintain sales database for future promotional needs.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Specific customer needs and preferences:**

- preferences of different cultures/nationalities
- family status
- age
- gender orientation/identification
- available budget
- time available
- special interests
- group size
- disabilities

**2. Ethical and legal commitments:**

- child sex tourism products or services
- products which breach environmental laws
- drug laws

**3. Products:**

- meals
- food and beverage items
- souvenirs
- consumables
- equipment

**4. Services:**

- transportation
- accommodation
- entertainment
- catering
- activities
- tour packages
- venue bookings

**5. Promotion:**

- face-to-face
- on the phone
- in writing
- by fax
- by email or other electronic transmission
- related to the sale of a destination
- related to the sale of a specific product



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the principles and relevant techniques of selling.
2. What are the fundamental communication principles (specifically active listening and questioning).
3. What are the legal liabilities and implications of legislation/regulations on selling tourism products as appropriate to the particular industry sector.
4. What are the special laws relating to the sale of regulated/prohibited products/events/activities.
5. What are the characteristics of the products available in the enterprise or industry sector.
6. What are the content and format of product information and how it should be interpreted.
7. What are the considerations that should be made in selling such as negotiated costs, contractual arrangements or preferred supplier/agent arrangements that may be in place.
8. How to communicate with the customer and correctly interpret the customer's requirements.
9. How to apply sales techniques in response to a range of different customer situations.
10. How to question the customer to ascertain their particular requirements and how to source and evaluate appropriate products to meet their needs.
11. How to use selling techniques to provide clear information to the customer about the various aspects of the products chosen for them.
12. How to prioritise the sequence of customer enquiries and how to auction these to ensure the request is confirmed within the required deadline.
13. How to source new product information from suppliers and how to share any new information with others in the sales team.
14. How to cost various products and check that the cost falls within the budget of the customer.
15. How to source alternative options to offer the customer when the first offer is not suitable to them.
16. How to use a computerised information or reservation system to seek product information and costs.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.

**UA07902****Access and interpret product information**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to access and interpret specific tourism product information. Tourism personnel need to correctly interpret product information to fulfil a range of sales and operational activities such as selling tourism products and issuing documentation.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Identify and access product information | 1.1 Identify and access <b>product information sources</b> .  |
|  | 1.2 Select <b>product information sources</b> appropriately and in accordance with organisational policies, commercial agreements and specific needs. |
|  | 1.3 Check <b>specific product information</b> to ensure it meets the <b>particular sales or operational need</b> .                                    |
| 2. Interpret product information           | 2.1 Interpret and apply information to meet the <b>particular sales or operational need</b> .   |
|  | 2.2 Interpret and apply <b>specific details</b> about the <b>product/service</b> accurately to meet the <b>particular sales or operational need</b> . |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Product information sources:**

- the principal or supplier of the product
- product library of the enterprise
- Internet
- enterprise designed information systems e.g. inventory control database
- state government tourism authority information systems
- national government tourism authority information systems
- international government tourism authority information systems
- central reservations systems (CRS)

**2. Specific product information:**

- brochures
- timetables
- tariff sheets
- confidential tariff
- sales kits
- supplier information kits
- product manuals
- advertising fliers
- manufacturer's specifications

**3. Particular sales or operational needs:**

- providing destination information and advice
- selling tourism products to the customer
- preparing quotations
- booking and coordinating supplier services for the customer
- receiving and processing a reservation from a customer
- processing financial transactions
- issuing non-air documentation
- organising functions
- processing and monitoring meeting or event registrations
- purchasing promotional products
- hiring special equipment

**4. Specific details about the product:**

- costs/tariffs/rates
- conditions and rules
- scheduling information
- product codes
- booking procedures
- point of departure
- touring inclusions and exclusions
- technical specifications for audio visual and other meetings and events equipment
- specifications for products to be branded with corporate details

**5. Products and services:**

- transportation
- meals
- accommodation
- entertainment
- activities
- entrance to attractions or sites
- tourist guiding services
- consumables

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the categories of tourism products and services.
2. What are the various terms and abbreviations commonly used in the tourism industry in relation to major product categories.
3. What are the general procedures in relation to major product categories.
4. What are the specific legal issues relating to the different product categories.
5. How to read and use the 24 hour clock.
6. What are the various sources of tourism product information and how to access and use them.
7. How to correctly interpret industry jargon and explain industry jargon to a customer during sales activities.
8. How to share newly accessed product information with colleagues who need it.
9. How to check the costs of products and how to compare these to other products to estimate the best fit for a customer sale.
10. How to conduct further searches when information on a requested product cannot be initially found.
11. How to use a computerised information system (including faxes and email systems) to source information.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**Assessment methods**

The methods which can be used to determine competence in performance and underpinning knowledge.

**Assessors**

The Assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

**Element**

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.



**Level 1 - Entry Level**

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 - Skilled Occupations:**

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

**Level 3 - Technician and Supervisory Occupations:**

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 - Technical Specialist and Middle Management Occupations:**

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

**Level 5 - Chartered, Professional and Senior Management Occupations:**

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

**External Verifier**

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

**Internal Verifier**

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

**NVQ**

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

**NVQ Coordinator**

The NVQ Coordinator is the centre contact within each approved Centre offering NVQs. He/she has overall responsibility for the operation and administration of the NVQ system.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance Criteria**

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

**Product of Work**

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Questioning**

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

### Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

### Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

### Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

### Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

### Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

### Units

A unit of competence describes one or more activities which form a significant part of an individual’s work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

**Mandatory units** - are core to a qualification and must to be completed.

**Optional units** - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

### Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).