



TECHNICAL &  
VOCATIONAL  
EDUCATION &  
TRAINING  
AUTHORITY

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**National Competency  
Standard for  
Airport Representative Services  
Qualification Code:  
TOU10S17V1**

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## **PREFACE**

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for five key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction and the Social sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards. NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

**KEY FOR CODING**

**Coding Competency Standards and Related Materials**

<b>DESCRIPTION</b>	<b>REPRESENTED BY</b>
Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation with in a industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

1. Endorsement Application for Qualification 01		
2. NATIONAL CERTIFICATE III IN AIRPORT REPRESENTATIVE SERVICES		
<b>3. Qualification code:</b> TOU10SQ1L317	<b>Total Number of Credits :47</b>	
<b>4. Purpose of the qualification</b>		
<p>The holders of this qualification are expected to work as an Airport Representative who are responsible for working on the phone and in person to provide information about travel plans for customers. This could involve giving the customer information about arrival and departure times, reserving tickets with a particular airline, and a wide variety of other topics, greeting passengers, guiding them to the proper terminal, explaining airport regulations etc.</p>		
<b>5. Regulations for the qualification</b>	National Certificate III in the Airport Representative Services will be awarded to those who are competent in unit 1+2+3+4+5+6+7+8+9+10+11	
<b>6. Schedule of Units</b>		
Unit No.	Unit Title	Code
1.	General industry knowledge	TOU10S1U01V1
2.	Observe personal and work place hygiene practices	TOU10S1U02V1
3.	Practice health, safety and security Practices	TOU10S1U03V1
4.	Communicate appropriately with clients and colleagues	TOU10S1U04V1
5.	Perform computer operations	TOU10S1U05V1
6.	Policies and procedures	TOU10S1U06V1
7.	Offer arrival and departure assistance	TOU10S1U07V1
8.	Create a customer-centric culture	TOU10S1U08V1
9.	Give and receive workplace feedback	TOU10S1U09V1
10.	Work effectively with culturally diverse colleagues	TOU10S1U10V1
11.	Conduct basic workplace communication in a language other than English	TOU10S1U11V1
<b>7. Accreditation requirements</b>	The training provider should place trainees in relevant industry or sector to provide the trainees the hands-on experience exposure related to this qualification.	
<b>8. Recommended sequencing of units</b>	As appearing under the section 06	

**UNITS DETAILS**

Unit No.	Unit Title	Code	Level	No of credits
1.	General industry knowledge	TOU10S1U01V1	3	3
2.	Observe personal and work place hygiene practices	TOU10S1U02V1	3	3
3.	Practice health, safety and security Practices	TOU10S1U03V1	3	5
4.	Communicate appropriately with clients and colleagues	TOU10S1U04V1	3	3
5.	Perform computer operations	TOU10S1U05V1	3	3
6.	Policies and procedures	TOU10S1U06V1	3	5
7.	Offer arrival and departure assistance	TOU10S1U07V1	3	5
8.	Create a customer-centric culture	TOU10S1U08V1	3	5
9.	Give and receive workplace feedback	TOU10S1U09V1	3	5
10.	Work effectively with culturally diverse colleagues	TOU10S1U10V1	3	5
11.	Conduct basic workplace communication in a language other than English	TOU10S1U11V1	3	5

**Packaging of National Qualifications:**

National Certificate III in Airport Representative Services will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11

Qualification Code: TOU10SQ1L312

## Competency Standard for

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### AIRPORT REPRESENTATIVE SERVICES

Unit No	Unit Title
1.	General industry knowledge
2.	Observe personal and work place hygiene practices
3.	Practice health, safety and security Practices
4.	Communicate appropriately with clients and colleagues
5.	Perform computer operations
6.	Policies and procedures
7.	Offer arrival and departure assistance
8.	Create a customer-centric culture
9.	Give and receive workplace feedback
10.	Work effectively with culturally diverse colleagues
11.	Conduct basic workplace communication in a language other than English

## Description of an Airport Representative Services

Airport Representatives are responsible to ensure that all arrival guests with flight details are paged and assisted with luggage and transportation. Assists resort/hotel guests during pick and transfer. Receive VIP guests at the airport on behalf of the resort/hotel and provide required assistance.

Additionally, they act as the resort/hotels ambassador at the airport and promote the resort/hotel rooms, facilities and services according to the resorts/hotels operational standards.

## Competency Standard Development Process

The competencies were determined based on the analysis of the tasks expected to be performed by an airport representative in Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of Airport Representative training in Maldives. Competency standards used for similar type of training in other countries were also examined

This Course will provide theoretical knowledge to persons with specified practical skill to gain employment in tourism/water sports and recreation related fields. Moreover, they will be able to govern and provide water sports and recreational activities within the industry or related field.

On completion of the course, the graduates will have developed the skill and knowledge to work as an Airport Representative.

**Unit 01**

<b>UNIT TITLE</b>	General Industry Knowledge				
<b>DESCRIPTOR</b>	This unit covers the competence in terms of knowledge and skills required to develop and update knowledge of the tourism industry, including the role of different industry sectors and key legislation. This knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry. In-depth knowledge is therefore not required.				
<b>CODE</b>	TOU10S1U01V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Seek information on the tourism industry	1.1. sources of information on the tourism industry identified correctly including information relating to: 1.2. Access and update specific information on relevant sector(s) of work Access and use knowledge of the tourism industry in the correct context to enhance the quality of work performance
2. Identify the Source and apply information on legal and ethical issues which impact on the tourism industry	2.1 Obtain information on legal and ethical issues to assist effective work performance 2.2 Conduct day-to-day activities in accordance with legal obligations and ethical industry practices
3. Update tourism industry knowledge	3.1 Identify and use a range of opportunities to update general knowledge of the tourism industry 3.2 Monitor current issues of concern to the industry 3.3 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities



## Range Statement

This unit applies to all sectors of the tourism industry.

Information sources and opportunities to update knowledge may include:

- Media
- Reference Books
- Libraries
- Unions
- Industry Associations and Organisations
- Industry Journals
- Computer Data, Including Internet
- Personal Observations and Experience
- Industry Seminars or Training Courses
- Informal networking
- Legal issues which impact on the industry include:
  - Consumer Protection
  - Duty of Care
  - Equal Employment Opportunity
  - Anti-Discrimination
  - Workplace Relations
  - Child Sex Tourism
  - Consumer Protection
  - Health and Safety

Ethical issues impacting on the industry may relate to:

- Confidentiality
- Commission Procedures
- Overbooking
- Pricing
- Tipping
- Familiarisations
- Gifts and Services Free of Charge

Industries other than tourism may include:

- Hospitality
- Entertainment
- Arts
- Sports
- Agriculture
- Conservation
- Science and Research
- Retail

Economic and social issues may include:

- Employment
- Effect On Local Amenities/Facilities
- Population Change Due to Tourism Development
- Community Role in Tourism
- Issues of concern to the industry may be related to:
  - Government Initiatives
  - Emerging Markets
  - Environmental and Social Issues

- Labour Issues
- Industry Expansion or Retraction

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must be chosen to ensure that ability to develop and update knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- Case studies and problem-solving exercises to assess application of knowledge to different situations and contexts
- Questions to assess knowledge of different aspects of the tourism industry
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### Assessment context

Assessment must ensure:

- Project or work activities that allow the candidate to demonstrate the application of knowledge to specific tourism industry contexts and situations.

### Critical aspects (for assessment)

Evidence of the following is critical:

- Ability to source industry information
- General knowledge of the tourism industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge

### Assessment conditions

This is a core unit that underpins effective performance in all other units and combined training and assessment may be appropriate.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Different sectors of the tourism industry and their inter-relationships, including a general knowledge of the structure, roles and functions of the following sectors:<ul style="list-style-type: none"><li>- Accommodation</li><li>- Attractions and theme parks</li><li>- Tour operators</li><li>- Retail travel agents</li><li>- Information services and co-ordination sector (local, regional, national)</li><li>- Meetings and events</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Time management</li><li>• Basic computer skills needed to access the internet</li><li>• Communication skills</li><li>• Research skills</li></ul>

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| <ul style="list-style-type: none"><li>• Major cross-industry and sector-specific organisations</li><li>• Overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance</li><li>• Overview of how to organise time and work in different industry contexts</li><li>• Tourism industry information sources</li><li>• Basic research skills:<ul style="list-style-type: none"><li>- Identification of relevant information</li><li>- Questioning techniques to obtain information</li></ul></li><li>• Time management</li><li>• Basic computer skills needed to access the internet</li><li>• Communication skills</li><li>• Research skills</li><li>• Sorting and summarising information</li><li>• Legislation (both state and federal) which applies across the industry in the following areas (name, primary objective and impact on individual staff only):<ul style="list-style-type: none"><li>- Consumer protection</li><li>- Duty of care</li><li>- Equal employment opportunity</li><li>- Anti-discrimination</li><li>- Workplace relations</li><li>- Child sex tourism</li><li>- Overview of current and emerging technology used across the tourism industry, including e-business</li></ul></li></ul> |  |
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**Unit 02**

<b>UNIT TITLE</b>	Observe Personal and Workplace Hygiene Practices				
<b>DESCRIPTOR</b>	This unit covers the knowledge and skills required to observe workplace hygiene procedures in maintaining the personal presentation and grooming standard. This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.				
<b>CODE</b>	TOU10S1U02V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Observe personal grooming, hygiene and personal presentation standards	1.1 Grooming, hygiene and personal presentation practices maintained at professional standard in line with industry norms and organisational procedures. 1.2 Adequate level of personal cleanliness observed throughout the work 1.3 Understanding effects of poor personal hygiene and avoidance in all practices.
2. Following Hygiene procedures	2.1 Workplace hygiene procedures followed, in line with organisational procedures and legal requirements. 2.2 Eating, drinking, smoking, spitting, scratching, or other such behaviours are avoided at all times on the job.
3. Identify and avoid hygiene risks	3.1 Potential hygiene risks are identified in line with organisational procedures and legal requirements. 3.2 Action to minimize and remove risks within individual's scope of responsibilities, compliant to organisational procedures and legal requirements.

## Range Statement

Hygiene procedures may include, not limited to:

- Regular hand washing
- Appropriate cleaning cloths
- Oral hygiene and personal hygiene
- Regular maintenance of haircut and facial hair, nails
- Ensure report for duty in clean fresh uniform
- Avoidance of touching of hair or scratching at workplace

Minimization and/ or removal of risks:

- Auditing staff skills and providing adequate training and refresher training
- Ensuring policies and procedures are strictly followed
- Audits and follow-up action of audits and incidents

**Tools, equipment and material used in this unit may include:**

- Organisation guidelines to workplace hygiene
- National legal requirements for workplace hygiene
- Organisation guidelines to personal grooming standards
- Organisation Chart for line of communications for report risks beyond individual's
- Cleaning products for hygiene maintenance of industry standards

## ASSESSMENT GUIDE

### Forms of assessment

Competency in this unit may be assessed through:

- Practical examination
- Practical demonstration
- Direct observation through the training period

### Assessment context

- Assessment must reflect and events processes that occur over a period of time.
- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

### Critical aspects (for assessment)

Assessment required evidence that the candidate:

- Followed hygiene procedures
- Identified and responded to hygiene risk
- Practiced personal grooming and hygiene

### Assessment conditions

Assessment must reflect and events processes that occur over a period of time

*Competency Standard for Airport Representative*

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Typical hygiene and control procedures in the hospitality and tourism industries</li><li>• Knowledge on factors which contribute to workplace hygiene problems</li></ul>	<ul style="list-style-type: none"><li>• Ability to follow correct hygiene procedures and instructions</li><li>• Habitual application to and internalization of hygiene principles</li></ul>

**Unit 03**

<b>UNIT TITLE</b>	Practice Health, Safety and Security Practices				
<b>DESCRIPTOR</b>	This unit describes the importance of health and safety in the occupation. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues, and customers.				
<b>CODE</b>	TOU10S1U03V1	<b>Level</b>	3	<b>Credit</b>	5

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Follow workplace health, safety and security procedures	1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. Deal with emergency situations	2.1 Emergency situations recognized and appropriate procedures followed in line with enterprise procedures 2.2 Assistance sought and cooperation given in emergency situations in line with enterprise procedures 2.3 Emergency incidences reported in line with enterprise procedures
3. Identify and prevent hygiene risks	3.1. Hygiene risks identified, prevented and avoided in line with enterprise procedures 3.2. Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures
4. Clean the work area	4.1. Cleaning tasks accomplished to enterprise standards 4.2. Proper method for cleaning selected and employed for appropriate task
5. Secure work premises	5.1 Work premises closed and locked at the end of work, in line with enterprise procedures

## **Range Statement**

Procedures included:

- Emergency procedures
- Fire safety procedures
- Security and safety guidelines
- Cleaning and decontamination procedures
- Waste handling procedures
- Cleaning chemicals handling guidelines
- Accident and incidence reporting procedures
- Basic first aid procedures

### **Tools, equipment and material used in this unit may include:**

- Relevant Procedure guidelines and manuals

## **ASSESSMENT GUIDE**

### **Forms of assessment**

This may include and not limited to:

- Written Test
- Oral Questions and Answers

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects a range of safe working practices. In the case of written test, it should be done in a classroom environment.

### **Critical aspects (for assessment)**

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units, which form part of the normal job role.



**Assessment conditions**

Assessment must reflect and events processes that occur over a period of time.

**UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• General knowledge on safe practices</li><li>• Communication procedures</li><li>• Relevant workplace procedures and guidelines</li></ul>	<ul style="list-style-type: none"><li>• Undertake safe manual handling jobs</li><li>• Competent to follow safety regulations</li><li>• Competent to work safely with workplace equipment, materials and colleagues</li></ul>

**Unit 04**

<b>UNIT TITLE</b>	Communicate appropriately with customers and colleagues				
<b>DESCRIPTOR</b>	This unit describes the knowledge and skills required to exercise effective communication skills in the workplace				
<b>CODE</b>	TOU10S1U04V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Exercise effective communication techniques	1.1 Reflect an understanding and respect for individual differences and needs in all forms of communication with clients and colleagues 1.2 Introduce oneself appropriately 1.3 Ensure communication is clear and relevant to situation/activities undertaken 1.4 Use touch and other non-verbal means of communication as appropriate 1.5 Seek, obtain and implement advice about communication difficulties with clients or colleagues from supervisor or appropriate person
2. Follow routine instructions	2.1 Carry out workplace instructions within agreed timeframes 2.2 Seek clarification to understand work instructions, when required 2.3 Refer difficulties in carrying out instructions to supervisor or appropriate person
3. Complete reports as required	3.1 Complete reports to the standard expected in the workplace 3.2 Complete reports within identified timeframes 3.3 Ensure reports are clear and accurate

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Diversity may relate to individual differences and needs and may include:

- Age
- Behavioural
- Cultural
- Developmental
- Emotional
- Intellectual
- Physical
- Religious/spiritual
- Social

## *Competency Standard for Airport Representative*

Communication includes:

- All verbal and non-verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts

Communicating effectively will be carried out within requirements established by:

- Anti-discrimination legislation
- Accepted cultural protocols
- Accepted language protocols and systems

Exercise effective communication skills includes:

- Being non-judgemental
- Active listening, where culturally appropriate
- Non-verbal behaviour to indicate understanding of what is being said
- Clarifying what is said
- Responses that are culturally appropriate
- Participating in group processes

Appropriate person may be from within or outside the organisations may be:

- Colleagues
- Immediate supervisor
- Other health workers
- Consultant
- customers and families/careers

Instructions may be:

- Written
- Verbal

Reports may be verbal or written and may include:

- Notes
- Records
- Memos
- Letters
- Clients records
- Verbal 'hand overs' at the end of a shift
- Case file notes

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Competency in this unit must be assessed through

- Oral examinations
- Direct observation of the course of the training

### Assessment context

Assessment may be done in the workplace or in a simulated workplace setting

### Critical aspects (for assessment)

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- This may include the use of languages other than English and alternative communications systems
- Assessment may be conducted on one or more occasions and must include the normal range of workplace situations with clients and colleagues
- Competency should be demonstrated over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues

### Assessment conditions

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• Principles of effective communication</li> <li>• Dealing with cultural diversity</li> <li>• Referral processes of organisation</li> <li>• Effect of sensory loss and cognitive impairment</li> <li>• Relevant guidelines and procedures</li> <li>• A range of written material relevant to the job role</li> </ul>	<p>It is critical that the candidate demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate competency over the range of communication methods used in the workplace and include communication with both customers and colleagues</li> <li>• In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role</li> </ul> <p>These include the ability to:</p> <ul style="list-style-type: none"> <li>• Adjust communication to meet differing needs</li> <li>• Use assertive communication</li> <li>• Use active listening and recognise non-verbal triggers</li> <li>• Provide feedback</li> <li>• Minimise conflict and tensions</li> </ul> <p>Use reading and writing skills required to fulfil job roles as specified by organisation/service:</p> <ul style="list-style-type: none"> <li>• literacy support available in the workplace may range from having access to support and</li> </ul>

	<p>assistance from expert/mentor/supervisor, to having no communication supports available</p> <ul style="list-style-type: none"><li>• literacy may be required in English or a community language depending on the client group</li></ul> <p>Use oral communication skills required to fulfil job roles as specified by the organisation/service:</p> <ul style="list-style-type: none"><li>• skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary</li><li>• service/organisation may require competence in English or community language, depending on client group</li></ul>
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## Unit 05

<b>UNIT TITLE</b>	Perform computer operations				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes and values needed to perform computer operations that include inputting, accessing, producing and transferring data using the appropriate hardware and software.				
<b>CODE</b>	TOU10S1U05V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Input data into computer	1.6 Data entered into the computer using appropriate program/application in accordance with company procedures 1.7 Accuracy of information checked and information saved in accordance with standard operating procedures 1.8 Input data stored in storage media according to requirements
2. Access information using computer	2.4 Correct program/application selected based on job requirement 2.5 Program/application containing the information required accessed according to company procedures 2.6 Desktop icons correctly selected, opened and closed for navigation purposes
3. Produce/output data using computer system	3.4 Entered/stored data processed using appropriate software commands 3.5 Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 3.6 Files and data transferred between compatible system using computer software, hardware/peripheral devices in accordance with standard operating procedures

### Range Statement

This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

### Tools, equipment and materials required may include:

- Storage device
- Different software and hardware
- Personal computers system
- Laptop computer
- Printers
- Scanner
- Keyboard
- Mouse
- Disk drive /CDs, DVDs, compressed storage device

## ASSESSMENT GUIDE

### Forms of assessment

The assessor may select two of the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

### Assessment context

Assessment may be conducted out of the workplace preferably in a computer classroom

### Critical aspects (for assessment)

Assessment must show that the candidate:

- Selected and used hardware components correctly and according to the task requirement
- Identified and explain the functions of both hardware and software used, their general features and capabilities
- Produced accurate and complete data in accordance with the requirements
- Used appropriate devices and procedures to transfer files/data accurately

### Assessment conditions

Assessment may be conducted out of the work environment and may include assignments and projects.

## Special notes for assessment

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

## Resources required for assessment

Computer hardware with peripherals and appropriate software

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Basic ergonomics of keyboard and computer use</li><li>• Main types of computers and basic features of different operating systems</li><li>• Main parts of a computer</li><li>• Storage devices and basic categories of memory</li><li>• Relevant software</li><li>• General security and computer Viruses</li></ul>	<ul style="list-style-type: none"><li>• Reading skills required to interpret work instruction</li><li>• Communication skills</li><li>• Keyboard skills</li></ul>



**Unit o6**

<b>UNIT TITLE</b>	Policies and Procedures				
<b>DESCRIPTOR</b>	This unit covers the competence in terms of knowledge and skills required to understand and follow company policies and procedures and applicable legislation together with application of ethics to all activities at work				
<b>CODE</b>	TOU1oS1Uo6V1	<b>LEVEL</b>	3	<b>CREDIT</b>	5

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Follow written or spoken policies and procedures	1.1 Relevant written or spoken workplace policies and procedures clearly understood 1.2 Job responsibilities clearly noted and followed 1.3 Work place agreements clearly understood and work consistent with this requirement 1.4 Work place policies and procedures supported by the job role, properly followed 1.5 Relevant work instructions or standard operating procedures sourced 1.6 Relevant work instructions or standard operating procedures correctly interpreted and accurately followed 1.7 Operating instructions for equipment accurately followed 1.8 Clarification sought and obtained from supervisor or other appropriate person when necessary
2. Follow legislative and certification requirements	2.1 Relevant sections of applicable legislation followed as per the procedures or instructions 2.2 Requirements of the relevant industry certification followed as per the procedures or instructions 2.3 Legislative requirements related to employment issues followed 2.4 General requirements for tourism regulations and standards strictly followed as per the procedures or work instructions in line with enterprise procedures 2.5 Legislation pertinent to personnel and administrative procedures followed as per the instructions
3. Work ethically	3.1 Actions within the job description and consistent with the organizational philosophy

## Range Statement

Policy and procedures relevant to the work may cover areas:

- Job descriptions
- Workplace agreements
- Duty rosters
- Grievance procedures
- Confidentially requirements
- Appropriate relationship with clients
- Gifts and gratitude
- Administrative system of the workplace including filing, record keeping, workplace programs and time table management system, use of equipment, staff roster
- Standard operational procedures for Receptionist
- Industry certification may be attained for:
  - Hazard Analysis and Critical Control Point (HACCP) or ISO 22000
  - Quality Management System, ISO 9001:2000 or equivalent
  - Environmental Management System, ISO 14000

Tools, equipment and materials required may include:

Materials may include written workplace policies and procedures, hard or soft copies of the applicable legislation, copies of operating procedures or work instructions, quality manuals and procedure manuals etc.

## ASSESSMENT GUIDE

### Forms of assessment

- Continuous and holistic assessment is suitable for this unit.
- Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment under the normal range of work conditions.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Following company policies and procedures, within the scope of the work
- Following job responsibilities and agreements
- Interpreting and following work instructions or operating procedures
- Essential requirements of relevant sections of the applicable legislation
- Following applicable legislation
- Essential knowledge of relevant certification requirements
- Following requirements for particular certification
- Applying ethics to all workplace activities
- Maintaining confidentiality at work
- Obtaining clarifications from relevant personnel
- Recognizing and resolving conflicts or referring to appropriate person

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances over the normal range of work activities.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Essential knowledge of the company policies and procedures</li><li>• Detailed knowledge of the work covered in the job description</li><li>• Working knowledge of the requirements in the operating procedures or work instructions</li><li>• Working knowledge of applicable legislation</li><li>• Working knowledge of applicable certification requirements</li><li>• Working knowledge of the requirements for working ethically and the consequences of not following these</li><li>• General knowledge of the consequence of not adhering to workplace agreements and disclosing confidential information</li></ul>	<ul style="list-style-type: none"><li>• Ability to source written policies and procedures</li><li>• Ability to follow company policies and procedures</li><li>• Ability to follow job responsibilities</li><li>• Ability to source and follow operating procedures or work instructions</li><li>• Competent to work according to applicable legislation</li><li>• Ability to follow requirements for the certification</li><li>• Undertake necessary measures to apply ethics at work</li><li>• Ability to understand requirements and follow workplace agreements</li><li>• Maintain confidentiality at work</li></ul>

**Unit 07**

<b>UNIT TITLE</b>	Offer arrival and departure assistance				
<b>DESCRIPTOR</b>	This unit covers the competence in terms of knowledge and skills 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 tourism sector.				
<b>CODE</b>	TOU10S1U07V1	<b>LEVEL</b>	3	<b>CREDIT</b>	5

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Conduct arrival transfer for visitor groups or individuals	1.1 Customer arrival information checked and noted accurately, and implements promptly any action required to deal with alternations in schedule or delays. 1.2 Transport confirmed for the correct time and place with transport provider 1.3 Identification techniques which allow customers to locate the guide employed at the transport terminal 1.4 Available terminal facilities used correctly and fully to assist in meeting customers 1.5 Passenger lists prepared accurately and legibly to record arrivals, no-shows and other comments 1.6 Arrangements for the transport of baggage from the terminal established and prior to the arrival of the customer 1.7 Checking procedures used to ensure the correct number of baggage pieces is transported 1.8 Established procedures followed for lost baggage promptly and correctly
2. Deliver arrival information to visitors	2.1 Customers greeted in a manner which encourages positive feelings of good will towards the guide and the company 2.2 adequate information provided to customers advice to introduce them to the local area
3. Check-in groups and individuals at accomodation	3.1 customers briefed on accommodation check-in procedures to minimise confusion and time delay on arrival at accommodation venue 3.2 friendly and efficient assistance offered to customers to facilitate accommodation check-in 3.3 liaised with accommodation staff during check-in to minimise any communication difficulties between customers and accommodation staff.
4. Conduct departure transfer for groups and individuals	4.1 departure details verified with carries prior to commencement of transfer, and take action according to a contingency plan if changes in schedule or other problems occur 4.2 customers organized for departure from hotel in a manner which minimizes disruption in the hotel lobby 4.3 passenger lists used to accurately check details of all departing passengers 4.4 baggage checked prior to departure using procedures that ensure that no items are left behind

	<p>4.5 customers advised to check belongings for hotel keys, items left in hotel safety deposit boxes, tickets and passports</p> <p>4.6 customers advised correctly regarding procedures for departure tax, duty free requirements, outgoing passenger cards and general procedures which apply to departure from transport terminal</p> <p>4.7 feedback obtained on products and services courteously from customers and relay information accurately to the company</p> <p>4.8 orderly and efficient checked in at transport terminal ensured by following the standard procedures</p>
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## Range Statement

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

Transport terminals may include

- airports
- bus and ferry terminals

Terminal facilities to be used may include

- special areas set aside for groups
- communication systems between terminals and parking facilities

Information and advice to customers may include

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

Accommodation may include

- hotels
- guesthouses
- resorts

Tools, equipment and material used in this unit may include:

Relevant procedure manuals

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must be chosen to ensure that the conduct of arrival and departure transfers can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of a complete arrival or departure transfer conducted by the candidate
- review of documentation such as passenger lists and baggage checklists used by the candidate
- written or oral questions to assess knowledge of transport terminals, baggage procedures and travel documentation
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### Assessment context

Assessment must ensure:

- demonstration of skills within fully operational transport terminals and accommodation venues (In major cities this would include international and domestic airports, rail terminal, shipping terminals and coach terminals. In regional areas, only some of these may apply)
- access to transport of a style used by local industry for the conduct of transfers
- involvement of a transport supplier and an accommodation venue
- a customer group with a realistic ratio of customers to guide use of industry-current documentation to support the arrival and departure process

### Critical aspects (for assessment)

Evidence of the following is critical:

- ability to follow correct procedures for the complete conduct of arrival and departure transfers, including procedures at transport terminals and accommodation venues

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- effective communication of information to customers
- familiarity with a range of transport terminals/facilities and accommodation venues as they impact on guides and customers. The focus of this range will vary depending upon the industry sector and workplace

Assessment conditions

**UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<p>knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"><li>• main arrival and departure points/facilities within the local area</li><li>• local transport terminal facilities and procedures for arrivals and departures</li><li>• guide identification techniques within transport terminals</li><li>• baggage procedures within various local transport terminals and accommodation venues</li><li>• formats of and terminology used in standard customer travel documentation (rail, air, bus tickets, accommodation vouchers, transfer vouchers)</li><li>• knowledge of 24 hour clock, airline and city codes</li><li>• microphone usage (for coach transfers).</li></ul>	

**Unit o8**

<b>UNIT TITLE</b>	Create a customer-centric culture				
<b>DESCRIPTOR</b>	This unit covers the competence in terms of knowledge and skills required to manage and ensure the delivery of customer service standards and work with team members to improve customer experiences.				
<b>CODE</b>	TOU10S1U08V1	<b>LEVEL</b>	3	<b>CREDIT</b>	5

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Promote a customer focused culture.	1.1 Ensure team understanding of and commitment to providing quality customer service and enhancing the customer’s experience. 1.2 Promote customer service standards within the team and encourage ownership over delivery of service standards 1.3 Act as a positive role model displaying customer centric behaviours and consistently delivering on customer service standards.
2. Foster the customer culture.	2.1 Ensure adequate team resourcing to ensure delivery on customer service standards. 2.2 Monitor customer service and take action when standards are not met. 2.3 Provide feedback to team on their ability to meet customer service standards. 2.4 Provide coaching to team members to enhance customer service delivery.
3. Monitor and adjust customer service.	3.1 Seek feedback from team and customers on customer service standards. 3.2 Review customer trends and demands and seek opportunities to enhance customer experience based on findings. 3.3 Develop and document customer service improvement plans in consultation with the team.

**Range Statement**

This unit applies to guides working in all sectors of the tourism industry.

**Tools, equipment and material used in this unit may include:**

Relevant documents and equipment



## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must be chosen to ensure to promote customer service standards within the team and encourage ownership over delivery of service standards and act as a positive role model displaying customer centric behaviours and consistently delivering on customer service standards.

The following examples are appropriate for this unit:

- direct observation of a complete arrival or departure transfer conducted by the candidate
- review of documentation such as passenger lists and baggage checklists used by the candidate
- written or oral questions to assess knowledge of transport terminals, baggage procedures and travel documentation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

### Assessment context

Assessment must ensure:

organisational customer service standards:

- professional service standards
- designated response times
- customer service procedures
- resources required to deliver on customer service standards

team members and customers; these can be:

- individuals in an industry workplace, or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

### Critical aspects (for assessment)

Demonstration of the following is critical:

- role-modelling customer service standards
- observing standard of customer service delivery
- coaching team members towards improvement
- identifying and rectifying customer service delivery issues.

### Assessment conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• monitor and review customer service standards, on three different occasions, and document a plan to improve customer service standards based on observations</li> <li>• demonstrate the following approaches to promoting a customer-centric culture:</li> <li>• role-modelling customer service standards</li> <li>• observing standard of customer service delivery</li> <li>• coaching team members towards improvement</li> <li>• identifying and rectifying customer service delivery issues.</li> </ul>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <p>principles of quality customer service:</p> <ul style="list-style-type: none"> <li>• customer expectations</li> <li>• enhancing customer experience</li> </ul> <p>techniques for:</p> <ul style="list-style-type: none"> <li>• coaching others</li> <li>• providing performance feedback</li> <li>• seeking feedback</li> <li>• monitoring and reviewing customer services standards</li> <li>• improving customer service standards</li> </ul> <p>organisational customer services standards:</p> <ul style="list-style-type: none"> <li>• professional service standards</li> <li>• designated response times</li> <li>• customer service procedures</li> <li>• resources required to deliver on customer service standards</li> </ul> <p>commercial impact of:</p> <ul style="list-style-type: none"> <li>• quality customer service</li> <li>• poor customer service</li> <li>• positive and negative customer reviews</li> <li>• value and role of customer feedback in improving service delivery.</li> </ul>

**Unit 09**

<b>UNIT TITLE</b>	Give and receive workplace feedback				
<b>DESCRIPTOR</b>	This unit covers feedback in the workplace, both giving and receiving. It includes seeking and acting on workplace feedback, and providing informal as well as formal feedback in the workplace.				
<b>CODE</b>	TOU10S1U09V1	<b>LEVEL</b>	3	<b>CREDIT</b>	5

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Seek and act on workplace feedback	<p>1.1 Feedback on performance and other workplace issues is sought from others in accordance with organisational policy and procedures.</p> <p>1.2 Feedback is discussed, questions asked to clarify understanding, and active listening used to ensure understanding of the issues and any constructive suggestions.</p> <p>1.3 Diversity issues are considered when evaluating feedback to ensure correct interpretation.</p> <p>1.4 Suggestions for improvements made by other workgroup members are considered objectively and implemented where appropriate.</p>
2. Provide informal feedback in the workplace	<p>2.1 Informal feedback is given regularly, in a timely manner, in accordance with workplace procedures and protocols.</p> <p>2.2 Evidence from a range of sources is considered in providing feedback in the workplace.</p> <p>2.3 The opinions of others are considered when providing informal feedback.</p> <p>2.4 Performance of self and others is evaluated and confirmed with workgroup members.</p> <p>2.5 Strategies/opportunities for continuous improvement are planned and implemented in consultation with the workgroup, and notable performance is recognised in accordance with organisational policy and procedures</p>
3. Provide formal feedback in the workplace	<p>3.1 Where they exist, processes/guidelines for providing formal feedback are used to ensure feedback meets purpose/s for which it is required.</p> <p>3.2 Standards/criteria for feedback are identified and clarified.</p> <p>3.3 Written or verbal feedback is prepared to address required criteria and purpose in accordance with legislation, policy and procedures.</p> <p>3.4 Where others disagree with feedback provided, their opinions and ideas are considered objectively and the feedback is amended or supported in line with organisational procedures.</p> <p>3.5 Agreement with those seeking formal feedback is negotiated and documented regarding any actions/follow-up as a result of feedback.</p> <p>3.6 Where agreement cannot be reached, reports are prepared and further action is taken if necessary, in accordance with organisational policy and procedures.</p>

## Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge.

Feedback on performance may include:

- client feedback
- 360° feedback
- feedback from assessors
- performance feedback
- feedback on a job application

Other workplace issues may include:

- personal presentation
- attitude
- style, tone and form of language used
- body language
- cultural interactions
- equity and diversity
- telephone manner
- client service manner

Others may include:

- team members
- colleagues
- superiors
- subordinates
- clients
- assessors
- performance appraisers
- referees
- interview panels
- validators

Diversity issues may include:

- accepting that different ways of working and communicating are valid
- focus on outcomes rather than process so that different ways of reaching the same end are not raised as negative feedback
- interpreting feedback in light of diversity considerations
- using culturally appropriate verbal and non-verbal language

Strategies /opportunities for continuous improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities

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- personal study
- career planning/development
- learning pathways.

Guidelines may include:

- sources of evidence
- feedback methods/decisions
- how to provide feedback
- who gets feedback
- appeal processes
- grievance processes
- dispute resolution processes
- confidentiality
- privacy
- freedom of information requirements

Formal feedback may be required by:

- peers
- managers/supervisors/team leaders
- employees
- teams and team members
- clients/customers
- job applicants (360° feedback)

Standards /criteria may include:

- selection criteria
- best practice standards
- organisational practice standards
- competencies
- service level standards
- codes of ethics/conduct
- legislation/regulations

Legislation, policy and procedures may include:

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- freedom of information
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- environmental legislation
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols
- international legislation/codes of behaviour

Tools, equipment and material used in this unit may include:

Relevant procedure manuals

## ASSESSMENT GUIDE

### Forms of assessment

The following examples are appropriate for this unit:

- direct observation
- review of documentation
- written or oral questions

### Assessment context

Assessment must ensure:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- feedback given and received in a range of (3 or more) contexts (or occasions, over time)

### Critical aspects (for assessment)

Evidence of the following is critical:

- ability to follow correct procedures for the complete conduct of arrival and departure transfers, including procedures at transport terminals and accommodation venue
- effective communication of information to customers
- familiarity with a range of transport terminals/facilities and accommodation venues as they impact on guides and customers. The focus of this range will vary depending upon the industry sector and workplace

### Assessment conditions

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Look for evidence that confirms knowledge and understanding of:</li><li>• public sector legislation, regulations, policies, procedures and guidelines relating to giving and receiving feedback</li><li>• organisation policies, practices and procedures relating to feedback</li><li>• workplace performance requirements and issues</li><li>• equal employment opportunity, equity and diversity principles</li></ul>	<ul style="list-style-type: none"><li>• Look for evidence that confirms skills in:</li><li>• using techniques for maintaining objectivity while giving and receiving feedback</li><li>• using a range of communication techniques with members of a diverse workforce, including negotiating, questioning, clarifying, understanding, active listening, evaluating the ideas and opinions of others</li><li>• evaluating workplace performance and issues affecting clients and others</li><li>• responding to diversity, including gender and disability</li><li>• applying legislation such as occupational health and safety and environment in the context of giving and receiving feedback</li></ul>

**Unit 10**

<b>UNIT TITLE</b>	Work effectively with culturally diverse colleagues				
<b>DESCRIPTOR</b>	This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures in a correctional services environment.				
<b>CODE</b>	TOU10S1U10V1	<b>LEVEL</b>	3	<b>CREDIT</b>	5

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Reflect cultural awareness in work practice	1.1 Use culturally appropriate work practices to demonstrate awareness of culture as a factor in all human behaviour. 1.2 Use work practices that create a culturally and psychologically safe environment for all persons. 1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds.
2. Accept cultural diversity as a basis for effective workplace and professional relationships	2.1 Show respect for cultural diversity in all communication and interactions with colleagues, visitors and offenders. 2.2 Use specific strategies to eliminate bias and discrimination in the workplace. 2.3 Contribute to the development of workplace and professional relationships based on acceptance of cultural diversity.
3. Communicate effectively with culturally diverse persons	3.1 Use communication constructively to develop and maintain effective relationships and mutual trust. 3.2 Where language barriers exist, make efforts to communicate in the most effective way possible. 3.3 Seek assistance from interpreters or other persons as required.
4. Resolve cross-cultural misunderstandings	4.1 Identify issues that may cause conflict. 4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences. 4.3 Resolve differences, taking account of cultural considerations. 4.4 Address any difficulties with appropriate people and seek assistance when required.

**Range Statement**

Work practices may relate to:

- dealing with persons of diverse gender, sexuality and age
- compliance with duty of care policies of the organisation
- collection and provision of information
- communication
- provision of assistance
- contact with families and carers
- physical contact
- care of deceased persons
- handling personal belongings
- provision of food services
- Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.

Cultural diversity may include:

- ethnicity
- race
- language



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- cultural norms and values
- religion
- beliefs and customs
- kinship and family structure and relationships

social relationships such as:

- gangs
- socio-economic groups
- personal history and experience, which may have been traumatic
- gender and gender relationships
- age
- disability
- sexuality
- special needs

Communication may be:

- verbal
- appropriate gestures and facial and physical expressions
- posture
- written
- signage
- through an interpreter or other person

Strategies to eliminate bias and discrimination may include:

- cross cultural work teams
- cross cultural employee representation on committees
- workplace free of culturally insensitive literature, posters, signage
- inclusion in decision-making

## Tools, equipment and material used in this unit may include:

- Relevant legislation, policies, procedures and guidelines

## ASSESSMENT GUIDE

### Forms of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of interview process
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues

### Assessment context

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

### Critical aspects (for assessment)

Assessment and evidence should confirm the ability to:

- recognize the importance of cultural diversity sensitivity in the workplace
- use strategies to eliminate bias and discrimination in the workplace
- communicate effectively to build positive relationships
- identify cultural issues that may cause conflict
- seek further assistance when required to resolve difficulties related to cultural diversity

### Assessment conditions

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual when working with colleagues and offenders.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• cultural influences and changing cultural practices in Australia and their impact on diverse communities that make up Australian society</li> <li>• own cultural conceptions and pre-conceptions and perspective of diverse cultures</li> <li>• recognition of impact of cultural practices and experience on personal behaviour, interpersonal relationships, perception and social expectations of others</li> <li>• culture as a dynamic social phenomenon</li> <li>• culture as a range of social practices and beliefs evolving over time</li> <li>• that the word ‘normal’ is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life</li> </ul>	<ul style="list-style-type: none"> <li>• applying culturally respectful practices in the workplace to demonstrate respect and inclusiveness of culturally diverse people in all work practices</li> <li>• sensitively and respectfully communicating with persons of diverse backgrounds and cultures</li> <li>• forming effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures</li> <li>• participating in identifying and implementing culturally safe work practices</li> <li>• using effective strategies to address and eliminate discrimination and bias in the workplace</li> <li>• using basic conflict resolution and negotiation skills</li> </ul>

**Unit 11**

<b>UNIT TITLE</b>	Conduct basic workplace communication in a language other than English				
<b>DESCRIPTOR</b>	<p>This unit describes the performance outcomes, skills and knowledge required to understand and use a language other than English for very simple, commonly used expressions of a basic and predictable nature in tourism and hospitality workplaces. It covers activities such as welcoming and farewelling guests, providing face-to-face routine customer service and other routine workplace activities. This unit can be used for training delivery and assessment of basic oral proficiency in any language other than English.</p>				
<b>CODE</b>	TOU10S1U11V1	<b>LEVEL</b>	3	<b>CREDIT</b>	5

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Be courteous to customers and colleagues	<p>1.1 Identify the specific language needed in order to conduct basic communications</p> <p>1.2 Use appropriate, very simple, commonly used courtesy expressions with customers or colleagues including greeting and welcoming, fare welling, apologizing and thanking</p> <p>1.3 Recognise and observe any social and cultural conventions of the specific language speaker to support communication</p> <p>1.4 Make efforts to communicate through use of gestures or use of basic vocabulary in the other person's language where language barriers exist</p> <p>1.5 Identify and use appropriate resources and seek assistance from those with suitable language skills</p>
2. Communicate with customers and colleagues in a language other than English to support routine workplace activities	<p>2.1 Understand and use key words, short phrases and gestures to enhance communication</p> <p>2.2 Use any visual techniques to enhance or replace oral communication</p>

## Range Statement

The range statement relates to the unit of competency as a whole.

Basic communication may include:

- answering very simple queries about products and services:
- in-house facilities
- local attractions and places of interest
- pick-up and drop-off point for tours
- shopping centres
- tour desk
- transport terminals, and taxi and other transport services

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conducting simple product and service transactions, such as:

- advising check-in and check-out procedures and times
- advising opening and closing times
- payment for a tourism service, e.g. day tour, accommodation and ticket
- payment of a restaurant bill
- purchase of souvenir products
- references to timetable, signage and basic rules
- selection of food and beverages from a menu
- listening to requests and comments

providing factual information, such as:

- currency
- location of specific facilities
- opening hours
- prices
- procedures, e.g. check-in and tour pick-up
- room and floor numbers
- safety rules
- providing general assistance within the scope of responsibility
- providing very simple directions.

Courtesy expressions (formulaic language) may include:

- Did you have a good trip?
- Do you need another towel?
- Good morning
- Goodbye
- Have you had lunch?
- How are you?
- May I clean your room now?
- May I help you?
- Sorry, I don't understand. Do you speak English?
- This way please.
- Resources may include: dictionaries
- international signage, such as 'No Smoking' signs
- language mats
- menus written in the specific language
- pamphlets written in the specific language
- phrase books
- signs written in the specific language
- websites with translating facilities.

Visual techniques may include:

- drawing attention to pamphlets and timetables
- locating specific costs and items on menus
- marking of a map
- signs, gesturing and appropriate body language.

**Tools, equipment and material used in this unit may include:**

- dictionaries and phrase books
- language mats
- signs
- industry materials, such as menus, timetables and brochures written in languages other than English.

## ASSESSMENT GUIDE

### Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge.

The following examples are appropriate for this unit:

- oral assessment of conversational language use
- direct observation of the individual communicating in a language other than English while undertaking typical workplace activities
- review of visual aids prepared by the individual to assist verbal communication
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations

### Assessment context

Assessment must ensure:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language

### Critical aspects (for assessment)

Evidence of the ability to:

- conduct basic workplace communication in a language other than English:
- listen to requests and comments
- provide general assistance
- provide very simple directions
- gesture in a socially and culturally appropriate manner.

### Assessment conditions

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• cultural values and social norms relevant to the language being assessed, including:</li><li>• body language</li><li>• forms of address</li><li>• taboo topics</li><li>• awareness of potential cross-cultural communication issues sufficient to avoid giving offence.</li></ul>	<ul style="list-style-type: none"><li>• communication skills in a language other than English to:</li><li>• support courteous and positive interactions</li><li>• use and understand key words, phrases, short expressions and numbers.</li></ul>