



Maldives National Skills Development Authority



National Competency Standard for Tour Guide

Standard Code: TOU06S12V2

Qualification Name: National Certificate III in Tour Guiding
Qualification Code: TOU06SQ1L312

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

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

| 1.Endorsement Application for Qualification 01 | | |
|---|---|--|
| 2. NATIONAL CERTIFICATE III IN TOUR GUIDING | | |
| 3. Qualification code: TOUo6SQ1L312 | | Total Number of Credits :42 |
| 4. Purpose of the qualification | | |
| The holders of this qualification are expected to work as Tour Guide. | | |
| 5. Regulations for the qualification | | National Certificate III in the Tour Guiding will be awarded to those who are competent in unit 1+2+3+4+5+6+7+8+9+10+11+12+13 |
| 6. Schedule of Units | | |
| Unit No. | Unit Title | Code |
| 1. | Observe personal and work place hygiene practices | TOUo6S1Uo1V1 |
| 2. | Practice health, safety and security Practices | TOUo6S1Uo2V1 |
| 3. | Provide effective customer care | TOUo6S1Uo3V1 |
| 4. | Practice effective workplace communication | TOUo6S1Uo4V1 |
| 5. | Perform computer operations | TOUo6S1Uo5V1 |
| 6. | Develop and update tourism industry knowledge | TOUo6S1Uo6V1 |
| 7. | Provide first aid | TOUo6S1Uo7V1 |
| 8. | Offer arrival and departure assistance | TOUo6S1Uo8V1 |
| 9 | Coordinate and operate a tour | TOUo6S1Uo9V1 |
| 10. | Develop and maintain the general knowledge required by guides | TOUo6S1U10V1 |
| 11. | Lead tour groups | TOUo6S1U11V1 |
| 12. | Prepare and present tour commentaries or activities | TOUo6S1U12V1 |
| 13. | Work as a guide | TOUo6S1U13V1 |
| 7. Accreditation requirements | | The training provider should place trainees in relevant industry or sector to provide the trainees the hands-on experience exposure related to this qualification. |
| 8. Recommended sequencing of units | | As appearing under the section 06 |

1.Endorsement Application for Qualification 02**2. NATIONAL CERTIFICATE IV IN TOUR GUIDING**

| | |
|---|-------------------------------------|
| 3. Qualification code: TOU06SQ2L417 | Total Number of Credits :159 |
|---|-------------------------------------|

4. Purpose of the qualification

The holders of the level four qualifications are expected to work as a guide in many tourism industries sectors. Guides at this level usually conduct tours that involve multiple products, services and sites involving the management of tour logistics. They are employed or contracted by inbound tour operators, outbound tour wholesalers, local tour operators, or they may be owner-operators of small tourism or travel businesses.

| | |
|---|--|
| 5. Regulations for the qualification | National Certificate IV in the Tour Guiding will be awarded to those who are competent in unit 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22 |
|---|--|

6. Schedule of Units

| Unit Title | Unit Title | Code |
|-------------------|---|--------------|
| 1. | Observe personal and work place hygiene practices | TOU06S1U01V1 |
| 2. | Practice health, safety and security Practices | TOU06S1U02V1 |
| 3. | Provide effective customer care | TOU06S1U03V1 |
| 4. | Practice effective workplace communication | TOU06S1U04V1 |
| 5. | Perform computer operations | TOU06S1U05V1 |
| 6. | Develop and update tourism industry knowledge | TOU06S1U06V1 |
| 7. | Provide first aid | TOU06S1U07V1 |
| 8. | Offer arrival and departure assistance | TOU06S1U08V1 |
| 9. | Coordinate and operate a tour | TOU06S1U09V1 |
| 10. | Develop and maintain the general knowledge required by guides | TOU06S1U10V1 |
| 11. | Lead tour groups | TOU06S1U11V1 |
| 12. | Prepare and present tour commentaries or activities | TOU06S1U12V1 |
| 13. | Work as a guide | TOU06S1U13V1 |
| 14. | Work in Team Environment | TOU06S1U14V1 |
| 15. | Practice career professionalism | TOU06S1U15V1 |
| 16. | Coach others in job skills | TOU06S2U01V2 |

| | | |
|---|---|--|
| 17. | Manage extended touring programs | TOUo6S2Uo2V2 |
| 18. | Build client relationships and business network | TOUo6S2Uo3V2 |
| 19. | Manage conflicts | TOUo6S2Uo4V2 |
| 20. | Sell tourism products and services | TOUo6S2Uo5V2 |
| 21. | Read and write information in a language other than Dhivehi and English | TOUo6S2Uo6V2 |
| 22. | Conduct complex oral communication in a language other than Dhivehi and English | TOUo6S2Uo7V2 |
| 7. Accreditation requirements | | The training provider should place trainees in relevant industry or sector to provide the trainees the hands-on experience exposure related to this qualification. |
| 8. Recommended sequencing of units | | As appearing under the section 06 |

UNITS DETAILS

| Unit Title | Unit Title | Code | Level | No of credits |
|------------|---|--------------|-------|---------------|
| 1. | Observe personal and work place hygiene practices | TOUo6S1Uo1V1 | 3 | 3 |
| 2. | Practice health, safety and security Practices | TOUo6S1Uo2V1 | 3 | 3 |
| 3. | Provide effective customer care | TOUo6S1Uo3V1 | 3 | 3 |
| 4. | Practice effective workplace communication | TOUo6S1Uo4V1 | 3 | 3 |
| 5. | Perform computer operations | TOUo6S1Uo5V1 | 3 | 3 |
| 6. | Develop and update tourism industry knowledge | TOUo6S1Uo6V1 | 3 | 3 |
| 7. | Provide first aid | TOUo6S1Uo7V1 | 3 | 3 |
| 8. | Offer arrival and departure assistance | TOUo6S1Uo8V1 | 3 | 3 |
| 9 | Coordinate and operate a tour | TOUo6S1Uo9V1 | 3 | 3 |
| 10. | Develop and maintain the general knowledge required by guides | TOUo6S1U10V1 | 3 | 3 |
| 11. | Lead tour groups | TOUo6S1U11V1 | 3 | 3 |
| 12. | Prepare and present tour commentaries or activities | TOUo6S1U12V1 | 3 | 3 |
| 13. | Work as a guide | TOUo6S1U13V1 | 3 | 6 |
| 14 | Work in Team Environment | TOUo6S1U14V1 | 4 | 3 |
| 15 | Practice career professionalism | TOUo6S1U15V1 | 4 | 3 |
| 16 | Coach others in job skills | TOUo6S2U14V1 | 4 | 15 |
| 17 | Manage extended touring programs | TOUo6S2U15V1 | 4 | 18 |
| 18 | Build client relationships and business network | TOUo6S2U16V1 | 4 | 15 |
| 19 | Manage conflicts | TOUo6S2U17V1 | 4 | 18 |
| 20 | Sell tourism products and services | TOUo6S2U18V1 | 4 | 18 |

| | | | | |
|----|---|--------------|---|----|
| 21 | Read and write information in a language other than Dhivehi and English | TOUo6S2U19V1 | 4 | 15 |
| 22 | Conduct complex oral communication in a language other than Dhivehi and English | TOUo6S2U20V1 | 4 | 15 |

Packaging of National Qualifications:

National Certificate III in Tour Guiding will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13

Qualification Code: TOUo6SQ1L312

National Certificate IV in Tour Guiding will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22

Qualification Code: TOUo6SQ2L417

Competency Standard for

TOUR GUIDE

| Unit No | Unit Title |
|---------|---|
| 1. | Observe personal and work place hygiene practices |
| 2. | Practice health, safety and security Practices |
| 3. | Provide effective customer care |
| 4. | Practice effective workplace communication |
| 5. | Perform computer operations |
| 6. | Develop and update tourism industry knowledge |
| 7. | Provide first aid |
| 8. | Offer arrival and departure assistance |
| 9 | Coordinate and operate a tour |
| 10. | Develop and maintain the general knowledge required by guides |
| 11. | Lead tour groups |
| 12. | Prepare and present tour commentaries or activities |
| 13. | Work as a guide |
| 14 | Coach others in job skills |
| 15 | Manage extended touring programs |
| 16 | Build client relationships and business network |
| 17 | Manage conflicts |
| 18 | Sell tourism products and services |
| 19 | Read and write information in a language other than Dhivehi and English |
| 20 | Conduct complex oral communication in a language other than Dhivehi and English |

Description of a Tour Guiding

Tour guides work for tour and travel guide companies, cruise lines and hotels as seasonal workers, independent contractors or full-time employees. They may lead walking tours, driving tours or cruises through popular sites, national parks, historic neighborhoods, museums or other regional points of interest. Tour guides must be able to retain historical facts, dates and anecdotes, and then relay that information to visitors in an entertaining, informative way.

Tour Guides are cultural ambassadors for the country, in this capacity, they play a vital role in creating memorable experiences for tourist, due to their direct relationship with these tourists. In general, a successful marketing of a tourist destination, image creation and the associated word of mouth depend particularly on the performances of tour guides. In 2003, the world Federation of Tourist Guide Associations (QFTGA) defines the tourist guide as “a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area-specific qualification usually issued and/ or recognized by the appropriate authority.”

Professional tour guides need to possess effective communication skills, among many other qualities to perform their jobs. As a result of their daily face to face interactions with tourist from different cultural, ethnic, social and religious backgrounds, their communication competency needs constant honing.

Competency Standard Development Process

The competencies were determined based on the analysis of the tasks expected to be performed by the Tour Guide in the 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 Tour Guide 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 a tour guide.

Unit 01

| UNIT TITLE | Observe personal and work place hygiene practices | | | | |
|------------|---|-------|---|--------|---|
| DESCRIPTOR | <p>This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard.</p> <p>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.</p> | | | | |
| CODE | TOUo6S1Uo1V1 | Level | 3 | Credit | 3 |

| ELEMENTS OF PERFORMANCE CRITERIA | | COMPETENCIES | |
|--|------|---|--|
| 1. Observe grooming, hygiene and personal presentation standards | 1.1. | Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and procedures | |
| | | | |
| | | | |
| | 1.2. | Adequate level of personal cleanliness observed throughout the work | |
| | | | |
| | 1.3. | Effects of poor personal hygiene understood and avoided in all practices | |
| 2. Follow hygiene procedures | 2.1. | Hygiene procedures followed in line with procedures and legal requirements | |
| | 2.2. | Hygiene standards maintained in line with procedures | |
| 3. Identify and avoid hygiene risks | 3.1. | Hygiene risks understood and avoided in line with general standards and guidelines | |

RANGE STATEMENT

Procedures included

- ☐ Grooming and personal presentation
- ☐ Personal and work place hygiene

Tools, equipment and materials required may include:

Nil

ASSESSMENT GUIDE

Form of assessment

- ☐ Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.
- ☐ Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

Assessment context

Assessment may be done in workplace or a simulated work environment.

Critical aspects

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:

- ☐ Maintaining adequate level of all aspects of personal hygiene and cleanliness
- ☐ Following cleaning procedures for effective cleaning of work areas
- ☐ Immediately reporting any symptoms of illness
- ☐ Undertaking routine medical checkups
- ☐ This unit may be assessed in conjunction with all and units which form part of the normal job role

Assessment conditions

- ☐ 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

| Underpinning knowledge | Underpinning skills |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> General knowledge of common terminologies used in hygiene including personal hygiene<input type="checkbox"/> Knowledge on general symptoms of different types of diseases<input type="checkbox"/> Detailed knowledge and importance of illness and injury reporting procedures | <ul style="list-style-type: none"><input type="checkbox"/> Ability to follow procedures and instructions<input type="checkbox"/> Competent to work according to relevant hygiene regulations and procedures<input type="checkbox"/> Competent to work to meet requirements for personnel hygiene and hygienic practices<input type="checkbox"/> Communication skills<input type="checkbox"/> Interpersonal skills |

Unit 02

| | |
|------------|--|
| UNIT TITLE | Practice health, safety and security Practices |
|------------|--|

| | | | | | |
|-------------------|--|--------------|---|---------------|---|
| DESCRIPTOR | This unit describes the importance of health and safety in the working environment. 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. | | | | |
| CODE | TOU06S1U02V1 | Level | 3 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|--|
| 1. Follow workplace health, safety and security procedures | <p>1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations</p> <p>1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures</p> <p>1.3. Safety and security breaches reported through proper channels of communication, in line with existing procedures</p> |
| 2. Deal with emergency situations | <p>2.1. Emergency situations recognized and appropriate procedures followed in line with existing procedures</p> <p>2.2. Assistance sought and cooperation given in emergency situations in line with existing procedures</p> <p>2.3. Emergency incidences reported in line with existing procedures</p> |
| 3. Identify and prevent hygiene risks | <p>3.1. Hygiene risks identified, prevented and avoided in line with existing procedures</p> <p>3.2. Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures</p> |

RANGE STATEMENT

Procedures included:

- ☐ Guidelines for safe handling of equipment of utensils
- ☐ 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 materials required may include:

- ☐ Relevant procedure manuals

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

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.

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

Resources required for assessment

The following should be made available:

- ☐ A workplace or simulated workplace
- ☐ Situations requiring safe working practices
- ☐ Instructions on safe working practice
- ☐ Hazardous chemicals and/or dangerous goods information
- ☐ Common food services equipment with their usage guideline

UNDERPINNING KNOWLEDGE AND SKILLS

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

| | | | | | |
|-------------------|---|--------------|---|---------------|---|
| UNIT TITLE | Provide effective customer care | | | | |
| DESCRIPTOR | This unit addresses the importance of caring for customers in the hospitality industry. It shows how customer care relates to quality service and the best methods of anticipating and meeting customer's need. | | | | |
| CODE | TOUo6S1Uo3V1 | Level | 3 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|---|
| 1. Greet customers and colleagues | 1.1. Customers and colleagues greeted according to standard procedures and social norms 1.2. Sensitivity to cultural and social differences demonstrated |
| 2. Identify and attend to customer needs | 2.1. Customer needs identified, assessed and prioritized effectively. Customers informed correctly. 2.2. Personal limitations identified and assistance from proper sources sought when required |
| 3. Deliver service to customers | 3.1. Quality services provided to customers in line with enterprise procedures 3.2. Personal limitations identified and assistance from proper sources sought when required |
| 4. Handle inquiries | 4.1. Customer queries handled promptly and properly 4.2. Personal limitations identified and assistance from proper sources sought when required |
| 5. Handle complaints | 5.1. Responsibility for handling complaints taken within limit of responsibility 5.2. Personal limitations identified and assistance from proper sources sought when required 5.3. Operational procedures to handling irate or difficult customers followed correctly 5.4. Details of complaints and comments from customers properly recorded |

RANGE STATEMENT

Procedures included:

- ☐ Greeting procedure
- ☐ Complaint and comment handling procedure
- ☐ Incidence reporting procedures
- ☐ General knowledge of property
- ☐ Standard operating procedures for service deliveries

Tools, equipment and materials required may include:

- ☐ Relevant procedure manuals

Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

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. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment conditions

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

Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

Resources required for assessment

The following should be made available:

- ☐ A workplace or simulated workplace

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge | Underpinning Skills |
|---|---|
| <input type="checkbox"/> General knowledge of the implications on efficiency, morale and customer relations <input type="checkbox"/> General knowledge of ways of caring for customers | <input type="checkbox"/> Undertake effective customer related communications <input type="checkbox"/> Competent in providing customer care |

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| | |

Unit 04

UNIT TITLE Practice effective workplace communication

DESCRIPTOR This unit addresses the need for effective communication in the Tour Guiding Profession. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them. The unit also describes how to use the telephone; the procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition, it also highlights the need for cleaning telephone equipment.

| | | | | | |
|-------------|--------------|--------------|---|---------------|---|
| CODE | TOU06S1U04V1 | Level | 3 | Credit | 3 |
|-------------|--------------|--------------|---|---------------|---|

| ELEMENTS OF COMPETENCIES | | PERFORMANCE CRITERIA | |
|---------------------------------|---|-----------------------------|---|
| 1. | Communicate with customers and colleagues | 1.1. | Proper channels and methods of communication used |
| | | 1.2. | Workplace interactions with customers and colleagues appropriately made |
| | | 1.3. | Appropriate non-verbal communication used |
| | | 1.4. | Appropriate lines of communication followed |
| 2. | Participate in workplace meetings and discussions | 2.1. | Meetings and discussions attended on time |
| | | 2.2. | Procedures to expressing opinions and following instructions clearly followed |
| | | 2.3. | Questions asked and responded to effectively |
| | | 2.4. | Meeting and discussion outcomes interpreted and implemented correctly |
| 3. | Handle relevant work related documentation | 3.1. | Conditions of employment understood correctly |
| | | 3.2. | Relevant information accessed from appropriate sources |
| | | 3.3. | Relevant data on workplace forms and other documents filled correctly |
| | | 3.4. | Instructions and guidelines understood and followed properly |
| | | 3.5. | Reporting requirements completed properly |

| | | | |
|----|------------------|------|---|
| 4. | Handle telephone | 4.1. | Procedures for taking messages and making outgoing calls followed correctly |
| | | 4.2. | Incoming calls answered correctly |

| | |
|--|--|
| | 4.3. Calls put on hold and transferred properly 4.4. Outgoing calls made efficiently 4.5. Communication in both English and Dhivehi demonstrated correctly |
|--|--|

RANGE STATEMENT

Procedures included:

- ☐ Organizational hierarchy and reporting order
- ☐ Communications procedures
- ☐ Telephone handling procedures

Aspects evaluated:

- ☐ Non-verbal communication
- ☐ Interpersonal skills
- ☐ General attitude to customers, colleagues and work
- ☐ Conformity to policies and procedures

Tools, equipment and material used in this unit may include

- ☐ Telephone
- ☐ Note pads
- ☐ Pens
- ☐ Forms and formats related to inter-personal communication

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

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. This unit may be assessed in conjunction with all and units which form part of the normal job role.

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.

Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

Resources required for assessment

The following should be made available:

- ☐ A workplace or simulated workplace
- ☐ Materials and equipment

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge | Underpinning Skills |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> General knowledge of English and Divehi grammar<input type="checkbox"/> General knowledge of common telephone equipment<input type="checkbox"/> General knowledge on effective communication | <ul style="list-style-type: none"><input type="checkbox"/> Undertake effective customer relation communications<input type="checkbox"/> Competent in communicating basic with customers<input type="checkbox"/> Fluency in English and Dhivehi language usage |

Unit 05

| | |
|-------------------|---|
| UNIT TITLE | Perform Computer Operations |
| DESCRIPTOR | 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. |

| | | | | | |
|-------------|--------------|--------------|---|---------------|---|
| CODE | TOU06S1U05V1 | Level | 3 | Credit | 3 |
|-------------|--------------|--------------|---|---------------|---|

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|---|
| 1. Input data into computer | 1.1. Data entered into the computer using appropriate program/application in accordance with company procedures 1.2. Accuracy of information checked and information saved in accordance with standard operating procedures 1.3. Input data stored in storage media according to requirements |
| 2. Access information using computer | 2.1. Correct program/application selected based on job requirement 2.2. Program/application containing the information required accessed according to company procedures 2.3. Desktop icons correctly selected, opened and closed for navigation purposes |
| 3. Produce/output data using computer system | 3.1. Entered/stored data processed using appropriate software commands 3.2. Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 3.3. Files and data transferred between compatible systems 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

| Underpinning knowledge | Underpinning skills |
|--|---|
| <input type="checkbox"/> Basic ergonomics of keyboard and computer use <input type="checkbox"/> Main types of computers and basic features of different operating systems <input type="checkbox"/> Main parts of a computer <input type="checkbox"/> Storage devices and basic categories of memory <input type="checkbox"/> Relevant software <input type="checkbox"/> General security and computer Viruses | <input type="checkbox"/> Reading skills required to interpret work instruction <input type="checkbox"/> Communication skills <input type="checkbox"/> Keyboard skills |

Unit 06

| UNIT TITLE | Develop and update tourism industry knowledge | | | | |
|-------------------|--|-------|---|--------|---|
| DESCRIPTOR | This unit deals with the skills and knowledge 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. | | | | |
| CODE | TOU06S1U06V1 | Level | 3 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|---|--|
| 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 1.3. 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.

Ethical issues impacting on the industry may relate to:

- ☐ confidentiality
- ☐ commission procedures
- ☐ overbooking
- ☐ pricing
- ☐ tipping
- ☐ familiarisations
- ☐ gifts and services free of charge
- ☐ product recommendations.

Industries other than tourism may include:

- ☐ hospitality
- ☐ entertainment
- ☐ arts
- ☐ sports
- ☐ agriculture
- ☐ conservation
- ☐ science and research
- ☐ Retail.

Environmental issues may include:

- ☐ protection of natural and cultural integrity
- ☐ minimal impact operations

- ☐ environmental sustainability
- ☐ waste management
- ☐ energy-efficient operations
- ☐ land ownership
- ☐ land access and usage.

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
- ☐ labor issues
- ☐ industry expansion or retraction

Information may include and not limited to:

- ☐ economic and social significance of the tourism industry and the role of local communities
- ☐ different tourism markets and their relevance to industry sectors
- ☐ relationships between tourism and other industries
- ☐ different sectors of the industry, their inter-relationships and the services available in each sector
- ☐ major tourism industry bodies
- ☐ environmental issues for tourism
- ☐ industrial relations
- ☐ specific features of the local/regional industry
- ☐ career opportunities within the industry
- ☐ the roles and responsibilities of individual staff members in a successful tourism business including ethical practices
- ☐ work organization and time management
- ☐ quality assurance
- ☐ current and emerging industry technology including e-business

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

Nil

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

| Underpinning knowledge | Underpinning skills |
|---|---------------------|
| <input type="checkbox"/> different sectors of the tourism | |

industry and their inter-relationships, including a general knowledge of the structure, roles and functions of the following sectors:

- o accommodation
- o attractions and theme parks
- o retail travel agents
- o information services and co-ordination sector (local, regional, national)
- o meetings and events.

| | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> major cross-industry and sector-specific organisations. <input type="checkbox"/> overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance. <input type="checkbox"/> overview of how to organise time and work in different industry contexts. <input type="checkbox"/> tourism industry information sources. <input type="checkbox"/> basic research skills: <ul style="list-style-type: none"> o identification of relevant information o questioning techniques to obtain information o sorting and summarising information. <input type="checkbox"/> 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"> o consumer protection o duty of care o equal employment opportunity o anti-discrimination o workplace relations. o child sex tourism <p>overview of current and emerging technology used across the tourism industry, including e-business.</p> | |
|--|--|

| | | | | | |
|-------------------|---|--------------|---|---------------|---|
| UNIT TITLE | Provide first aid | | | | |
| DESCRIPTOR | This unit deals with the skills and knowledge required for the provision of essential first aid in recognizing and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required. It is assumed the person providing first aid is working under supervision and/or according to established workplace first aid policies and procedures. | | | | |
| CODE | TOU06S1U07V1 | Level | 3 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|-------------------------------------|--|
| 1. Assess the situation | 1.1. physical hazards and risks to personal and others' health and safety identified 1.2. Immediate risks to self and casualty's health and safety minimized by controlling hazards in accordance with occupational health and safety requirements. 1.3. The situation assessed and decides on actions required, promptly. 1.4. Assistance sought from appropriate others, as required and at the appropriate time. |
| 2. Apply basic first aid techniques | 2.1. Casualty's physical condition assessed by visible vital signs. 2.2. First aid provided to stabilise the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognised first aid procedures. 2.3. Available first aid equipment used as appropriate. |
| 3. Monitor the situation | 3.1. back-up services appropriate to the situation identified and notified promptly |

| | |
|--|---|
| | 3.2. Information about the patient's condition conveyed |
|--|---|

| | |
|-----------------------------------|---|
| | accurately and clearly to emergency services personnel or health professionals. |
| 4. Prepare required documentation | <p>4.1. Documented emergency situations according to enterprise procedures.</p> <p>4.2. Reports which are clear, accurate provided within required time frames.</p> |

RANGE STATEMENT

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

Established first aid principles include:

- ☐ checking and maintaining the casualty's airway, breathing and circulation
- ☐ checking the site for danger to self, casualty and others and minimising the danger.

Physical and personal hazards may include:

- ☐ workplace hazards such as fire, floods, violent persons
- ☐ environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,
- ☐ proximity of other people
- ☐ hazards associated with the casualty management processes.

Risks may include:

- ☐ worksite equipment, machinery and substances
- ☐ bodily fluids
- ☐ risk of further injury to the casualty
- ☐ risks associated with the proximity of other workers and bystanders.

First aid management will need to account for:

- ☐ location and nature of the work environment
- ☐ environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,
- ☐ the level of knowledge, skills, training and experience of the person administering first aid
- ☐ familiarity with particular injuries
- ☐ legal issues that affect the provision of first aid in different industry sectors
- ☐ the characteristics of the site where the injury occurs
- ☐ the nature of the injury and its cause
- ☐ infection control procedures
- ☐ availability of first aid equipment, medications and kits or other suitable alternative aids
- ☐ proximity and availability of trained paramedical and medical/health professional assistance
- ☐ the patient's cardio-vascular condition as indicated by vitals signs such as body temperature, pulse rate and breathing rates
- ☐ unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs.

Vital signs include:

- ☐ breathing
- ☐ circulation
- ☐ consciousness.

Injuries may include:

- ☐ abdominal trauma
- ☐ allergic reactions
- ☐ bleeding
- ☐ chemical contamination
- ☐ choking

- ☐ cold injuries
- ☐ cardio-vascular failure
- ☐ dislocations and fractures
- ☐ drowning
- ☐ poisoning and toxic substances
- ☐ medical conditions including epilepsy, diabetes, asthma
- ☐ eye injuries
- ☐ head injuries

- ☐ minor skin injuries
- ☐ neck and spinal injuries
- ☐ needle stick injuries
- ☐ puncture wounds and cuts
- ☐ crush injuries
- ☐ shock
- ☐ smoke inhalation
- ☐ sprains and strains
- ☐ substance abuse
- ☐ unconsciousness
- ☐ infections
- ☐ inhalation of toxic fumes and airborne dusts
- ☐ bone and joint injuries
- ☐ eye injuries
- ☐ burns and scalds, thermal, chemical, friction and electrical

Injuries may involve:

- ☐ unconsciousness
- ☐ confusion
- ☐ tremors
- ☐ rigidity
- ☐ numbness
- ☐ inability to move body parts
- ☐ pain
- ☐ delirium
- ☐ external bleeding

- ☐ internal bleeding
- ☐ heat exhaustion
- ☐ hypothermia
- ☐ pre-existing illness.

Appropriate others from whom assistance may be sought may include:

- ☐ emergency services personnel
- ☐ health professionals
- ☐ colleagues
- ☐ customers
- ☐ passers by.

Assistance may include, as appropriate to emergency situations:

- ☐ maintaining site safety and minimizing the risk of further injury or injury to others
- ☐ making the casualty comfortable and ensuring maximum safety
- ☐ assessment of injury situations
- ☐ providing first aid including managing bleeding through the application of tourniquets, pressure and dressings
- ☐ giving CPR and mouth-to-mouth resuscitation
- ☐ giving reassurance and comfort
- ☐ raising the alarm with emergency services or health professionals
- ☐ removing debris

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

- ☐ first aid kit
- ☐ pressure and other bandages
- ☐ thermometers
- ☐ eyewash
- ☐ pocket face masks
- ☐ rubber gloves
- ☐ dressings
- ☐ flags and flares

- ☐ fire extinguishers
- ☐ communication equipment such as mobile phones

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that application of accepted first aid techniques 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:

- ☐ practical demonstration of the use of commonly-used equipment and first aid supplies
- ☐ explanation about management of a variety of common simulated injury situations
- ☐ questions to test knowledge of injury situations, types of injury and management of injury situations
- ☐ review of portfolios of evidence and third party reports of performance of first aid by the candidate

Assessment context

This unit may be assessed in a simulated environment

Critical aspects (for assessment)

Assessment must ensure:

- ☐ use of real first aid equipment
- ☐ ability to assess situations requiring first aid and to decide on a plan of action including seeking help
- ☐ ability to apply established first aid principles including:
 - o checking and maintaining the casualty's airway, breathing and circulation
 - o checking the site for danger to self, casualty and others and minimising the danger

Assessment conditions

Assessment must ensure:

- ☐ use of real first aid equipment
- ☐ use of dummies

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge | Underpinning Skills |
|--|---------------------|
| <ul style="list-style-type: none"><input type="checkbox"/> basic anatomy and physiology<input type="checkbox"/> resuscitation<input type="checkbox"/> bleeding control<input type="checkbox"/> care of the unconscious<input type="checkbox"/> airway management<input type="checkbox"/> basic infection control principles and procedures<input type="checkbox"/> legal requirements<input type="checkbox"/> duty of care<input type="checkbox"/> Reporting requirements. | |

| | | | | | |
|-------------------|---|--------------|---|---------------|---|
| UNIT TITLE | Offer arrival and departure assistance | | | | |
| DESCRIPTOR | This unit deals with the skills and knowledge 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 a tourism sector | | | | |
| CODE | TOUo6S1Uo8V1 | Level | 3 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|---|
| 1. Conduct arrival transfers for visitor groups or individuals | 1.1. Customer arrival information checked and noted accurately, and implements promptly any action required to deal with alterations 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 goodwill 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 | 3.1. Customers briefed on accommodation check-in |

| | |
|--|--|
| <p>individuals at accommodation</p> | <p>procedures to minimise confusion and time delay on arrival at accommodation venue.</p> <p>3.2. Friendly and efficient assistance offered to customers to facilitate accommodation check-in.</p> <p>3.3. Liaised with accommodation staff during check in to minimise any communication difficulties between customers and accommodation staff.</p> |
| <p>4. Conduct departure transfers for groups and individuals</p> | <p>4.1. Departure details verified with carriers prior to commencement of transfer, and take action according to a contingency plan if changes in schedule or other problems occur</p> <p>4.2. Customers organized for departure from hotel in a manner which minimises disruption in the hotel lobby.</p> <p>4.3. Passenger lists used to accurately check details of all departing passengers.</p> <p>4.4. Baggage checked prior to departure using procedures that ensure that no items are left behind.</p> <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 efficiently check in at transport terminal ensured by following the standard procedure</p> |

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
- ☐ 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

UNDERPINNING KNOWLEDGE AND SKILLS

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

Unit 09

| | |
|------------|-------------------------------|
| UNIT TITLE | Coordinate and operate a tour |
|------------|-------------------------------|

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|-------------------|--|-------|---|--------|---|
| DESCRIPTOR | This unit deals with the skills and knowledge required by guides to conduct a tour which includes multiple products, services and sites. It requires the application of significant planning and organizational skills plus the ability to liaise with suppliers and industry colleagues to maximize tour efficiency and customer service quality. | | | | |
| CODE | TOUo6S1Uo9V1 | Level | 3 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|------------------------------------|--|
| 1. Plan tour operation | 1.1. Operation of the tour Planned in accordance with briefing information or documentation required by the enterprise 1.2. Risks associated with the tour identified and assessed and appropriate responses to address these developed. 1.3. Tour preparations made to meet specific customer needs. 1.4. action /tasks required for tour preparation and conduct identified in advance of tour and Prioritized |
| 2. Brief and assist customers | 2.1. Customers welcomed to the tour and provide an accurate briefing on tour practicalities and procedures. 2.2. Additional information and assistance provided to customers to enhance enjoyment of the tour. 2.3. Provide up-to date information on the local traffic 2.4. Inform the tourists of places where they can and cannot take photos 2.5. Provide information on the mandatory requirements the tourists have to follow while entering sites such as mosques and museums |
| 3. Liaise with industry colleagues | 3.1. Liaised with industry colleagues to achieve smooth operation of the tour: |

| | |
|--|--|
| | <p>3.2. Assistance requested politely when required.</p> <p>3.3. Agreements made about individual and joint responsibilities during the tour.</p> <p>3.4. Forward confirmations and bookings with suppliers made in an accurate and timely manner.</p> <p>3.5. Documentation from other organizations interpreted correctly and apply appropriately.</p> |
|--|--|

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

This unit covers all the different types of tours of varying durations that include multiple products, services and sites including:

- ☐ half and full day tours
- ☐ extended tours
- ☐ city or local communities (islands)
- ☐ cultural
- ☐ ecotours
- ☐ adventure tours
- ☐ special interest tours

Briefing information or documentation from the tour operator may include

- ☐ customer information
- ☐ itinerary information
- ☐ supplier information
- ☐ special request notes
- ☐ tickets/vouchers or other travel documentation for guide and/or group
- ☐ supplier contact details
- ☐ optional tour information
- ☐ financial documents

- ☐ promotional materials

Specific issues to be considered to ensure customer needs are met must include

- ☐ type of customers
- ☐ customer special needs
- ☐ size of tour group
- ☐ length of tour
- ☐ specific itinerary requirements
- ☐ special requests
- ☐ style of commentary required
- ☐ location of tour
- ☐ climate
- ☐ equipment and resources required
- ☐ environmental and cultural considerations
- ☐ language considerations

Risks associated with the tour may relate to

- ☐ customers (eg health issues)
- ☐ tour routes
- ☐ climate/weather
- ☐ crowd -related issues
- ☐ activities to be undertaken
- ☐ potential service delivery difficulties
- ☐ tight timing or scheduling.

Tour practicalities and procedures to be communicated must include

- ☐ tour itinerary including route, schedule and highlights
- ☐ health and safety procedures
- ☐ local regulations
- ☐ specific site procedures
- ☐ procedures at tour stops
- ☐ any group rules and regulations
- ☐ cultural and environmental considerations

Additional information and assistance that may be provided to customers may include

- ☐ local events and activities
- ☐ options for free time activities
- ☐ general directions
- ☐ local facilities.

Industry colleagues may include

- ☐ host communities
- ☐ Ferry drivers/Boat
- ☐ tour managers
- ☐ local guides
- ☐ airlines
- ☐ tour operators
- ☐ product suppliers (hotels, restaurants, attractions, retail locations)

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

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that the ability to operate a tour 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 organizational and tour management skills through participation in a tour conducted by the candidate
- ☐ review of tour preparation notes or tour reports prepared by the candidate
- ☐ problem solving/case studies to assess ability to apply contingency and risk management skills to a range of different touring situations and problems
- ☐ oral or written questions to assess knowledge of industry networks, tour management procedures and legal issues impacting on tour management

- ☐ Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

- ☐ planning and operation of a tour which includes multiple services and sites, plus all the operational elements of a commercial tour
- ☐ access to all equipment and resources required for the running of a tour (eg transport, venue access)
- ☐ tour durations and itineraries that reflect local industry practice and product
- ☐ use of commercially-acceptable and current tour documentation
- ☐ interaction with and involvement of a customer group for the tour with realistic ratios of customers to guide
- ☐ interaction with and involvement of a principal for whom the tour is being conducted

Critical aspects (for assessment)

- ☐ ability to plan for and operate a tour which comprises multiple products, services and sites
- ☐ Knowledge of the range of potential on 'tour' situations and problems that may arise. The focus of this range will vary according to the sector in which the guide operates.

Assessment conditions

This unit has linkages to all other guiding units and combined assessment and/or training would be appropriate those units. Examples include:

- ☐ Lead tour groups
- ☐ Manage extended touring programs

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge | Underpinning Skills |
|--|---------------------|
| <p>The following knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"><input type="checkbox"/> knowledge of the tourism industry, supplier networks and interrelationships that impact on the conduct of a multi-product, multi-site tour<input type="checkbox"/> industry confirmation and booking procedures for typical tour components<input type="checkbox"/> legal and liability issues affecting guides in specific relation to domestic and relevant overseas consumer law regarding provision of services as advertised<input type="checkbox"/> tour planning and management processes to be undertaken before, during and at the completion of a tour<input type="checkbox"/> risks and risk management strategies for different types of tour<input type="checkbox"/> typical tour management problems and strategies to address these. | |
| | |

| | | | | | |
|-------------------|---|--------------|---|---------------|---|
| UNIT TITLE | Develop and maintain the general knowledge required by guides | | | | |
| DESCRIPTOR | This unit deals with the skills and knowledge required to research information on Maldives for presentation to customers. It includes the requirement for sound general knowledge of Maldives and the local region and highlights the need for ongoing research to update and expand the guide's knowledge. The more detailed and specialized skills and knowledge relating to cultural/heritage sites and natural environments are found in other units. The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these | | | | |
| CODE | TOUo6S1U1oV1 | Level | 3 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|---|
| 1. Research information on Maldives and the local region | 1.1. subjects of potential customer interest identified based on direct contact with customers and consultation with industry colleagues. 1.2. key information sources frequently used by guides identified correctly. 1.3. information sources evaluated for credibility and reliability 1.4. Informal and formal research techniques appropriately to access current, accurate and relevant information about Maldives and the local region Selected and used 1.5. information obtained in a culturally appropriate way |
| 2. Prepare information for guiding activities | 2.1. information organized to reflect the needs of customers and the way in which information may be presented during a guiding activity. 2.2. themes and messages identified from research to meet specific customer needs |
| 3. Update general knowledge of Maldives and the local region | 3.1. opportunities identified and used to maintain the currency of general knowledge about Maldives and the local region 3.2. updated knowledge incorporated into guiding |

| | |
|--|--|
| | activities regularly and in a culturally appropriate way |
|--|--|

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. Information on Maldives and the local region must include.

Informal and formal research, opportunities to update knowledge or sources of information may include

- ☐ talking and listening to local experts
- ☐ talking and listening to traditional owners
- ☐ personal on site observation/exploration
- ☐ organising information from own memory and experiences
- ☐ watching TV, videos and films
- ☐ listening to radio
- ☐ reading newspapers, books and other references
- ☐ Internet
- ☐ industry association membership
- ☐ attending seminars or conferences

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

ASSESSMENT GUIDE

Forms of assessment

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

The following examples are appropriate for this unit:

- ☐ direct observation of the candidate using knowledge to deliver an interpretive commentary or activity
- ☐ questioning of group members on their response to the candidate's breadth of knowledge and ability to delivery that knowledge in an interesting way
- ☐ review of a research portfolio to assess the candidate's ability to research current and accurate information

- ☐ oral and written questions to assess the way in which the research process has been used
- ☐ oral or written questions to assess key knowledge of Australia and the local area
- ☐ 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 relevant knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment (eg at a tourist site, on a coach)
- ☐ interaction with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared
- ☐ Presentation of activity or commentary on more than one topic and within more than one environment to ensure that knowledge and skills can be adapted to different guiding contexts.

Critical aspects (for assessment)

- ☐ knowledge of Maldives and the local region
 - o develop a coherent and interesting interpretation for customers
 - o answer the typical questions asked by customers on the given topic
 - o ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and
 - o ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities

Assessment conditions

This unit must be assessed with the following unit. This unit describes the skills and knowledge that are essential to this unit of competence:

- ☐ Prepare and present interpretive tour commentaries or activities

UNDERPINNING KNOWLEDGE AND SKILLS

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| | |

Underpinning Knowledge

- ☐ General knowledge of Maldives and the local region including:
- ☐ climate (weather patterns including any extreme conditions, impact of climate on lifestyle, stories associated with climate in a local area)
- ☐ geography and geology (major land formations/landmarks/natural attractions and their key features for both Maldives and the local region)
- ☐ history (historical development of Maldives and the local region, major historical events and prominent individuals, key dates, overview of Indigenous history)
- ☐ architecture (major styles and their proponents, key buildings and structures both in Maldives and the local area)
- ☐ cultural elements (overview of indigenous cultures within Maldives, different cultures within Maldives and the local area, cultural activities, local customs)
- ☐ art, theatre, music and literature (key Maldivian performers, writers and artists, major works by

Underpinning Knowledge

- ☐ Communication skills
-

| | |
|---|--|
| <p>Maldivian , major cultural events)</p> <ul style="list-style-type: none"> <input type="checkbox"/> religion (religious make-up of Maldives and the local area, religious practices) <input type="checkbox"/> natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, land management in Maldives including the role government) <input type="checkbox"/> flora and fauna (overview of native flora and fauna, their characteristics and key locations) <input type="checkbox"/> government and politics (general structure, political parties, major political figures, current political issues) <input type="checkbox"/> transport (main transport systems, usage of different forms of transport across Maldives , historical development of different forms of transport) <input type="checkbox"/> agriculture (Maldives history as a primary producer, key products of Maldives , current issues) <input type="checkbox"/> science and technology (Maldives contribution both past and present, prominent individuals, key discoveries) <input type="checkbox"/> sport (main Maldivian sporting activities, Maldives sporting record, local sporting focus, sporting facilities, sporting comparisons with other countries or areas) | |
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| <input type="checkbox"/> economy (overview of current state of the economy, key features of the local economy and local industry) <input type="checkbox"/> trade (Maldives key exports and its main trading partners) <input type="checkbox"/> education (overview of school and higher education systems, comparisons of systems to those of other countries .) <input type="checkbox"/> food (local dishes and produce) <input type="checkbox"/> lifestyle (key features of the day-to-day living patterns of Maldivian and people, family and social customs) <input type="checkbox"/> shopping (key locations, local products) <input type="checkbox"/> tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners, medical facilities) <input type="checkbox"/> current events in Maldives | |
|--|--|

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|-------------------|--|-------|---|--------|---|
| TITLE | Lead tour groups | | | | |
| DESCRIPTOR | This unit deals with the skills and knowledge required to undertake the group co-ordination role played by the guide. It focuses on communication, leadership and conflict resolution skills with particular application to guiding activities | | | | |
| CODE | TOUo6S1U11V1 | Level | 3 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|--|
| 1. Co-ordinate group movements | <p>1.1. tour schedule maintained wherever possible through effective communication with the group</p> <p>1.2. Appropriate techniques used to promptly attract group attention when required.</p> <p>1.3. the group advised sensitively and accurately about ways in which minimum disruption and disturbance can be caused to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> other tour members <input type="checkbox"/> host communities <input type="checkbox"/> the environment. <p>1.4. physical group movements completed in an orderly manner, checking group numbers at appropriate times.</p> <p>1.5. customers advised of appropriate procedures if they become separated from the group.</p> <p>1.6. instructions provided in a manner and pace appropriate to the particular group.</p> <p>1.7. customers encouraged to seek clarification of instructions where necessary</p> |
| 2. Encourage group morale and goodwill | <p>2.1. appropriate techniques used to build group cohesion during the tour.</p> <p>2.2. needs of individuals and the group balanced in the conduct of the tour.</p> |

| | |
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| 3. Deal with conflicts and difficulties | <p>3.1. potential for conflict assessed promptly and take appropriate action to prevent and/or resolve the conflict.</p> <p>3.2. appropriate action taken to deal with difficult tour</p> |
|---|---|

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| | <p>members.</p> <p>3.3. conflicts and difficulties responded in a manner likely to optimise the goodwill and morale of the group.</p> <p>3.4. drug or alcohol-affected customers controlled according to company guidelines and legal requirements.</p> |
|--|---|

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

Techniques to build group cohesion may include

- ☐ encouraging interactions between group members
- ☐ group activities or games
- ☐ inviting individuals to address the group
- ☐ utilising the skills of individual group members in the operation of the tour
- ☐ focusing the group on shared experiences
- ☐ using seat rotation systems

Conflicts and difficulties may include

- ☐ personal conflict between customers
- ☐ dominant or disruptive customers
- ☐ negative customers
- ☐ sub groups or 'cliques' within the group
- ☐ perception of favouritism by guide
- ☐ dissatisfaction with the tour

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

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that the ability to apply people management skills 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 the candidate's people management skills during the operation of a group tour.
- ☐ questioning of group tour members on their response to the candidate's communication and leadership skills
- ☐ case studies and problem solving to evaluate ability to apply solutions to different group conflicts and difficulties
- ☐ oral or written questions to assess knowledge of conflict resolution, leadership and group motivation techniques in a guiding context
- ☐ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

Assessment context

Assessment must ensure:

- ☐ operation of a group tour of sufficient duration to allow the candidate to demonstrate techniques to build group cohesion
- ☐ involvement of a customer group of a size and nature that reflects the commercial environment in which the guide operates
- ☐ demonstration of skills within the physical environment normally encountered when conducting commercial guiding activities (eg on a Ferry , at a tourist site)

Critical aspects (for assessment)

- ☐ ability to use communication and leadership techniques to build group cohesion and to respond to 'people management' problems and issues
- ☐ knowledge of the range of people management issues which could arise during group tours.
The focus of this range will vary according to the sector in which the guide operates

Assessment conditions

This unit has linkages to all other guiding units and combined assessment and/or training would be appropriate especially with units such as:

- ☐ Co-ordinate and operate a tour
- ☐ Manage extended touring programs

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge | Underpinning Skills |
|---|--|
| <p>The following knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> principles of group management and group dynamics. <input type="checkbox"/> communication and leadership techniques with particular application to guiding activities and building group cohesion <input type="checkbox"/> conflict resolution techniques with particular application to conflicts encountered during guiding activities <input type="checkbox"/> procedures for maximising efficiency of physical group movements | <ul style="list-style-type: none"> <input type="checkbox"/> Communication skills <input type="checkbox"/> People handling skills <input type="checkbox"/> Problem solving skills <input type="checkbox"/> Decision making skills |

Unit 12

| UNIT TITLE | Prepare and present tour commentaries or activities |
|------------|---|
| DESCRIPTOR | This unit deals with the skills and knowledge required to prepare and present commentaries and activities to customers. Its main focus is on the need to use effective interpretation and presentation techniques to ensure customer participation and enjoyment across multiple guiding contexts. The unit goes beyond the pure delivery of fully-scripted commentary and requires significant |

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|-------------|-----------------|-------|---|--------|---|
| | creative input. | | | | |
| CODE | TOU06S1U12V1 | Level | 3 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|---|--|
| 1. Prepare commentaries or activities for presentation to customers | 1.1. appropriate information selected and organized to meet the needs of specific customers, operational contexts and timing restrictions 1.2. appropriate themes selected or developed as a basis for commentaries or activities. 1.3. commentaries or activities constructed to maximise the potential for customer enjoyment and learning. 1.4. support materials selected obtained and checked in advance of the tour or activity |
| 2. Present commentaries or activities to customers | 2.1 interpretive and presentation techniques used to combine entertainment and learning and to enhance the quality of the experience for the customer. 2.2 language appropriate to the customer group used. 2.3 current, accurate and relevant information presented in a logical order. 2.4 information of appropriate depth and breadth presented for specific customer needs. 2.5 information presented in a manner which demonstrates cultural and social sensitivity. 2.6 equipment used correctly and any equipment defects reported promptly |

| | |
|---------------------------|---|
| 3. Interact with customer | 3.1 customer participation encouraged within safety 3.2 questions and feedback invited from customers both during and at the conclusion of any activity or commentary. 3.3 questions answered courteously and correctly and, if required, involved the whole group by repetition of the question and delivered the answer so that it is audible to all. |
|---------------------------|---|

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| | <p>3.4 where the answer to a question is unknown agreed to supply the answer at a future time or customer referred to other information sources.</p> <p>3.5 communication maintained with appropriate colleagues as required by specific tour or activity circumstances.</p> <p>3.6 contingency plans implemented without delay when unexpected events occur and amend presentation format, order or structure to minimise impact on customer enjoyment</p> |
|--|---|

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. The focus and delivery style for activities and commentaries will vary according to the particular guiding context and varying customer needs. Presentation of activities and commentaries must be demonstrated in more than one context to meet the requirements of the unit

Activities and commentaries may relate to an enormous range of subjects. A few examples are

- ☐ history and heritage
- ☐ culture
- ☐ art
- ☐ natural environment
- ☐ built environment

The needs of specific customers may vary according to

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

Activities and commentaries may relate to

- ☐ ferry touring
- ☐ guided walks
- ☐ guided site activities

Equipment and resources may include

- ☐ microphone
- ☐ audio visual equipment
- ☐ video

Unexpected events may include

- ☐ systems failure
- ☐ technical/equipment failure
- ☐ injury or accident
- ☐ adverse weather conditions
- ☐ inappropriate customer behaviour
- ☐ unpredictable animal behaviour
- ☐ cultural considerations
- ☐ sudden closures
- ☐ change of access
- ☐ reassessment of customers' physical abilities

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

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that presentation skills 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 the candidate presenting activities or commentaries
- ☐ questioning of tour members on their response to the candidate's communication skills and breadth of knowledge
- ☐ case studies to assess ability to tailor activities and information to particular customer needs
- ☐ case studies and problem solving to assess ability to respond effectively to problems that occur during activities or commentaries
- ☐ questioning to assess knowledge of interpretive and presentation techniques
- ☐ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

Assessment must ensure:

- ☐ presentation of an activity or commentary within a commercially-realistic guiding environment (eg at a tourist site, on a coach tour, in a national park)

- ☐ presentation of activities and commentaries of a duration that reflects local industry product and practice
- ☐ presentation to and interaction with a customer group of a size and nature that reflects the commercial environment in which the guide operates
- ☐ use of industry-current equipment for presentation
- ☐ presentation of activities and commentaries on more than one topic and within more than one environment (eg at a site plus on a ferry) to ensure that skills can be adapted to different guiding contexts

Critical aspects (for assessment)

- ☐ ability to select information and prepare commentaries or activities to meet a specific need.
- ☐ ability to use interpretive and presentation techniques to create customer-focused, informative and entertaining experiences for customers.

Assessment conditions

This unit must be assessed with one of the following units which describe skills and knowledge essential to this unit of competence:

- ☐ Develop and maintain the general knowledge required by guides

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge | Underpinning Skills |
|---|--|
| <p>The following knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> knowledge of subject matter being presented (will vary according to context) <input type="checkbox"/> presentation and interpretive techniques including the role and use of: <ul style="list-style-type: none"> <input type="checkbox"/> humour <input type="checkbox"/> body language <input type="checkbox"/> role playing <input type="checkbox"/> voice techniques <input type="checkbox"/> story telling <input type="checkbox"/> games and activities <ul style="list-style-type: none"> • sensory awareness exercises • use of visual aids and props • poisoning • safety and emergency procedures for relevant location | <ul style="list-style-type: none"> <input type="checkbox"/> Communication skills <input type="checkbox"/> Presentation skills <input type="checkbox"/> Problem solving skills <input type="checkbox"/> People handling skills <input type="checkbox"/> Decision making skills <input type="checkbox"/> Ability to use equipment mention on the range statement |

Unit 13

| | |
|-------------------|--|
| UNIT TITLE | Work as a Guide |
| DESCRIPTOR | This unit deals with the skills and knowledge which underpin effective |

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| | performance as a guide. It covers key legal, ethical, safety and professional development issues that must be considered by guides in their day-to-day work. As such it underpins all other guiding units | | | | |
| CODE | TOU06S1U13V1 | Level 1 | 03 | Credit | 6 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|---|
| 1. Apply knowledge of the guiding sector | <p>1.1 Day-to-day guiding activities conducted in a manner which takes account of the roles and responsibilities of different types of guides.</p> <p>1.2 Key guide information sources identified and contacts correctly.</p> <p>1.3 Industry knowledge and guide networks used to enhance the quality of guiding services provided to customers</p> |
| 2. Guide tours according to legal, ethical and safety requirements | <p>2.1. Day-to-day guiding activities conducted in accordance with the legal requirements of the government and the industry.</p> <p>2.2. Tours guided according to the general ethics of guiding and the specific ethical and considerations for particular contexts.</p> <p>2.3. Tours guided according to safety requirements and in a manner which minimises risk to customers and colleagues.</p> <p>2.4. Tours guided in a manner that minimises any negative impact on the social or natural environment</p> |
| 3. Develop guiding skills and knowledge | <p>3.1. Opportunities to update the knowledge and skills required by guides identified and used.</p> <p>3.2. Sources of assistance and support for guides identified and accessed when required.</p> <p>3.3. Knowledge shared with colleagues to enhance the quality of service provided to customers</p> |

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| 4. Communicate with tourism industry operators in English | 4.1. Information clearly articulated using industry acceptable language. |
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| | <p>4.2. Achieve mutual understanding and agree on details relevant to guiding activities.</p> <p>4.3. Accurate information and explanations provided to customers about their requirements and any special requests</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

General and specific ethical considerations may include

- ☐ truth and honesty regarding all information given to customers
- ☐ provision of services as promoted
- ☐ ethical dealings with local communities
- ☐ relationships with industry colleagues, customers and suppliers
- ☐ cultural considerations
- ☐ environmental considerations and sustainable practice

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

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

Tourism operators may be

- ☐ coach company
- ☐ tour operator
- ☐ cruise operators
- ☐ airlines

- ☐ accommodation provider
- ☐ food and beverage outlet
- ☐ attraction or theme park
- ☐ inbound tour operators
- ☐ other guides

Social, cultural and business requirements may relate to

- ☐ body language
- ☐ cultural customs and mores.

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

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

ASSESSMENT GUIDE

Forms of assessment

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

The following examples are appropriate for this unit:

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

Assessment context

Assessment must ensure:

- ☐ application of knowledge to specific guiding contexts
- ☐ communication in English on practical guiding matters

Critical aspects (for assessment)

Evidence of the following is critical:

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

Ability to apply knowledge to specific guiding contexts

Assessment conditions

This unit underpins all other guiding units and combined assessment is appropriate.

This unit could also be assessed as an extension of Develop and update tourism industry knowledge

UNDERPINNING KNOWLEDGE AND SKILLS

| <ul style="list-style-type: none">• Underpinning Knowledge | <ul style="list-style-type: none">• Underpinning Skills |
|--|--|
| <ul style="list-style-type: none">• General knowledge of tourism industry and in particular the tour operations/ wholesaling sector and the way that guiding fits into the tourism industry• Roles, responsibilities and career path for different types of guides including tourist guides, tour manager, site guides, adventure guides, meet and greet guides, city hosts and driver guides• Industry associations and the services they provide to guides• Legal and ability issues that specifically effects guiding operations including:<ul style="list-style-type: none">• Consumer protection laws• Licensing• Public liability and guides duty of care• Environmental legislation• Safety issues that specifically affect guiding operations an particular contexts• Key factors to consider in minimizing negative impacts on the social and natural environments in which tours take place• Knowledge of the social, cultural and business conventions applicable to working as a guide. | |

Unit 14

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|-------------------|--|--------------|---|---------------|---|
| UNIT TITLE | Work in Team Environment | | | | |
| DESCRIPTOR | This unit covers the knowledge, skills and attitudes necessary for contribution as a member of a team, to achieve optimal productivity | | | | |
| CODE | TOU06S1U14V1 | Level | 4 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|---|
| 1. Team role and scope | 1.1. The role and objective of the team is identified from available sources of information 1.2. Team parameters, reporting relationships, communication procedures and responsibilities are established and reinforced through team discussions |
| 2. Identify individual role and responsibilities within team | 2.1 Individual role and responsibilities within the team environment are identified 2.2 Roles and responsibility of other team members are identified and recognized 2.3 Reporting relationships and communication procedures within team and external parties are identified and understood |
| 3. Work as a team member | 3.1 Attitude of respect and honour towards team and external parties 3.2 Overall service culture and recognising other team members and relevant external parties as 'customers', pivotal to organisational goals. 3.3 Exercise empathy in a team setting 3.4 Effective and appropriate contributions made to complement team activities and objectives, with individual skills and competencies in the workplace context, to create synergy (The whole is greater than the sum of its part). 3.5 Cooperation with a team to solve problems, tackle work challenges |

Range Statement

Sources of information:

- Organisation's vision, goals and objectives statement
- Standard operating and/or other workplace procedures
- Job descriptions
- Client/supplier instructions
- Quality standards
- OHS and environmental standards

ASSESSMENT GUIDE

Form of assessment

- Observation of the individual member's competency in relation to the work activities in a team setting
- Oral interview of candidate pertaining to understanding of individual and team's role and responsibility towards organizational goals and objectives.
- Peer interview in relation to team communication and synergy

Assessment context

- Competency may be assessed in workplace or in a simulated workplace setting
- Assessment shall be observed while task is being undertaken in group over the duration of the training
- Interviews to be conducted in a conducive and non-threatening environment to facilitate effective feedback for assessment

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Followed designated work plan for the job
- Operated in a team to complete workplace activity
- Operated in a team to solve problems and tackle work challenges
- Worked effectively with others with a synergised outcome
- Demonstrated empathy towards other team members in the duration of the training
- Demonstrated respect, honour and a service culture attitude towards team members and external parties

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning knowledge | Underpinning skills |
|--|---|
| <ul style="list-style-type: none">• Group planning and decision making• Dynamics of a team context and individual's role within the team• Principle of synergy and how to contribute with a team in achieving greater results• Attitude of service culture is integral to effective team work | <ul style="list-style-type: none">• Group Planning• Group decision making• Empathy, understanding other team members• Exercise flexibility with team members in a range of work situations• Problem solving as a group• Service towards others |

Unit 15

| | | | | | |
|-------------------|--|--------------|---|---------------|---|
| UNIT TITLE | Practice career professionalism | | | | |
| DESCRIPTOR | This unit covers the knowledge, skills and attitudes in promoting career growth and advancement. | | | | |
| CODE | TOU06S1U15V1 | Level | 4 | Credit | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|---|
| 1. Integrate personal objectives with organizational goals | 1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2 Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance evaluation 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties |
| 2. Set and meet work priorities | 2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 Resources are utilized efficiently and effectively to manage work priorities and commitments 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures |
| 3. Maintain professional growth and development | 3.1 Trainings and career opportunities are identified and availed based on job requirements 3.2 Recognitions are received and demonstrated as proof of career advancement 3.3 Licenses and/or certifications relevant to job and career are obtained and renewed |

Range Statement

Evaluation:

- Performance Appraisal
- Psychological Profile
- Aptitude Tests

Resources:

- Human
- Financial
- Technology
 - Hardware
 - Software

Trainings and career opportunities:

- Participation in training programs
 - Technical
 - Supervisory
 - Managerial
 - Continuing Education
- Serving as Resource Persons in conferences and workshops

Recognitions:

- Recommendations
- Citations
- Certificate of Appreciations
- Commendations
- Awards
- Tangible and Intangible Rewards

Licenses and/or certifications:

- National Certificates
- Certificate of Competency
- Support Level Licenses
- Professional Licenses

ASSESSMENT GUIDE

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- Portfolio Assessment
- Interview
- Simulation/Role-plays
- Observation
- Third Party Reports
- Exams and Tests

Assessment context

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

Critical aspects

Evidence of the ability to:

- Attained job targets within key result areas (KRAs)
- Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation
- Completed trainings and career opportunities which are based on the requirements of the industries
- Acquired and maintained licenses and/or certifications according to the requirement of the qualification

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning knowledge | Underpinning skills |
|---|--|
| <ul style="list-style-type: none"> • Work values and ethics (Code of Conduct, Code of Ethics, etc.) • Company policies • Company-operations, procedures and standards • Fundamental rights at work including gender sensitivity • Personal hygiene practices | <ul style="list-style-type: none"> • Appropriate practice of personal hygiene • Intra and Interpersonal skills • Communication skills |

Unit 16

| | | | | | |
|-------------------|---|--------------|---|---------------|----|
| UNIT TITLE | Coach others in job skills | | | | |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. It requires the ability to explain and demonstrate specific skills, knowledge and procedures and to monitor the progress of colleagues until they are able to operate independently of the coach. | | | | |
| CODE | TOUo6S2U14V1 | LEVEL | 4 | CREDIT | 15 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|-------------------------------------|---|
| 1. Prepare for on the job coaching. | 1.1. Identify the need for coaching based on a range of factors 1.2. Identify specific coaching needs through discussion with colleague and organise coaching sessions |
| 2. Coach colleagues on the job. | 2.1 Explain the overall purpose of coaching to colleague. 2.2 Explain and demonstrate the specific skills 2.3 Communicate required knowledge and check colleague understanding 2.4 Advise organisational procedures for completing workplace tasks 2.5 Provide colleague with opportunity to practise the skill and ask questions 2.6 Provide feedback in a constructive and supportive manner |
| 3. Follow up coaching. | 3.1 Monitor progress of new workplace skills and provide supportive assistance. 3.2 Report progress to the appropriate person. 3.3 Identify performance problems or difficulties with the coaching and rectify or refer to the appropriate person for follow up. |

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.

ASSESSMENT GUIDE

Form of assessment

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

The following examples are appropriate for this unit:

- direct observation of the individual coaching a colleague in a required work skill
- role plays to assess the individual's ability to use:
- active listening and open questioning techniques to confirm understanding of job tasks
- key training techniques
- use of problem-solving exercises so the individual can suggest ways of resolving performance problems or difficulties
- written or oral questioning to assess knowledge of key training principles
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context

- a real or simulated tourism, hospitality or event industry environment with colleague requiring coaching
- work tasks to coach others in
- a colleague with whom the individual can interact.

Critical aspects

Evidence of the ability to:

- provide supportive on-the-job coaching and provide constructive feedback
- clearly communicate and demonstrate the workplace tasks required of the colleague
- integrate knowledge of the key principles of training
- complete coaching activities within commercial time constraints to ensure the colleague is effective.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time
- Independent Oral Interview is to be conducted in a conducive relaxed environment

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning knowledge | Underpinning skills |
|--|--|
| <ul style="list-style-type: none"> objectives and scope of the coaching the key principles of training: explanation demonstration review listening to trainee explanation observing and evaluating trainee demonstration providing feedback. | <ul style="list-style-type: none"> communication skills to: develop rapport show sensitivity to the colleague use active listening and open questioning techniques to confirm understanding of job tasks initiative and enterprise skills to observe the colleague and provide assistance without their request literacy skills to: read and interpret workplace documentation completed by colleague numeracy skills to calculate adequate time required for coaching and the colleague to complete required tasks planning and organising skills to complete own work tasks within designated timelines and simultaneously coach others in their job skills problem-solving skills to identify and resolve deficiencies in the skills and knowledge of colleagues self-management skills to take responsibility for colleague coaching teamwork skills to pass on organisational knowledge to colleague. |

Unit 17

| | | | | | |
|-------------------|--|--------------|---|---------------|----|
| UNIT TITLE | Manage extended touring programs | | | | |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to coordinate an extended touring program of more than one day's duration. It requires the ability to manage all tour logistics taking a holistic approach to the touring program and to solve touring and group member problems. It also requires the ability to ensure the ongoing welfare and satisfaction of group tour members and to develop and maintain group cohesion and rapport throughout the touring program. | | | | |
| CODE | TOU06S2U15V1 | LEVEL | 4 | CREDIT | 18 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|---------------------------------|--|
| 1. Manage touring arrangements. | <ul style="list-style-type: none"> 1.1 Manage all tour logistics taking a holistic approach to the whole touring program at all times. 1.2 Conduct touring program according to the prearranged touring itinerary. 1.3 Make forward reconfirmations and bookings progressively throughout the program. 1.4 Reconfirm or arrange operational details progressively throughout the program. 1.5 Reorganise and adjust touring arrangements when required within the scope of individual responsibility. 1.6 Make major adjustments within budget according to controlling office guidelines. 1.7 Make adjustments to touring arrangements in the context of the whole program. 1.8 Maintain ongoing contact with controlling office and forward suppliers as required. |

| | |
|---|---|
| <p>2. Liaise and negotiate with others.</p> | <p>2.1 Maximise operational efficiency and customer service levels by effective liaison and negotiation with all those contributing to the operation of the program.</p> <p>2.2 Conduct negotiations in a businesslike and professional manner within the relevant cultural context.</p> <p>2.3 Conduct negotiations in the context of the entire touring program.</p> <p>2.4 Conduct negotiations to take account of the overall relationship between the organisation and the other stakeholders.</p> <p>2.5 Select communication and negotiation style appropriate to the circumstance.</p> <p>2.6 Use negotiation and communication techniques to maximise the chances of an acceptable outcome for all parties.</p> <p>2.7 Note and confirm accurately in writing all agreements as required by specific circumstances.</p> <p>2.8 Provide relevant information to the controlling office promptly and as required by organisation guidelines.</p> |
| <p>3. Develop and maintain group rapport.</p> | <p>3.1 Develop and maintain a team spirit for the duration of the program.</p> <p>3.2 Gain the trust and confidence of the group through the demonstration of professional competence and integrity and ensure customer satisfaction with the touring program.</p> <p>3.3 Use leadership and communication skills to foster group cohesion.</p> <p>3.4 Encourage customer participation and group interaction.</p> <p>3.5 Identify and assess potential conflict within the group promptly and should conflict arise, take appropriate action to assist resolution.</p> |
| <p>4. Solve problems that arise on tour.</p> | <p>4.1 Identify and consider problems promptly from both an operational and customer service perspective in the context of the entire touring program.</p> <p>4.2 Initiate short-term action to resolve the immediate problem where appropriate.</p> <p>4.3 Analyse problems for any long-term commercial impact and assess and action solutions.</p> <p>4.4 Present a positive image of the organisation and its contracted suppliers at all times.</p> <p>4.5 Take responsibility for resolving the problem within the scope of individual authority and to ensure customer satisfaction.</p> |

| | |
|--|--|
| | <p>4.6 Consult the controlling office when required and appropriate to resolve problems outside scope of guidelines and responsibility.</p> <p>4.7 Take appropriate follow-up action to monitor the effectiveness of chosen solutions.</p> |
|--|--|

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.

Types of extended touring programs may include:

- general sightseeing tours
- ecotours
- adventure tours
- camping tours
- cultural and historical tours
- cruise programs
- pre and post-conference tours.

Reconfirmations and bookings may be for any touring product or service component and may include:

- accommodation venues
- restaurants
- catering providers
- ground transport
- airlines
- charter airlines
- scenic flights
- trains
- retail outlets
- attractions
- guided tours within attractions and sites
- cruises
- local tour guides
- optional tours.

Operational details may include:

- management of passenger travel documentation, such as:
- airline tickets and vouchers
- seat allocations or boarding passes
- travel vouchers
- luggage coordination
- documentation preparation
- group currency requirements
- customs and immigration procedures and requirements
- seat rotation
- check-in and check-out procedures
- local touring liaison.

Reorganisation and adjustment of touring arrangements may include:

- developing alternative routes
- re-booking one or multiples services
- organising new or replacement documentation
- renegotiating cost.

Controlling office refers to the tourism operator that has engaged the tour manager as its representative for the delivery of the tour and may include:

- inbound tour operator
- tour operator
- outbound tour wholesaler
- event management organisation
- professional conference organiser
- destination marketing company.

Liaison and negotiation may be with:

- coach drivers
- local guides
- tour leaders accompanying group from home country
- interpreter guides
- traditional owners
- airlines
- tour operators
- hotels
- restaurants
- attractions
- retail locations

government authorities, including:

- land management agencies
- customs
- immigration.

Problems may include:

- unexpected delay
- missed connection
- hotel or supplier overbooking situation
- change of accommodation
- supplier driven change of date and time of supply or change to alternative supplier
- passenger sickness, injury or death
- loss of personal valuables and documents e.g. passport
- passenger robbery
- lost luggage
- equipment and transportation in contingency situations, e.g. coach breakdown
- lost passengers
- late passengers

- group conflict or dissatisfaction
- customers who cause disruption and disturbance to other tour members, host communities and the environment
- service complaints
- poor supplier performance
- political unrest in area of tour

inclement weather conditions, such as:

- fire
- flood
- storm
- cyclone

lack of access to tour areas, including:

- road closures
- road blockages.

ASSESSMENT GUIDE

Form of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to manage extended touring programs.

The following examples are appropriate for this unit:

- direct observation of the candidate's ability to holistically manage all tour logistics by participating in tours conducted by the candidate
- direct observation of the candidate's people management skills during the operation of group tours
- direct observation of the candidate's communication, negotiation and problem-solving skills by participating in an extended tour conducted by the candidate
- questioning group tour members as to the candidate's clarity of communication, and leadership and motivational skills
- review of tour management activities undertaken as part of industry placement and training with an industry operator
- review of tour preparation notes, checklists and tour reports prepared by the candidate
- problem-solving case studies to assess ability to apply people management and contingency management skills to a range of different touring situations, including emergency situations
- written and oral questioning or interview to test knowledge of tour management procedures, leadership, motivation and communication techniques and tourism industry networks relevant to the management of extended tours

Assessment context

Assessment must ensure:

- coordination and operation of an extended group touring program within commercially realistic touring environments, including all the operational elements of a commercial tour
- access to equipment and resources required for the delivery of the program, e.g. transport and accommodation venues

- interaction with and involvement of a tourism operator for whom the extended program is being conducted
- interaction with customer groups of a size and nature that reflect the commercial environment in which the tour manager operates
- use of industry-current customer and operational documentation to support the delivery of an extended touring program.

Critical aspects

Evidence of the following is essential:

- holistic management of all tour logistics for an extended touring program
- ability to ensure the ongoing welfare and satisfaction of group tour members and develop and maintain group cohesion and rapport throughout the touring program
- ability to apply effective negotiation and contingency management techniques to deal with the range of practical and people-related problems and issues that arise during the operation of an extended tour
- knowledge of communication, negotiation, leadership and motivation techniques
- delivery of an extended touring program of a duration that reflects local industry product and practice and of sufficient duration to allow the candidate to demonstrate techniques that build group rapport.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning knowledge | Underpinning skills |
|--|---|
| <ul style="list-style-type: none"> • in-depth product knowledge appropriate to the specific touring itinerary and its component products and services • the key features of culturally or environmentally sensitive areas to be visited and use of fundamental minimal impact practices to protect and sustain these • policies, procedures and guidelines issued by the controlling tourism operator • tourism industry, supplier networks and interrelationships that impact on the conduct of an extended touring program • in-depth knowledge of planning the delivery logistics of an extended touring program and the management processes and procedures to be undertaken before, during and at the completion of a tour to maximise the efficiency of extended touring programs • negotiation techniques and their application to different tour managing contexts • leadership, motivation and communication techniques and their application to different tour managing contexts. | <ul style="list-style-type: none"> • interpretation of the specific needs of customers, their level of expectation and satisfaction with touring arrangements • critical thinking skills to facilitate rational and logical analysis of such things as customer dissatisfaction and logistical touring problems, and appropriate solutions to be applied • high-level communication and negotiation skills to deal with customers, industry colleagues and suppliers about touring logistics and complex issues, such as itinerary changes • literacy skills to read and interpret customer and operational information, such as travel vouchers, customer and technical itineraries provided by tourism operators, and manifests provided by suppliers, e.g. rooming lists • numeracy skills to calculate tour component times, to translate from the 24-hour to 12-hour clock for customer use, and to calculate the cost of changes to itineraries. |

Unit 18

| | | | | | |
|-------------------|--|--------------|---|---------------|----|
| UNIT TITLE | Build client relationships and business network | | | | |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. | | | | |
| CODE | TOU06S2U16V1 | LEVEL | 4 | CREDIT | 15 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|--|
| 1. Initiate interpersonal communication with clients | 1.1 Identify and use preferred client communication styles and methods 1.2 Establish rapport with clients using verbal and non-verbal communication processes 1.3 Investigate and act upon opportunities to offer positive feedback to clients 1.4 Use open questions to promote two-way communication 1.5 Identify and act upon potential barriers to effective communication with clients 1.6 Initiate communication processes which relate to client needs, preferences and expectations |
| 2. Establish client relationship management strategies | 2.1 Develop client loyalty objectives focussing on the development of long term business partnerships 2.2 Assess client profile information to determine approach 2.3 Develop client loyalty strategies to attract and retain clients in accordance with the business strategy 2.4 Identify and apply client care and client service standards |
| 3. Maintain and improve ongoing relationships with clients | 3.1 Develop strategies to obtain ongoing feedback from clients to monitor satisfaction levels 3.2 Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3 Obtain feedback to develop and implement strategies which maintain and improve relationships with clients |
| 4. Build and maintain networks | 4.1 Allocate time to establish and maintain business contacts 4.2 Participate in business associations and/or professional development activities to establish and maintain a network of support for the business and to enhance personal knowledge of the market 4.3 Establish communication channels to exchange information and ideas 4.4 Provide, seek and verify information to the network |

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.

Preferred client communication styles and methods may include:

- email
- face-to-face
- mail
- phone

Verbal communication may include:

- articulation
- clarity of speech
- feedback
- language
- listening skills
- open questions
- questioning skills
- voice modulation
- voice projection

Non-verbal communication may include:

- active listening
- body language
- body orientation
- clothing
- colour
- distance
- facial expression
- grooming
- gestures
- music
- posture
- sound
- touching
- voice

Barriers to effective communication may include:

- acting on false assumptions and stereotypes
- cultural differences not being addressed
- educational differences not being addressed
- failure to prominently display contact details in all communications provided to the client
- inappropriate word choice
- ineffective non-verbal communication
- lack of 'contact us' forms or pages on websites
- lack of distribution of reply paid cards or envelopes in mail outs
- lack of voice modulation and articulation

- limited opening hours of call centres or office
- not listening actively
- organisational factors
- physical, personal, gender and age differences not being addressed

Client loyalty strategies include:

- access to dedicated staff
- added value offers
- anniversary offers
- client clubs
- client reward schemes
- credit or discount facilities
- dedicated or private facilities
- discounts
- formal letter of thanks
- frequent purchaser programs
- handwritten note thanking the client
- offering promotional items
- phone call thanking client for the business
- regular recontact with best clients
- thank you gifts and promotions

Client care and client service standards may include:

- accuracy of billing
- accuracy of product/service descriptions, specifications in marketing communications
- complaint resolution times
- incidences of stock outs and back orders
- on-hold times
- order delivery standards such as:
 - whether right product or service was delivered
 - delivered to right person or address
 - delivered on time
- politeness, helpfulness and grooming of delivery staff
- delivery vehicles parked properly
- cleanliness of delivery vehicles
- shipment tracking services
- telephone answering times and responses

Strategies to obtain ongoing feedback may include:

- including 'comments and queries' or 'bouquets and brickbats' on all order forms
- complaints handling procedures
- email
- letter
- soliciting complaints
- surveys of current clients
- surveys of lapsed clients to determine reason/s for ceasing to buy
- telephone interviews
- training staff to ask open questions about product or service levels

Business associations may include:

- industry associations
- institutes
- professional bodies
- societies

Professional development activities may include:

- demonstrations
- exhibitions
- fairs
- industry information seminars
- industry training
- pre-launch activities
- technical information briefings
- trade shows

Networks may include:

- business
- formal
- groups
- individuals
- informal
- organisations
- personal

Information and ideas may include:

- changes in the environment
- changing customer requirements
- information on competitors' activities
- personal, professional or business support

ASSESSMENT GUIDE

Form of assessment

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

The following examples are appropriate for this unit:

- assessment of written reports or journals on client relationship activities
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of the candidate communicating with clients
- observation of presentations made to business networks

- oral or written questioning to assess knowledge and understanding
- review of authenticated documents from the workplace or training environment
- review of testimony from team members, colleagues, supervisors or managers.

Assessment context

Assessment must ensure:

- access to office equipment and resources.

Critical aspects

Evidence of the following is essential:

- establishing and maintaining relationships with a range of clients related to the candidate's business
- participating in and providing, an active contribution to a business related network.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning knowledge | Underpinning skills |
|--|--|
| <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as: • anti-discrimination legislation • consumer laws including appropriate state/territory legislation • ethical principles • marketing code of practice • privacy laws • Trade Practices Act • marketing communications concepts and processes • principles and techniques for effective communication and networking • sources of business related networks. | <ul style="list-style-type: none"> • communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • interpersonal skills to establish rapport, and to build and maintain relationships with clients. |

Unit 19

| | | | | | |
|-------------------|---|--------------|---|---------------|----|
| UNIT TITLE | Manage Conflicts | | | | |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to resolve complex or escalated complaints and disputes with internal and external customers and colleagues. It requires the ability to use effective conflict resolution techniques and communication skills to manage conflict and develop solutions. | | | | |
| CODE | TOUo6S2U17V1 | LEVEL | 4 | CREDIT | 18 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|--|
| 1. Identify conflict situations. | 1.1 Identify potential for conflict and take swift and tactful action to prevent escalation. 1.2 Identify situations where personal safety of customers or colleagues may be threatened and organise appropriate assistance. 1.3 Identify and use resources to assist in managing conflict. |
| 2. Resolve conflict. | 2.1 Take responsibility for finding a solution to conflict. 2.2 Establish and agree on the nature and details of conflict with all parties and assess impact. 2.3 Deal with conflict sensitively, courteously and discreetly. 2.4 Minimise impact on other colleagues and customers. 2.5 Use effective conflict resolution techniques and communication skills to manage the conflict and develop solutions. 2.6 Encourage all points of view, acknowledge them and treat them with respect. 2.7 Identify and evaluate the impact of conflict on business reputation and legal liability. 2.8 Evaluate options to resolve the dispute taking into account any organisational policies and constraints 2.9 Implement the best solution and complete required documentation. |
| 3. Evaluate conflicts and resolutions. | 3.1 Communicate with the parties involved to seek and provide feedback on conflict and its resolution. 3.2 Evaluate and reflect on the situation and effectiveness of the solution. 3.3 Determine possible causes of workplace conflict and provide input for workplace enhancement and improvements. |

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.

Preferred client communication styles and methods may include:

- email
- face-to-face
- mail
- phone

Verbal communication may include:

- articulation
- clarity of speech
- feedback
- language
- listening skills
- open questions
- questioning skills
- voice modulation
- voice projection

Non-verbal communication may include:

- active listening
- body language
- body orientation
- clothing
- colour
- distance
- facial expression
- grooming
- gestures
- music
- posture
- sound
- touching
- voice

Barriers to effective communication may include:

- acting on false assumptions and stereotypes
- cultural differences not being addressed
- educational differences not being addressed
- failure to prominently display contact details in all communications provided to the client
- inappropriate word choice
- ineffective non-verbal communication
- lack of 'contact us' forms or pages on websites
- lack of distribution of reply paid cards or envelopes in mail outs
- lack of voice modulation and articulation
- limited opening hours of call centres or office

- not listening actively
- organisational factors
- physical, personal, gender and age differences not being addressed

Client loyalty strategies include:

- access to dedicated staff
- added value offers
- anniversary offers
- client clubs
- client reward schemes
- credit or discount facilities
- dedicated or private facilities
- discounts
- formal letter of thanks
- frequent purchaser programs
- handwritten note thanking the client
- offering promotional items
- phone call thanking client for the business
- regular recontact with best clients
- thank you gifts and promotions

Client care and client service standards may include:

- accuracy of billing
- accuracy of product/service descriptions, specifications in marketing communications
- complaint resolution times
- incidences of stock outs and back orders
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- order delivery standards such as:
- whether right product or service was delivered
- delivered to right person or address
- delivered on time
- politeness, helpfulness and grooming of delivery staff
- delivery vehicles parked properly
- cleanliness of delivery vehicles
- shipment tracking services
- telephone answering times and responses

Strategies to obtain ongoing feedback may include:

- including 'comments and queries' or 'bouquets and brickbats' on all order forms
- complaints handling procedures
- email
- letter
- soliciting complaints
- surveys of current clients
- surveys of lapsed clients to determine reason/s for ceasing to buy
- telephone interviews
- training staff to ask open questions about product or service levels

Business associations may include:

- industry associations
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- professional bodies
- societies

Professional development activities may include:

- demonstrations
- exhibitions
- fairs
- industry information seminars
- industry training
- pre-launch activities
- technical information briefings
- trade shows

Networks may include:

- business
- formal
- groups
- individuals
- informal
- organisations
- personal

Information and ideas may include:

- changes in the environment
- changing customer requirements
- information on competitors' activities
- personal, professional or business support

ASSESSMENT GUIDE

Form of assessment

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

The following examples are appropriate for this unit:

- assessment of written reports or journals on client relationship activities
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of the candidate communicating with clients
- observation of presentations made to business networks
- oral or written questioning to assess knowledge and understanding
- review of authenticated documents from the workplace or training environment
- review of testimony from team members, colleagues, supervisors or managers.

Assessment context

Assessment must ensure:

- access to office equipment and resources.

Critical aspects

Evidence of the following is essential:

- establishing and maintaining relationships with a range of clients related to the candidate's business
- participating in and providing, an active contribution to a business related network.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning knowledge | Underpinning skills |
|--|---|
| <ul style="list-style-type: none"> • types of conflict in the tourism, travel, hospitality and event industries, typical causes and resolutions • conflict theory, including signs, stages, levels, factors involved and results • conflict resolution and communication techniques, including: <ul style="list-style-type: none"> • assertiveness • active listening • non-verbal communication • language style • negotiation • use of appropriate communication • organisational policies and procedures for complaint, conflict and dispute resolution. | <ul style="list-style-type: none"> • communication skills to deal with conflict sensitively, courteously and discreetly through use of conflict resolution techniques • critical thinking skills to analyse and decide on the best resolution for conflict • initiative and enterprise skills to consider and suggest changes to workplace practices to avoid future conflict • literacy skills to: <ul style="list-style-type: none"> • research sources of internal and external assistance to resolve the conflict • write reports, including comprehensive details of the conflict, the parties involved, discussions with all parties and the resolution • problem-solving skills to identify and resolve conflicts and minimise impact on other colleagues and customers • self-management skills to take responsibility for conflict outcomes • teamwork skills to discuss and resolve conflicts between team members. |

Unit 20

| | | | | | |
|-------------------|---|--------------|---|---------------|----|
| UNIT TITLE | Sell tourism products and services | | | | |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to sell tourism services and products proactively in a range of industry contexts. It requires the ability to provide quality customer service while identifying specific customer needs, suggest a range of products to meet those needs, provide current and accurate product information and close the sale. | | | | |
| CODE | TOUo6S2U18V1 | LEVEL | 4 | CREDIT | 18 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|---|--|
| 1. Identify customer needs. | 1.1 Accurately identify specific customer needs and preferences, including cultural needs and expectations. 1.2 Identify any customer requirements which, if met, would breach ethical and legal commitments 1.3 Establish rapport with the customer to promote goodwill and trust. 1.4 Disclose any fees determined by the organisation to ensure charges for sales and product coordination activities are clearly understood by the customer. |
| 2. Suggest products to meet customer needs. | 2.1 Undertake any required research to source information to meet specific customer needs 2.2 Tailor product options to the customer's specific needs. 2.3 Make any product suggestions according to current organisation promotional focus and any preferred product arrangements where appropriate. 2.4 Make the customers aware of additional products and options that may enhance their itinerary. 2.5 Provide all options within the appropriate or agreed timeframe. 2.6 Present all options in a format and style most appropriate to the particular customer and according to organisation procedures. |

| | |
|--|--|
| 3. Provide product information and advice. | <p>3.1 Accurately identify the specific product information and advice needs of the customer.</p> <p>3.2 Provide current and accurate product information and advice, including relevant product conditions in a timely manner.</p> <p>3.3 Ensure the scope and depth of the information are appropriate to customer needs.</p> <p>3.4 Present the information and advice in an appropriate format and style.</p> <p>3.5 Clearly explain and promote product features and benefits to the customer.</p> <p>3.6 Provide additional information to address customer questions and objections.</p> <p>3.7 Select and use techniques at the appropriate time to close the sale with the customer.</p> <p>3.8 Identify and act on opportunities to enhance the quality of service to customers.</p> |
| 4. Follow up sales opportunities. | <p>4.1 Where appropriate, make follow-up contact with the customer.</p> <p>4.2 Provide any required after sales service according to organisation procedures.</p> |

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.

Ethical and legal commitments may relate to the sale of:

- products that breach environmental laws
- products that are known to cause negative environmental, cultural or social impacts such:
- damage to environmentally or culturally sensitive areas or sites
- disturbance or injury to fauna
- physical damage to flora
- introduction of exotic and feral species
- damage to roads, tracks and fire trails
- pollution from vehicle emissions and unmanaged waste
- noise disturbance to the local community
- trivialisation of culture.

Fees determined by the organisation may include:

- service fee
- transaction fee
- itinerary preparation fee
- visa and passport handling fee
- product booking fee

- amendment, cancellation or reconfirmation fee
- courier fee
- credit card fee
- communication fee.

Specific customer needs may relate to:

- preferences of different cultures and nationalities
- family status
- disability
- age
- gender
- available budget
- time available
- special interests.

There is a broad range of products and services sold within the tourism industry , including :

- transportation
- airfares
- travel insurance
- brochured tour packages
- specially tailored itineraries
- inclusive products or optional touring products
- transfers
- accommodation
- entertainment
- tours
- cruises
- hire cars
- entrance to attractions or sites
- tour guiding services
- activities
- meals
- functions
- venue bookings
- speaker services
- audiovisual services
- meeting or event equipment
- special event consumable items
- catering.

Sales, may be made for:

- a single product or service
- multiple products and services making up a complete itinerary
- individual customers
- groups
- one-off touring arrangements
- series tours
- incentive tours
- meetings
- conferences

could be:

- 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.

ASSESSMENT GUIDE

Form of assessment

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

The following examples are appropriate for this unit:

- direct observation of the candidate using various sales techniques to sell a product or service
- project and role-play activities that allow the candidate to demonstrate selling skills, including sourcing initial and subsequent products to suit changing customer requests and finalising the sale
- written and oral questioning or interview to test knowledge of the consumer regulations that apply and communication principles that underpin sales
- 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 a fully equipped industry-realistic office environment using appropriate computers, printers, information programs, publications and software programs currently used in the tourism industry to assist the sales function or demonstration within the applicable sales environment for the sector, e.g. a conference venue for the Events sector or touring environment for the Guiding and Tour Operations sectors
- interaction with customers to demonstrate selling techniques
- use of relevant and current product information to support the sales process, including brochures, timetables, tariffs and product sales kits.

Critical aspects

Evidence of the following is essential:

- ability to communicate with the customer and correctly interpret the customer's requirements
- ability to apply sales techniques in response to a range of different customer situations
- underpinning product knowledge
- understanding of consumer liability issues
- demonstration of selling skills for multiple products and services and to meet varying customer needs
- project or work activities that show the candidates' ability to sell tourism products and services within the context of the particular industry sector in which they are working or seeking work; for

those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes

- completion of sales activities within typical workplace time constraints.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning knowledge | Underpinning skills |
|---|---|
| <ul style="list-style-type: none"> • broad and working knowledge of the principles of selling and sales communication, especially as they relate to intangible products • broad and working knowledge of the legal liability and implications of consumer legislation and regulations relating to selling tourism products appropriate to the particular industry sector and job role • special laws relating to the sale of prohibited products and services • product knowledge appropriate to the organisation or industry sector • content and format of product information • formats and styles of information presentation, including styles that cater for those with special needs (e.g. presenting information in large print or providing information electronically) • considerations in selling, such as negotiated costs, contractual arrangements or preferred supplier or agent arrangements that may be in place. | <ul style="list-style-type: none"> • sales techniques • fundamental communication techniques, specifically active listening and questioning • literacy skills to read and interpret the content and format of complex product information documents, including rate schedules and supplier tariff sheets, and sufficient to read plain English documents that relate to legislative requirements of tourism product sales • writing skills to present product options to the customer, such as in the form of an itinerary • numeracy skills to calculate any fees that will apply to the sales and related product coordination activities. |

Unit 21

| | | | | | |
|-------------------|--|--------------|---|---------------|----|
| UNIT TITLE | Read and write information in a language other than Dhivehi and English | | | | |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than Dhivehi and English. It covers reading a range of documents and writing routine documents, such as letters and brief reports. | | | | |
| CODE | TOUo6S2U19V1 | LEVEL | 4 | CREDIT | 15 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|--|---|
| 1. Read and understand workplace documents. | 1.1 Read and understand routine and non-routine workplace documents. 1.2 Interpret accompanying visual information to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required. |
| 2. Write simple routine workplace documents. | 2.1 Prepare accurate routine workplace documents using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear written directions and instructions in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone. |

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.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
- emails
- faxes
- letters
- memos
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Visual information may include:

- diagrams
- forms
- labels
- maps
- signs
- tickets.

Routine workplace documents may include:

- brief reports
- complaint responses
- correspondence:
- emails
- faxes
- letters
- responses to requests for routine information
- thank you letters and invitations.

Written directions and instructions may include:

- general information on work health and safety rules
- how to use simple equipment.

ASSESSMENT GUIDE

Form of assessment

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

The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than Dhivehi and English

- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations

Assessment context

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than Dhivehi and English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than Dhivehi and English.

Critical aspects

Evidence of the ability to:

- read and write workplace information in a language other than Dhivehi and English:
- understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
- understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
- use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
- answering queries about products and services
- conducting simple product and service transactions
- providing factual information
- responding to requests for general assistance and factual information.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning knowledge | Underpinning skills |
|--|--|
| <ul style="list-style-type: none"> • linguistic knowledge and writing conventions for the language being assessed, including: • grammar, spelling and punctuation conventions • features specific to the language, including vocabulary and sentence structure • technical vocabulary required to support specific workplace activities. | <ul style="list-style-type: none"> • literacy skills in a language other than Dhivehi and English to: • read and interpret documents to: • identify purpose, main ideas, key issues and facts, writer attitude and mood • determine type of response and action required • write routine workplace documents using appropriate language and cultural conventions. |

Unit 22

| | | | | | |
|-------------------|---|--------------|---|---------------|----|
| UNIT TITLE | Conduct complex oral communication in a language other than Dhivehi and English | | | | |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than Dhivehi and English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities. | | | | |
| CODE | TOUo6S2U2oV1 | LEVEL | 4 | CREDIT | 15 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA |
|---|---|
| 1. Conduct negotiations. | 1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signaling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation. |
| 2. Deliver presentations. | 2.1 Deliver presentations in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant public speaking techniques. |
| 3. Participate in social and cultural activities. | 3.1 Use language and language functions appropriate to varied social and cultural activities. 3.2 Adapt and modify communication strategies and language functions as required. |

| | |
|---|--|
| 4. Provide summaries of oral communication. | <p>4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance.</p> <p>4.2 Convey the purpose and meaning of the original utterance.</p> <p>4.3 Make appropriate comments between parties to check and clarify meaning.</p> <p>4.4 Use communication strategies and language functions that support immediate communication.</p> |
|---|--|

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.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

ASSESSMENT GUIDE

Form 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 Dhivehi and English
- use of role play activities that simulate simultaneous language use and customer service activity
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations

Assessment context

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than Dhivehi and English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than Dhivehi and English:
- dictionaries and phrase books
- industry materials, such as menus, timetables and brochures written in languages other than Dhivehi and English.

Critical aspects

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than Dhivehi and English (rare linguistic errors may occur):
- establish and maintain rapport during extended interactions, including social activities
- make presentations to groups of people
- conduct business negotiations
- use narrative and descriptive statements
- use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
- provide detailed information and advice in area of work activity
- use extended non-verbal communication skills effectively.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning knowledge | Underpinning skills |
|---|---|
| <ul style="list-style-type: none"> • social, cultural and business conventions relevant to the language being assessed, including: | <ul style="list-style-type: none"> • communication skills in a language other than Dhivehi and English to: • establish and maintain rapport |

| | |
|---|--|
| <ul style="list-style-type: none">• colloquialisms• customs• dialect• forms of address• idiom• language conventions• protocols and taboos• cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed• aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed• technical vocabulary required to support specific workplace activities. | <ul style="list-style-type: none">• conduct negotiations• provide oral summaries that support immediate communication• make presentations and use public speaking techniques• participate effectively in social, cultural and workplace activities. |
|---|--|