



Technical and Vocational Education and Training Authority



National Competency Standard for Guesthouse Operations

Standard Code: TOUS07V1/20

Qualification Name: National Certificate III in Guesthouse Operations
Qualification Code: TOUS07Q01L3V1/20

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.

Recognizing the importance of developing the youth sector to enable Maldives to transition from an upper-middle-income country to high-income country, the World Bank Country Partnership Framework (CPF) proposes to finance the Maldives Enhancing Employability and Resilience of Youth (MEERY) project. As part of the MEERY project is financing for skills development and entrepreneurship in priority sectors such as tourism, ICT and construction sector MEERY continues to provide support to TVET Authority to develop National Occupational Standard, instructional materials, assessment resource book and trainees log book for the National Occupational Standard for "Guest House Operations". As part of the MEERY Project, TVET Authority has only undertaken to review standard which were developed in the ESTP Project to increase the economic opportunities for youth's trainees and promote equitable economic & social development in the country.

The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for six key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction, Social and the Information and Technology 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).

NCS are developed by the Technical and Vocational and Education Training Authority of Ministry of Higher Education. The NCS are endorsed by the Employment Sector Councils of the respective sectors and validated by the Maldives Qualification Authority.



Mohamed Hashim
Minister of State for Higher Education
TVET Authority



Ahmed Nisham
Director, Standard Development & Statistics
TVET Authority



TECHNICAL PANEL MEMBERS			
#	Name	Designation	Organization
01	Ali Afsah	General Manager	Simry Beach Side
02	Ahmed Ali	Restaurant Manager	Pullman Maldives
03	Fathmath Shifa	Assistant Director	Tourism Ministry
04	Ibrahim Nizam	Chief Consultant	MATATO
05	Nafiz Mohamed	Lecturer	FHTS
06	Thaaseen Hilmy	Consultant, Trade and Investment	Ministry of Economic Development
07	Hazim Rasheed	Freelancer	Freelancer

VERSION	DEVELOPER	DATE	STANDARD CODE
V1	Maldives Institute of Technology	21st September 2020	TOUS07V1/20

EMPLOYMENT SECTOR COUNCILS

#	Name	Designation	Organization
01	Mariyam Noordeen	President	Chef's Guilds of Maldives
02	Dr. Sham'aa Abdullah Hameed	Education and Projects Manager	Parley Maldives
03	Fathmath Shifa	Assistant Director	Ministry of Tourism
04	Ali Adam	General Manager HR	Universal Enterprise / Maldives Association of Tourism Industry
05	Zoona Naseem	Co-founder	Moodhu Bulhaa Diving Centre
06	Aishath Neesha Mohamed Shahid	Deputy Managing Director	Maldives Marketing and Public Relations Corporation
07	Zubana Ibrahim	Assistant Director	Ministry of Economic Development
08	Mamdhoon Rasheed	Director	Ministry of Youth, Sports and Community Empowerment
09	Abdulla Su'ood	President	Maldives Association of Travel Agents and Tour Operators
10	Mohamed Wafir	Gold Member	Guesthouse Association of Maldives
11	Ali Hafeez	Lecturer	Faculty of Hospitality and Tourism Studies, Maldives National University

National Occupational Standard has been endorsed by:

<p style="text-align: center;">  Mariyam Noordeen Chairperson Tourism Employment Sector Council </p>	<p style="text-align: center;">  Dr. Sham'aa Abdullah Hameed Vice-Chairperson Tourism Employment Sector Council </p>
<p>Technical and Vocational Education and Training Authority Ministry of Higher Education Handhuvaree Hingun, M. World Dream Male', Maldives</p>	
Date of Endorsement: 21 st September 2020	Date of Revision: NA

Standard Development Process

To begin with, Guest House Operations occupations were profiled through study of the occupation across Maldivian workplaces. Referred occupational profiling process led to the development of the Draft Occupational Standard.

Draft occupational standard is then used to undertake functional analysis of the Guest House Operations occupation and the referred functional process was undertaken with participation of industry experts. For strengthening the development of the National Occupational Standard, a panel with technical experts was formed. The members provide technical support which needs to be included in the developed standard.

Once the standard is finalized among the panel, after the recommendation this is later been submitted to the Tourism Employment Sector Council. A brief report on how National Occupational Standard for Guest House Operations was developed is presented to the council. Council members then ensures that the industry need has been catered in the standard and once the standard full fills the recommendation the standard has been endorsed by the council.

After endorsing the standard from the Tourism Employment Sector Council, the final document is submitted to Maldives Qualification Authority (MQA) for approval. After the approval of MQA the National Occupational Standard for Guest House Operations is published, which would be then used by training providers.

Description of “Guest House Operations Occupation”

Staff working at the areas of Guest House Operations play an important role in facilitating and elevating service provided from Guest Houses.

Referred staff will work with the arriving guests and will be working in the Guest House in engaging in diverse set of activities such cleaning, room making, serving breakfast to guests, bed making, etc. Referred occupations is preferred to have diverse set of skills to ensure minimal staff is employed by the Guest House owners.

Job opportunities upon completion of “National Certificate-3 in Guest House Operations”

Upon successful completion of the National certificate-3 in Guest House Operation, students can work as Guesthouse Operator

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 (FNA) Information, Communication and Technology (ICT) Transport Sector (TRN) Tourism Sector (TOU) Social Sector (SOC) Foundation (FOU)
Competency Standard	S
Occupation with in an industry sector	Two digits 01-99
Unit	U
Common Competency	CR
Core Competency	CM
Optional / Elective Competency	OP
Assessment Resources Materials	A
Learning Resources Materials	L
Curricular	C
Qualification	Q1, Q2 etc.
MNQF level of qualification	L1, L2, L3, L4 etc.
Version Number	V1, V2 etc.
Year of Last Review of standard, qualification	By “/” followed by two digits responding to the year of last review, example /20 for the year 2020

1. Endorsement Application for Qualification 01		
2. NATIONAL CERTIFICATE III IN GUEST HOUSE OPERATIONS		
3. Qualification code: TOUS07Q01L3V1/20		Total Number of Credits: 80
4. Purpose of the qualification This qualification addresses performance outcomes with details on skills and knowledge required to effectively participate in implementing various tasks related to smooth and effective operation of Guest Houses. The qualification comes at a time when Guest House industry is expanding significantly across the Maldives. The standard presented here will stimulate local youth to take up growing employment opportunities from Guest Houses located all over the Maldives. The Occupational Standard is aimed at elevating service quality across Guest Houses through developing skilled manpower.		
5. Regulations for the qualification		National Certificate III in Guest House Operations 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
6. Schedule of Units		
Unit No	Unit Title	Code
Common Competencies		
01	Develop tourism industry knowledge	TOUCM01V2/20
02	Apply work ethics and professionalism	TOUCM02V1/20
03	Follow health, safety and security procedures	TOUCM03V2/20
04	Practice effective workplace communication	TOUCM04V2/20
05	Provide effective customer care	TOUCM05V2/20
06	Perform basic computer operations	TOUCM06V2/20
07	Provide first aid	TOUCM07V2/20
08	Respond to fire	TOUCM08V1/20
Core Competencies		
09	Clean guest house and its equipment	TOUS07CR09V1/20
10	Prepare Rooms for Guests	TOUS07CR10V1/20
11	Respond to guest inquiries and complaints	TOUS07CR11V1/20
12	Receive & Process Reservations	TOUS07CR12V1/20
13	Manage Financial Operations	TOUS07CR13V1/20
14	Perform arrival and departure services	TOUS07CR14V1/20
15	Organize excursions and site seeing trips	TOUS07CR15V1/20
16	Undertake basic of food and beverage services	TOUS07CR16V1/20
17	Perform Guesthouse office administration Procedures	TOUS07CR17V1/20
18	Maintain guesthouse premises	TOUS07CR18V1/20
19	Provide information related to History of Maldives and its culture	TOUS07CR19V1/20
20	Provide laundry Services to guests	TOUS07CR20V1/20
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	Code	Level	No of Credits
01	Develop tourism industry knowledge	TOUCM01V2/20	III	03
02	Apply work ethics and professionalism	TOUCM02V1/20	III	03
03	Follow health, safety and security procedures	TOUCM03V2/20	III	03
04	Practice effective workplace communication	TOUCM04V2/20	III	04
05	Provide effective customer care	TOUCM05V2/20	III	05
06	Perform basic computer operations	TOUCM06V2/20	III	03
07	Provide first aid	TOUCM07V2/20	III	05
08	Respond to fire	TOUCM08V1/20	III	03
09	Clean guest house and its equipment	TOUS07CR09V1/20	III	05
10	Prepare Rooms for Guests	TOUS07CR10V1/20	III	06
11	Respond to guest inquiries and complaints	TOUS07CR11V1/20	III	04
12	Receive & Process Reservations	TOUS07CR12V1/20	III	04
13	Manage Financial Operations	TOUS07CR13V1/20	III	04
14	Perform arrival and departure services	TOUS07CR14V1/20	III	05
15	Organize excursions and site seeing trips	TOUS07CR15V1/20	III	04
16	Undertake basic of food and beverage services	TOUS07CR16V1/20	III	04
17	Perform Guesthouse office administration Procedures	TOUS07CR17V1/20	III	03
18	Maintain guesthouse premises	TOUS07CR18V1/20	III	05
19	Provide information related to History of Maldives and its culture	TOUS07CR19V1/20	III	03
20	Provide laundry Services to guests	TOUS07CR20V1/20	III	04

Packaging of National Qualifications:

National Certificate III in Guest House Operations 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

Qualification Code: TOUS07Q01L3V1/20

Competency Standard for Guest House Operations

UNIT TITLE Develop tourism industry knowledge					
DESCRIPTOR	This unit of competency deals with the knowledge and skills required to access tourism industry information relevant to the local context and promote products and services to fulfil the needs of customers.				
CODE	TOUCM01V2/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Seek information on the industry	1.1 Sources of information on the industry are correctly identified and accessed 1.2 Information to assist effective work performance is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities.
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities
3. Develop and update local knowledge	3.1 Local knowledge is developed to assist queries on local/national tourism industry 3.2 Local knowledge is updated using informal and/or formal research 3.3 Contact with local communities is maintained
4. Promote products and services to customers	4.1 Promotional initiatives are described that may be used to promote products and services 4.2 Selling skills are applied according to customer needs

RANGE STATEMENT

a) Information sources:

- ✓ media
- ✓ reference books
- ✓ libraries
- ✓ industry associations
- ✓ industry journals
- ✓ internet
- ✓ personal observation and experience
- ✓ online news media (local and global)

b) Information to assist effective work performance:

- ✓ different sectors of the industry and the services available in each sector
- ✓ relationship between tourism and hospitality
- ✓ relationship between the industry and other industries
- ✓ industry working conditions
- ✓ health and safety
- ✓ hygiene
- ✓ duty of care
- ✓ career opportunities within the industry
- ✓ work ethic required to work in the industry and industry expectations of staff
- ✓ quality assurance

c) Informal and formal research:

- ✓ Discussions with colleagues, management and customers
- ✓ Reading internal enterprise material about products and services
- ✓ Familiarity with customer comments including complaints
- ✓ Reading and researching product data and information
- ✓ Conducting internal testing to determine quality and differentials
- ✓ General media research
- ✓ Developing and analyzing responses to questionnaires
- ✓ Reading surveys and ratings

d) Promotional initiatives:

- ✓ Media campaigns
- ✓ Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events

Tools, equipment and materials required may include:

Nil

ASSESSMENT GUIDE

Form of assessment

- Interview/questions
- Practical demonstration
- Portfolio of industry information related to trainee's work

Assessment context

Assessment may be done in a classroom or interview scenario.

Critical aspects

Assessment requires evidence that the candidate;

- Knew key sources of information on the industry
- Updated industry knowledge
- Accessed and used industry information
- Developed and updated local knowledge
- Promoted products and services.

Assessment condition

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

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ Overview of the tourism industry, its products and services.✓ Identify and evaluate quality of tourism related products and services✓ Role of functions of individual staff members of tourism related organizations✓ Identify and evaluate sources for reliable industry information	<ul style="list-style-type: none">✓ Skills related to identifying various tourism related products and services.✓ Identify sources of information related to various tourism related products.✓ Convey proper information related to tourism products with accuracy

UNIT TITLE Apply work ethics and professionalism					
DESCRIPTOR	This module covers the knowledge, skills and attitudes required in demonstrating proper work values and professionalism while at workplace. Besides ethical values, knowledge and skills also developed on maintaining integrity at work.				
CODE	TOUCM02V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Define the purpose of work		1.1 One's unique sense of purpose for working and the whys of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is in harmony with company's values.
2. Apply work values/ethics		2.1 Work values/ethics/concepts are identified and classified in accordance with company's ethical standard guidelines. 2.2 Work policies are undertaken in accordance with company's policies, guidelines on work ethical standard. 2.3 Resources are used in accordance with company's policies and guidelines. 2.4 Punctuality, absence from work, sick, family and annual leave is maintained alignment to the Employment Act of the Maldives
3. Deal with ethical problems		3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior are followed. 3.2 Work incidents/situations are reported according to company protocol/guidelines. 3.3 Resolution and/or referral of ethical problems identified are reported/documented based on standard operating procedure
4. Maintain integrity of conduct in the workplace		1.1 Personal behavior and relationships with co-workers and/or clients are demonstrated consistent with ethical standards, policy and guidelines. 1.2 Work practices are satisfactorily demonstrated and consistent with industry work ethical standards, organizational policy and guidelines. 1.3 Instructions to co-workers are provided based on ethical lawful and reasonable directives

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.

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

For the purpose of delivering the assignment, students need to be familiarized with the following.

- ✓ Employment act of Maldives

ASSESSMENT GUIDE**Forms 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 critical that the assessment undertaken for this module be holistic and involve the following.

- ✓ Group discussion
- ✓ Role play
- ✓ Self-paced learning
- ✓ Written
- ✓ Demonstration
- ✓ Observation
- ✓ Interviews/questioning

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge to be developed:</p> <ul style="list-style-type: none"> ✓ Work responsibilities/job functions ✓ Company code of conduct/values ✓ Concept of work values/ethics ✓ Company policies and guidelines ✓ Work ethical standard ✓ Company's identified ethical problems ✓ Work incidents/situation ✓ Standard operating procedures ✓ Report writing and documentation ✓ Fundamental rights at work including gender sensitivity ✓ Corporate social responsibilities ✓ Human and interpersonal Relations ✓ Value Formation ✓ Professional Code of Conduct and Ethics 	<p>Skills to be developed:</p> <ul style="list-style-type: none"> ✓ Purpose for working and the why's of work are identified, reflected and linked to self-development ✓ Work values/ethics/concepts are identified and classified in accordance with company's ethical standard ✓ Work policies are undertaken in accordance with company's policies. ✓ Resources are used in accordance with company's policies and guidelines. ✓ Work incidents/situations are reported according to company guidelines ✓ Personal behavior and relationships with co-workers and clients are within ethical standard ✓ Work practices are satisfactorily demonstrated and consistent. ✓ Instructions to co-workers are provided based on ethical lawful and reasonable directives

UNIT TITLE Follow health, safety and security procedures					
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	TOUCM03V2/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
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 enterprise procedures 1.2. Level of personal cleanliness set by the establishment is observed throughout work 1.3. Effects and consequences of poor personal hygiene understood and avoided in all practice
2. Follow workplace health, safety and security procedures		1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
3. Deal with emergency situations		2.1. Emergency situations recognized and appropriate procedures followed in line with enterprise procedures 2.2. Assistance sought and cooperation given in emergency situations in line with enterprise procedures 2.3. Emergency incidences reported in line with enterprise procedure
4. Identify and prevent hygiene risks		3.1. Hygiene risks identified, prevented and avoided in line with enterprise procedures 3.2. Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures

5. Knowledge of the handling of machinery to prevent accidents	4.1. Necessary information, instructions and training provided to ensure occupational health and safety of employees, and for the effective maintenance of the machinery 4.2. Procedures put in place to avoid accidents 4.3. incidents reported through proper channels of communication, in line with enterprise procedures
6. Clean the work area	5.1 Cleaning tasks accomplished to enterprise standards 5.2 Proper method for cleaning selected and employed for appropriate task
7. Secure work premises	6.1 Work premises closed and locked at the end of work, in line with enterprise procedures

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
- ✓ Procedures for cleaning and maintenance of machinery
- ✓ 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 utilizing 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

- ✓ 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.

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"> ✓ General knowledge on safe practices ✓ Communication procedures ✓ Relevant workplace procedures and guideline 	<ul style="list-style-type: none"> ✓ Undertake safe manual handling jobs ✓ Competent to follow safety regulations ✓ Competent to work safely with workplace equipment, machines, materials and colleagues

UNIT TITLE Practice effective workplace communication					
DESCRIPTOR	This unit addresses the need for effective communication in the hospitality industry. 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 including how to use the telephone effectively.				
CODE	TOUCM04V2/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Obtain and convey workplace information		1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Speak English and Dhivehi at an operational level		2.1 Workplace interactions with colleagues appropriately made 2.2 Verbal instructions or requests are responded to at an operational level 2.3 Appropriate non-verbal communication used 2.4 Simple requests are made 2.5 Routine procedures are described 2.6 Different forms of expression in English and Dhivehi is identified and used as appropriate
3. Participate in workplace meetings and discussions		3.1 Team meetings are attended on time 3.2 Own opinions are clearly expressed and those of others are listened to without interruption 3.3 Meeting inputs are consistent with the meeting purpose and established protocols 3.4 Workplace interactions are conducted in a courteous manner 3.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 3.6 Meetings outcomes are interpreted and implemented
4. Complete relevant work-related		4.1 Range of forms relating to conditions of

documents	<p>employment are completed accurately and legibly</p> <p>4.2 Workplace data is recorded on standard workplace forms and documents</p> <p>4.3 Basic mathematical processes are used for routine calculations</p> <p>4.4 Errors in recording information on forms/ documents are identified and properly acted upon</p> <p>4.5 Reporting requirements to supervisor are completed according to organizational guidelines</p>
5. Manage workplace calls and messages	<p>5.1. Operate workplace phones</p> <p>5.2. Attend and manage phone calls</p> <p>5.3. Read and respond to texts and messages</p> <p>5.4. Perform communication in both English and Dhivehi</p>

RANGE STATEMENT

Procedures included:

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

Aspects evaluated:

- ✓ Non-verbal communication
- ✓ Verbal communication
- ✓ Interpersonal skills
- ✓ Body language
- ✓ 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 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.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ General knowledge of English and Divehi grammar✓ General knowledge of common telephone equipment✓ General knowledge on effective communication	<ul style="list-style-type: none">✓ Undertake effective customer relation communications✓ Competent in communicating basic with customers✓ Fluency in English and Dhivehi language usage

UNIT TITLE Provide effective customer care					
DESCRIPTOR	This unit addresses the importance of caring for customers in the hospitality industry, especially while working as a Guest House Operator. It is a very important unit related to providing effective customer care and will include greetings, identifying needs of, delivering quality customer care, handling of inquiries, complaints and managing angry customers.				
CODE	TOUCM05V2/20	LEVEL	III	CREDIT	05

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 Appropriate interpersonal skills are used to ensure that customer needs are accurately identified 2.2 Customer needs are assessed for urgency so that priority for service delivery can be identified 2.3 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor 2.4 Customers informed correctly 2.5 Personal limitation identified and assistance from proper sources sought when required
3. Deliver service to customers	3.1 Customer needs are promptly attended to in line with organizational procedure 3.2 Appropriate rapport is maintained with customer to enable high quality service delivery 3.3 Opportunity to enhance the quality of service and products are taken wherever possible
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
6. Handle and manage angry customers	6.1 Apply principles related to anger management 6.2 Meet with angry customers and console them accordingly 6.3 Maintain a log book for recording customer service incidents.

Range Statement

Procedures included:

- ✓ Greeting procedure
- ✓ Complaint and comment handling procedure
- ✓ Incidence reporting procedures
- ✓ General knowledge of property
- ✓ Standard operating procedures for service deliveries
- ✓ Non-verbal and verbal communication
- ✓ Dress and accessories
- ✓ Gestures and mannerisms
- ✓ Voice tonality and volume
- ✓ Culturally specific communication customs and practices
- ✓ Cultural and social differences

Includes but are not limited to:

- ✓ Modes of greeting, fare welling and conversation
- ✓ Body language/ use of body gestures
- ✓ Formality of language

Interpersonal skills:

- ✓ Interactive communication
- ✓ Good working attitude
- ✓ Sincerity
- ✓ Pleasant disposition
- ✓ Effective communication skills
- ✓ Customer needs

Customer with limitation may include:

- ✓ Those with a disability
- ✓ Those with special cultural or language needs
- ✓ Unaccompanied children
- ✓ Parents with young children
- ✓ Pregnant women
- ✓ Single women

Tools, equipment and materials required may include:

- ✓ Relevant procedure manuals
- ✓ Availability of telephone, printer, computer, internet, etc.
- ✓ Availability of data on projects and services; tariff and rates, promotional activities in place etc.

ASSESSMENT GUIDE

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 requires evidence that the candidate:
- ✓ Complied with industry practices and procedures
- ✓ Used interactive communication with others
- ✓ Complied with occupational, health and safety practices
- ✓ Promoted public relation among others
- ✓ Complied with service manual standards
- ✓ Demonstrated familiarity with company facilities, products and services
- ✓ Applied company rules and standards
- ✓ Applied telephone ethics
- ✓ Applied correct procedure in using telephone, printer, computer, internet
- ✓ Handled customer complaints
- ✓ Depict effective communication skills

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
Knowledge to be developed: <ul style="list-style-type: none">✓ effective customer services principles, including requirements to meet customer service needs and expectations✓ workplace products and services✓ customer service reporting procedures✓ customer service problem-resolution procedures.	Skills to be developed: <ul style="list-style-type: none">✓ promote products and services in a clear and direct manner✓ identify customer needs and expectations✓ resolve customer concerns and complaints by taking appropriate action, including:<ul style="list-style-type: none">• handling customer needs in a courteous, discreet and sensitive manner• addressing customer complaints and escalating where necessary✓ apply workplace procedures relating to customer feedback, including:<ul style="list-style-type: none">• customer service and continuous improvement processes• workplace customer service practices

UNIT TITLE	Perform basic computer operations				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions.				
CODE	TOUCM06V2/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Start computer, system information and features	1.1. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.2. Ensure work organization meets organizational and occupational health and safety (OHS) requirements for computer operation 1.3. Start computer or log on according to user procedures 1.4. Identify basic functions and features using system information 1.5. Customize desktop configuration, if necessary, with assistance from appropriate persons 1.6. Use help functions as required
2. Organize files using basic directory and folder structures	2.1 Create folders/subfolders with suitable names 2.2 Save files with suitable names in appropriate folders 2.3 Rename and move folders/subfolders and files as required 2.4 Identify folder/subfolder and file attributes 2.5 Move folders/subfolders and files using cut and paste, and drag and drop techniques 2.6 Save folders/subfolders and files to appropriate media where necessary 2.7 Search for folders/subfolders and files using appropriate software tools 2.8 Restore deleted folder/subfolders and files as necessary
3. Print information	3.1 Print information from installed printer 3.2 View progress of print jobs and delete as required 3.3 Change default printer if installed and required
4. Shut down computer	4.1 Close all open applications 4.2 Shut-down computer according to user procedures
5. Basic Microsoft Word and Excel skills	5.1. Ensure data is entered, checked and amended in accordance with organizational and task requirements, to maintain consistency of design and layout 5.2. Format spreadsheet using software functions; to adjust page and cell layout to meet information requirements, in accordance with organizational style and presentation requirements 5.3. Ensure formulae are used and tested to confirm

	<p>output meets task requirements, in consultation with appropriate personnel as required</p> <p>5.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production</p> <p>5.5. Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organizational style and presentation requirements</p> <p>5.6. Use system features to identify and manipulate screen display options and controls</p> <p>5.7. Use manuals, user documentation and online help to overcome problems with document presentation and production</p>
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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

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this occupational standard

Forms of assessment

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

- ✓ direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- ✓ demonstration of techniques
- ✓ oral or written questioning to assess knowledge of computer operations and functions
- ✓ review of shortcuts created
- ✓ review of folders/subfolders created.

Critical aspects (for assessment)

Evidence of the following is essential:

- ✓ navigation and manipulation of the desktop environment within the range of assigned workplace tasks

- ✓ knowledge of organizational requirements for simple documents and filing conventions
- ✓ application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required.

Assessment conditions

- ✓ Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.
- ✓ Assessment must include direct observation of tasks.
- ✓ Where assessment of competency includes third-party evidence, individuals must provide evidence
- ✓ Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge required: <ul style="list-style-type: none"> ✓ Basic ergonomics of keyboard and computer use ✓ Main types of computers and basic features ✓ Of different operating systems ✓ Main parts of a computer ✓ Storage devices and basic categories of memory ✓ Relevant software ✓ General security and computer Viruses 	Skills required: <ul style="list-style-type: none"> ✓ communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback ✓ problem-solving skills to solve routine problems in the workplace, while under direct supervision ✓ technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer ✓ basic typing techniques and strategies.

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.				
CODE	TOUCM07V2/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Assess the situation		1.1. Physical hazards and risks to self 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 prompt decision taken on actions required 1.4. Assistance sought from relevant persons/authority, 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 stabilize the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognized 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 reported accurately and clearly to emergency services personnel or health professionals	
4. Prepare required documentation		4.1. Documented emergency situations according to enterprise procedures 4.2. Clear and accurate reports are provided within required time frames	

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 minimizing 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 vital 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 persons/authority 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:
 - Checking and maintaining the casualty's airway, breathing and circulation
 - Checking the site for danger to self, casualty and others and minimizing the danger

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Basic anatomy and physiology ✓ Resuscitation ✓ Bleeding control ✓ Care of the unconscious ✓ Airway management ✓ Basic infection control principles and procedures ✓ Legal requirements ✓ Duty of care ✓ Reporting requirements 	<ul style="list-style-type: none"> ✓ Assertiveness skills ✓ Communication skills ✓ Decision making ✓ Report preparation ✓ Provide first aid ✓ Provide various types of treatments ✓ Demonstrate the four-step process providing basic first aid

UNIT TITLE Respond to Fire					
DESCRIPTOR	<p>This unit covers the competency required to carry out initial response to suppress a fire. It also includes the ability to identify the nature and classification of the fire, report the fire and carry out evacuation procedures.</p> <p>The unit does not cover the competencies needed to become a professional firefighter and will be covered in other related units in relevant standards.</p>				
CODE	TOUCM08V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
5. Prepare for fire		<p>1.1 Procedures related to a fire emergency are accessed, interpreted and rehearsed</p> <p>1.2 Location of firefighting equipment is identified and the equipment is checked in accordance with organisational procedures and referred for maintenance/replacement as required</p>
6. Carry out initial notification and assessment		<p>2.1 Nature and scope of the fire is identified, confirmed and reported to appropriate personnel</p> <p>2.2 Fire situation is assessed and appropriate course of action is determined in keeping with requirements for personal safety</p> <p>2.3 Notification of fire threat is undertaken in accordance with authorized procedures</p> <p>2.4 Emergency evacuation procedures are followed, where appropriate, and in accordance with organisational procedures</p>
7. Extinguish fires		<p>3.1 Fires are extinguished using the appropriate equipment, materials and procedures</p> <p>3.2 Extinguisher is applied to ensure fast knockdown of fire</p> <p>3.3 Extinguisher is used at the appropriate range and time</p> <p>3.4 Extinguisher is used to minimise damage to equipment and facilities and to minimise risk of injury to personnel</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.

Firefighting equipment may include,

- ✓ Extinguishers
- ✓ Fire blankets
- ✓ Fire hose reels
- ✓ Fire hydrants
- ✓ Firefighting vehicles

- ✓ Personal protection equipment (PPE)

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

All relevant equipment to develop the competency of providing fire skills relevant.

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

This unit may be assessed in a simulated environment

Critical aspects (for assessment)

Assessment must ensure:

- ✓ Use of real fire related equipment
- ✓ Ability to assess situations requiring responding to fire and to decide on a plan of action including seeking help

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge to be developed:</p> <ul style="list-style-type: none"> ✓ composition of teams, and roles and responsibility of team members ✓ fire alarm systems ✓ local area emergency procedures ✓ principles of teamwork, team aims and objectives ✓ site emergency plan ✓ techniques for supporting others/team members ✓ types, operations and application of firefighting equipment including extinguishers, hose reels and, where appropriate, monitors ✓ verbal and non-verbal communication techniques including language, language style, active listening 	<p>Skills to be development:</p> <ul style="list-style-type: none"> ✓ access, read and interpret local emergency procedures ✓ apply evacuation procedures ✓ assess fire situation and notify authorities ✓ carry out periodic checks on firefighting equipment ✓ identify emergency alarms and match with response requirement ✓ identify, select and use firefighting equipment ✓ participate in a team ✓ use a variety of verbal and non-verbal communication techniques

UNIT TITLE Clean guest house and its equipment					
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 customers' needs				
CODE	TOUS07CR09V1/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Select and set up equipment and materials.	1.1. Select appropriate equipment for cleaning task. 1.2. Check equipment is clean and in safe working condition according to manufacturer instructions prior to use. 1.3. Select and prepare required wet and dry-cleaning agents or chemicals according to manufacturer recommendations and work health and safety procedures. 1.4. Select and use personal protective clothing where necessary.	
2. Clean wet and dry areas and associated equipment.	2.1. Minimize potential customer inconvenience in scheduling and performing cleaning tasks. 2.2. Prepare wet and dry areas to be cleaned and identify hazards. 2.3. Barricade work areas or place warning signs as required. 2.4. Use cleaning agents or chemicals for specific areas, surfaces and equipment, according to manufacturer recommendations and work health and organizational procedures. 2.5. Use equipment safely and according to manufacturer instructions. 2.6. Reduce negative environmental impacts through efficient use of energy, water and other resources. 2.7. Sort general waste and safely dispose of waste and hazardous substances to minimize negative environmental impacts.	
3. Maintain and store cleaning equipment and chemicals.	3.1. Clean equipment after use according to organizational requirements and manufacturer instructions.	

	3.2. Carry out or arrange routine maintenance of equipment. 3.3. Identify and report equipment faults. 3.4. Store equipment in designated area in a condition ready for re-use. 3.5. Store chemicals according to workplace health and safety requirements.
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Range Statement:

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Equipment may include:

- ✓ electrically operated equipment:
- ✓ polishers
- ✓ scrubbers
- ✓ vacuum cleaners
- ✓ garbage receptacles
- ✓ manual equipment:
- ✓ brushes
- ✓ buckets
- ✓ dusters
- ✓ mops and cloths.

Cleaning agents may include:

- ✓ agents for specialized surfaces:
- ✓ glass
- ✓ wood
- ✓ deodorizers
- ✓ disinfectants
- ✓ spot cleaning agents
- ✓ pesticides.

Work health and safety and environmental requirements may include:

- ✓ hazardous substances and storage requirements
- ✓ MSDS
- ✓ safe manual handling techniques.

Protective clothing may include:

- ✓ aprons
- ✓ breathing apparatus
- ✓ gloves
- ✓ goggles and masks
- ✓ headwear
- ✓ jackets
- ✓ overalls
- ✓ waterproof clothing and footwear.

Wet and dry areas may include:

- ✓ balconies
- ✓ bathrooms
- ✓ bedrooms
- ✓ function rooms
- ✓ kitchens
- ✓ private lounge areas
- ✓ public areas
- ✓ storage areas.

Hazards may include:

- ✓ breakages
- ✓ heated utensils and surfaces
- ✓ human material or waste
- ✓ sharp items such as knives and needles and syringes
- ✓ surgical dressings
- ✓ wet or slippery surfaces.

Unhygienic personal contact may include:

- ✓ transferring micro-organisms by:
- ✓ blowing nose
- ✓ coughing
- ✓ drinking
- ✓ eating
- ✓ scratching skin and hair
- ✓ sneezing
- ✓ spitting
- ✓ touching wounds
- ✓ transmitting tobacco products by smoking.

Food contact surfaces may include:

- ✓ chopping boards
- ✓ containers
- ✓ cooking utensils
- ✓ crockery
- ✓ cutlery
- ✓ glassware
- ✓ pots and pans
- ✓ sinks
- ✓ workbenches.

Routine maintenance may include:

- ✓ dismantling and reassembling
- ✓ drying out
- ✓ emptying
- ✓ sanitizing

- ✓ washing and rinsing
- ✓ wiping down and cleaning.

Tools, equipment and material used

Assessment must ensure use of:

- ✓ wet and dry areas to be cleaned, that include a range of different hard and soft surfaces
- ✓ electrical and manual cleaning equipment
- ✓ cleaning agents for multiple hard and soft surfaces
- ✓ protective clothing and other safety equipment.

ASSESSMENT GUIDE

Forms of assessment

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

- ✓ direct observation of cleaning and maintenance activities
- ✓ inspection of areas cleaned by the individual
- ✓ oral or written questioning to assess knowledge of cleaning and maintenance procedures,
- ✓ materials, equipment and hazardous substances and efficient resource use
- ✓ review of portfolios of evidence and third-party workplace reports of on-the-job performance
- ✓ by the individual.

Critical aspects (for assessment)

Evidence of the ability to:

- ✓ select and safely use cleaning agents and equipment on wet and dry areas
- ✓ complete cleaning tasks to required standards within commercially-realistic timeframes
- ✓ use hygienic cleaning practices
- ✓ integrate knowledge of cleaning products, cleaning techniques, waste disposal and ways of
- ✓ conserving resources in the cleaning process.

Assessment conditions

Assessment must ensure use of:

- ✓ wet and dry areas to be cleaned, that include a range of different hard and soft surfaces
- ✓ electrical and manual cleaning equipment
- ✓ cleaning agents for multiple hard and soft surfaces
- ✓ protective clothing and other safety equipment.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge required:</p> <ul style="list-style-type: none"> ✓ Cleaning chemicals, equipment and procedures for wet and dry surfaces and materials such as toilets, basins, sinks and walls. ✓ Perform drying of carpet, laminate, soft furnishings and wood works. ✓ safe operational practices using essential functions and features of equipment used to clean wet and dry areas ✓ safe manual-handling techniques when carrying, lifting, pulling and pushing ✓ safe handling and disposal requirements for hazardous cleaning products ✓ ways of minimizing negative environmental impacts in the cleaning process on resource conservation – energy and water and waste disposal ✓ standards for presentation of premises and organisational procedures to achieve them. 	<p>Skills required:</p> <ul style="list-style-type: none"> ✓ select and safely use cleaning agents and equipment to clean six different areas from the following, including both wet and dry areas such as balconies, bathrooms, bedrooms, function rooms, kitchens, lounge areas, public and storage areas. ✓ complete above cleaning tasks to required standards while: <ul style="list-style-type: none"> • conserving resources in the cleaning process • disposing or recycling of waste • using correct manual-handling and cleaning techniques • using hygienic cleaning practices • completing tasks within commercially-realistic timeframes.

UNIT TITLE Prepare Rooms for Guests					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to clean and prepare rooms, including bedrooms and bathrooms, in an accommodation establishment.				
CODE	TOUS07CR10V1/20	LEVEL	III	CREDIT	06

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Prepare for room servicing.		1.1. Identify rooms requiring service from information supplied. 1.2. Select and prepare room servicing equipment and cleaning agents according to work schedule and product instructions. 1.3. Identify supplies for trolleys and select or order in sufficient numbers. 1.4. Load trolleys safely with adequate supplies. 1.5. Access rooms according to organizational customer service and security procedures.	
2. Make up beds.		2.1. Strip beds and mattresses and check pillows and linen for stains and damage. 2.2. Replace stained and damaged linen according to organizational standards	
3. Clean rooms, toilets and bathrooms		3.1. Select and use cleaning agents or chemicals for specific areas, surfaces and equipment, according to manufacturer recommendations, work health and safety and organizational procedures. 3.2. Clean rooms in logical order and with minimum disruption to guests. 3.3. Identify and respond to hazards. 3.4. Reduce negative environmental impacts through efficient use of energy, water and other resources. 3.5. Identify pests and take appropriate action	
4. Organize rooms.		4.1. Check and reset furniture, fixtures and fittings. 4.2. Check and replenish or replace room supplies. 4.3. Collect and store guest items left in vacated rooms	

5. Check rooms.	5.1. Identify room defects, damaged items or suspicious items or occurrences. 5.2. Report items for follow-up by maintenance teams. 5.3. Check all aspects of room set-up and cleanliness prior to leaving
6. Check and store trolleys and equipment.	6.1. Clean trolleys and store equipment after use. 6.2. Safely dispose of all waste and hazardous substances according to environmental requirements. 6.3. Check supplies and replenish or reorder according to organizational procedures

Range Statement:

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Equipment may include:

- ✓ electrically operated equipment:
 - scrubbers
 - vacuum cleaners
- ✓ garbage receptacles
- ✓ manual equipment:
 - brushes
 - buckets
 - dusters
 - mops and clothes
- ✓ protective clothing

Cleaning agents may include:

- ✓ agents for specialized surfaces:
 - glass
 - wood
- ✓ deodorizers
- ✓ disinfectants
- ✓ spot cleaning agents
- ✓ pesticides.

Hazards may include:

- ✓ breakages
- ✓ heated utensils and surfaces
- ✓ human material or waste
- ✓ sharp items:
 - knives

- needles and syringes
- ✓ surgical dressings
- ✓ wet or slippery surfaces.

Unhygienic personal contact may include:

- ✓ transferring micro-organisms by:
 - blowing nose
 - coughing
 - drinking
 - eating
 - scratching skin and hair
 - sneezing
 - spitting
 - touching wounds

Food contact surfaces may include:

- ✓ chopping boards
- ✓ containers
- ✓ cooking utensils
- ✓ crockery
- ✓ cutlery
- ✓ glassware
- ✓ pots and pans
- ✓ sinks
- ✓ Workbenches.

Cleaning cloths

- tea towels
- spreading bacteria from bathroom or bedroom areas to mini-bar or kitchen area

Furniture, fixtures and fittings may include:

- ✓ desks
- ✓ floor surfaces
- ✓ light fittings
- ✓ mirrors and glassware
- ✓ refrigerators
- ✓ telephones
- ✓ televisions
- ✓ wardrobes.
- ✓

Room supplies may include:

- ✓ bathroom supplies
- ✓ discretionary supplies and gifts
- ✓ food and beverages
- ✓ digital equipment
- ✓ kitchen equipment
- ✓ linen

Tools, equipment and material used

cleaning chemicals, equipment and procedures for wet and dry surfaces and materials:

- ✓ agents for specialized surfaces
- ✓ deodorizers
- ✓ disinfectants
- ✓ spot cleaning agents
- ✓ pesticides

ASSESSMENT GUIDE**Forms of assessment**

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

- ✓ direct observation of the individual preparing and servicing a guest room
- ✓ inspection of rooms cleaned by the individual
- ✓ written or oral questioning to assess knowledge of housekeeping and room preparation procedures,
- ✓ hazardous substances and efficient resource use
- ✓ review of portfolios of evidence and third-party workplace reports of on-the-job performance by the Individual.

Critical aspects (for assessment)

Evidence of the ability to:

- ✓ safely use cleaning chemicals and equipment during room servicing
- ✓ clean and prepare multiple rooms to required standards within commercially-realistic timeframes
- ✓ use hygienic cleaning practices
- ✓ demonstrate knowledge of cleaning products, cleaning techniques, waste disposal and ways of conserving
- ✓ resources in the cleaning process.

Assessment conditions

Assessment must ensure use of:

- ✓ an operational accommodation environment with the fixtures, large and small equipment and workplace
- ✓ documentation defined in the Assessment Guidelines; this can be a:
 - real industry workplace
 - simulated industry environment such as a training hotel
- ✓ guest rooms requiring cleaning.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge required:</p> <ul style="list-style-type: none"> ✓ cleaning chemicals, equipment and procedure for wet and dry surfaces and materials ✓ agents for specialized surfaces ✓ deodorizers ✓ disinfectants ✓ spot cleaning agents ✓ pesticides ✓ types of protective clothing used for different cleaning tasks ✓ ways of minimizing negative environmental impacts in the cleaning process: ✓ resource conservation – energy and water ✓ waste disposal ✓ Maintain presentation standards for guest rooms. 	<ul style="list-style-type: none"> ✓ literacy skills to: <ul style="list-style-type: none"> • read schedules for room servicing • read product labels and product safety instructions • complete simple forms and room reports ✓ numeracy skills to calculate dilution requirements of cleaning products ✓ planning and organizing skills to complete room servicing in a logical and efficient way ✓ Problem-solving skills to identify and deal with common room servicing challenges.

UNIT TITLE	Respond to guest inquiries and complaints				
DESCRIPTOR	This unit of competency involves the skills and knowledge to respond effectively to client inquiries or complaints regarding company services. The worker needs to handle formal or informal inquiries or negative feedback/complaints from clients about services/products.				
CODE	TOUS07CR11V1/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify nature and type of inquiry or complaint	1.1. Address client in a courteous and business-like manner in accordance with company requirements 1.2. Confirm details of inquiry or complaint through suitable communication with client in accordance with company requirements 1.3. Establish client needs and degree of urgency promptly in accordance with company requirements 1.4. Record details of inquiry or complaint to ensure accurate records are maintained in accordance with legislative and company requirements 1.5. Identify impact of relevant legislative and company requirements for handling inquiries and complaints 1.6. Allocate a priority to inquiries or complaints requiring additional research and ensure arrangements are made for follow-up in accordance with company requirements.
2. Research information relevant to inquiry or complaint	2.1. Identify information relevant to client needs from company and industry sources in accordance with company requirements 2.2. Review records to establish history of service in accordance with company requirements.
3. Refer inquiries or complaints	3.1. Identify inquiries or complaints that require referral to other personnel or external bodies in accordance with legislative and company requirements 3.2. Make referrals to appropriate personnel for follow-up in accordance with individual level of responsibility and company requirements 3.3. Forward documents and investigation reports to appropriate personnel in accordance with company requirements 3.4. Follow up with appropriate personnel to gain prompt decisions in accordance with company

	requirements.
4.Communicate with clients and/or their agents to resolve issue	4.1. Establish need for written, verbal or personal response in accordance with nature of inquiry and company requirements 4.2. Prepare response to inquiry or complaint in accordance with company requirements.
5.Satisfy complex client needs	5.1. Explain possibilities for meeting client needs in accordance with legislative and company requirements 5.2. Assist clients to evaluate service/product options to satisfy their needs in accordance with legislative and company requirements 5.3. Determine and prioritize preferred action in accordance with legislative and company requirements 5.4. Identify potential areas of difficulty in client service delivery and take appropriate actions in a positive manner in accordance with legislative and company requirements.
6.Update relevant files and records	6.1. Complete business documentation in accordance with company requirements 6.2. Advise work allocations promptly to relevant staff in accordance with company requirements 6.3. Collate information on the type and source of inquiries to enable subsequent data analysis in accordance with company requirements.
7.Update policy and procedures where required	7.1. Provide information on the identified problem and solutions to management to assist in updating company policy and procedures in accordance with company requirements 7.2. Debrief staff on the nature of the problems and solutions implemented to reduce incidence of recurrence in accordance with legislative and company requirements.

Range Statement:

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations.

Appropriate personnel may include:

- ✓ colleagues
- ✓ staff or employee representatives
- ✓ supervisor/line manager
- ✓ Suppliers/manufacturers.

Business documentation may include:

- ✓ databases
- ✓ email
- ✓ faxes
- ✓ quotations/pricing estimates
- ✓ standard letters
- ✓ statements
- ✓ tax invoices.

Client needs may relate to:

- ✓ advice or general information
- ✓ domestic, commercial or industrial interests
- ✓ hours of operation
- ✓ making complaints/suggestions
- ✓ purchasing products and services
- ✓ specific requests.

Clients may be external and internal and include:

- ✓ clients with routine or special requests
- ✓ people from a range of social, cultural or ethnic backgrounds
- ✓ people with varying physical and mental abilities

Communication may include:

- ✓ personal visit
- ✓ presentation
- ✓ telephone discussions.

Company requirements may include:

- ✓ code of ethics
- ✓ company image
- ✓ dress/uniform code
- ✓ legal and company policy/guidelines
- ✓ personnel practices and guidelines outlining work roles, responsibilities and delegations
- ✓ quality systems, standards and guidelines
- ✓ staff appearance and presentation.

Complaints may range from a simple client dissatisfaction that can be resolved on the spot to scenarios where external bodies are required and may include:

- ✓ formality
- ✓ severity
- ✓ source.

Information may be:

- ✓ communicated electronically e.g. by email
- ✓ contained in company databases
- ✓ contained in manufacturers' specifications or information
- ✓ provided verbally
- ✓ written e.g. product brochures.

Legislative requirements may include:

- ✓ award and enterprise agreements
- ✓ industry advisory standards and codes
- ✓ relevant Commonwealth/state/territory legislation and local government regulations that affect company operation:
- ✓ building codes
- ✓ chemical controls
- ✓ chemical registers/manifests
- ✓ consumer protection
- ✓ Dangerous Goods Acts, regulations and codes
- ✓ declared pest (plant and animal) reporting
- ✓ environmental protection issues
- ✓ freedom of information
- ✓ industrial relations
- ✓ motor and commercial vehicle(s) transportation
- ✓ motor license and endorsement regulations
- ✓ OHS Acts and regulations
- ✓ privacy
- ✓ trade practices
- ✓ workplace consultative arrangements.

Records may include:

- ✓ audiovisual e.g. tapes
- ✓ computer-based systems
- ✓ verbal discussions with operators
- ✓ written reports e.g. forms and reports.

Responses may include:

- ✓ cancellation of service
- ✓ client education
- ✓ general advice
- ✓ information on products/services available including features and benefits
- ✓ planned visit
- ✓ provision of further information
- ✓ quotations/pricing estimates
- ✓ referral to others including specialist advisors
- ✓ standard industry disclaimers.

Solutions may involve:

- ✓ additional service provision
- ✓ change in service provision
- ✓ clear explanation
- ✓ litigation
- ✓ mediation
- ✓ payment of compensation

- ✓ rectification.

Tools, equipment and material used

Practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. The candidate and the assessor should have access to the appropriate documentation and resources normally utilised in the workplace. This includes access to the following:

- ✓ a suitable work area, or a simulated workplace environment
- ✓ access to relevant databases and information sources
- ✓ company procedures for complaints handling
- ✓ assessment documentation forms and record books.

ASSESSMENT GUIDE

Forms of assessment

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Critical aspects (for assessment)

- ✓ Accurate identification of customer needs through the use of appropriate interpersonal skills.
- ✓ Detailed knowledge of company procedures for handling complaints.
- ✓ Ability to provide solutions/options and resolve issue to standards in an appropriate timeframe.
- ✓ Ability to handle difficult clients and situations with diplomacy and tact.
- ✓ Ability to refer complaints to appropriate personnel in accordance with company requirements.
- ✓ Ability to record and document issue and resolution according to company requirements.

Assessment conditions

Practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. The candidate and the assessor should have access to the appropriate documentation and resources normally utilized in the workplace. This includes access to the following:

- ✓ a suitable work area, or a simulated workplace environment, that allows for demonstration of handling client complaints
- ✓ access to relevant databases and information sources
- ✓ company procedures for complaints handling
- ✓ assessment documentation forms and record books.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>The knowledge requirements for this unit are listed below.</p> <ul style="list-style-type: none"> ✓ Common industry and company service problems and solutions. ✓ Legal and ethical industry and company aspects. ✓ Client motivations and expectations. ✓ Effective communication techniques may include but are not limited to active listening, using open and/or closed questions, speaking clearly and concisely, using appropriate language and tone of voice, giving clients full attention, maintaining eye contact (for face-to-face interactions), non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) and clear, legible writing ✓ Industry ethics and practice. ✓ Relevant government policies and regulations. ✓ Company policy and procedures for handling and documenting client complaints. 	<ul style="list-style-type: none"> ✓ Accurate identification of customer needs through the use of appropriate interpersonal skills. ✓ Detailed knowledge of company procedures for handling complaints. ✓ Ability to provide solutions/options and resolve issue to standards in an appropriate timeframe. ✓ Ability to handle difficult clients and situations with diplomacy and tact. ✓ Ability to refer complaints to appropriate personnel in accordance with company requirements. ✓ Ability to record and document issue and resolution according to company requirements.

UNIT TITLE Receive & Process Reservations					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to receive and process reservations for a tourism or hospitality product or service offered for sale to agents or direct to the consumer.				
CODE	TOUS07CR12V1/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1.Receive reservation request.	1.1. Determine the availability of the requested reservation and advise this to customer. 1.2. Offer alternatives if the requested booking is not available, including waitlist options. 1.3. Answer enquiries regarding costs and other product features.	
2.Record details of reservation.	2.1. Accurately record customer details against their reservation in a manner that ensures correct interpretation by others who may access the reservations details. 2.2. Check for and make use of customer profile or history, if available, and use information to assist in making the reservation and enhancing customer service. 2.3. Clearly record any special requests according to organization requirements. 2.4. Confirm all details of the booking with the customer and ensure that they understand and agree to all details. 2.5. File the reservation in a manner that ensures easy access by others and according to organization procedures. 2.6. Prepare and issue documents and other material to the customer according to requirements of the specific reservation.	
3.Update reservations.	3.1. Update the financial status of the reservation accurately and according to organization procedures. 3.2. Receive, process and record any amendments to or cancellations of reservations according to customer request and organization procedures.	
4.Advise others on reservation details.	4.1. Communicate general and specific customer requirements and reservation details to appropriate departments and colleagues. 4.2. Compile and provide accurate and relevant reservation statistics on request.	

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.

- ✓ Customers may be industry customers, travel consultants and inbound tour companies or operators and end users of the service, i.e. the consumer.
- ✓ Customer details may be recorded using a computer file or a manual file.
- ✓ Reservation may be made by phone, facsimile, email and face-to-face and may be for individuals, groups, VIPs and conference delegates.
- ✓ Customer profiles may include full name and title, address, phone, fax, email and other communication methods

Documents issued to customers may include:

- ✓ paper-based or electronically transmitted materials
- ✓ invoices
- ✓ credit notes
- ✓ receipts
- ✓ service vouchers
- ✓ confirmation letters
- ✓ Information packs.

Updating the financial status of the reservation may include:

- ✓ receiving, processing and recording payments
- ✓ generating and issuing invoices and credit notes for changed reservations
- ✓ Checking and recording that the reservation has been fully paid.

General and specific customer requirements and reservation details may include:

- ✓ special requests
- ✓ timing details
- ✓ special needs
- ✓ payment arrangements
- ✓ information of a style of customer, e.g. special interest group or VIP status
- ✓ Details of other services being used.

Tools, equipment and material used

Practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. The candidate and the assessor should have access to the appropriate documentation and resources normally utilised in the workplace. This includes access to the following:

- ✓ a suitable work area, or a simulated workplace environment, that allows for demonstration of handling client complaints
- ✓ access to relevant databases and information sources
- ✓ company procedures for complaints handling
- ✓ Assessment documentation forms and record books.

ASSESSMENT GUIDE

Forms of assessment

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

- ✓ direct observation of the candidate receiving and processing reservations
- ✓ evaluation of integrated activities completed by the candidate, including sourcing information on products, selling products, providing quotations and issuing documents
- ✓ evaluation of reservations documentation and booking data generated by the candidate
- ✓ activities to assess ability to process differing types of reservations, including booking, retrieving and amending a series of bookings
- ✓ written and oral questioning or interview to test knowledge of the principles underpinning reservations procedures and the relationships between different sectors of the tourism industry
- ✓ review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Critical aspects (for assessment)

Evidence of the following is essential:

- ✓ ability to make accurate reservations according to established systems and procedures and within typical workplace time constraints
- ✓ ability to receive and process multiple reservations in response to multiple customer requests covering a range of tourism products and services and ideally as a component of integrated work activity
- ✓ understanding of the different sources of reservations and the industry interrelationships that apply
- ✓ project or work activities that show the candidates' ability to receive and process reservations 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.

Assessment conditions

Assessment must ensure:

- ✓ demonstration of skills within a fully equipped industry-realistic office environment using appropriate telephones, computers and printers
- ✓ access to a computerized or manual reservations system currently used by tourism and hospitality industry operators to control the reservations function for the supply of their product or service
- ✓ use of industry-current reservations documentation.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>The following knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none">✓ in-depth product knowledge appropriate to the specific industry sector and product being sold✓ reservations and bookings terminology✓ relationships between different sectors of the tourism industry that relate to reservations, including sources of reservations✓ working knowledge of the principles underpinning the particular reservations system in use.	<p>The following skills must be assessed as part of this unit:</p> <ul style="list-style-type: none">✓ verbal and written use of the 24-hour clock and ability to translate for customers✓ verbal and written use of reservation jargon, system and product codes✓ literacy skills to read and interpret reservation information such as customer files, customer requests and complex product and costing information✓ writing skills to create customer files and succinctly document complex customer requests and any conditions✓ numeracy skills to prepare and present reservation statistics.

UNIT TITLE Manage Financial Operations					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to manage day-to-day financial operations of a small organization, a department within a larger organization or a complex project.				
CODE	TOUS07CR13V1/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA			
1. Develop approaches to financial management.		1.1.	Assess scope of financial management requirements for a given organization or project.		
		1.2.	Identify need for and organize specialist accounting assistance where appropriate.		
		1.3.	Develop approaches to financial management based on overall direction and goals of the organization or project.		
		1.4.	Develop financial management systems and procedures according to organization needs.		
2. Develop and monitor financial procedures and systems.		2.1.	Develop financial procedures and systems to meet relevant statutory and internal control requirements.		
		2.2.	Communicate importance of financial objectives, management controls and systems to all staff.		
		2.3.	Develop practical procedures and systems for monitoring income and ensuring payment of accounts.		
		2.4.	Research and integrate the use of current industry practices and technology into systems where appropriate.		
		2.5.	Check compliance with procedures and systems on a regular basis.		
		2.6.	Monitor the flow of financial information within the organization in terms of currency, accuracy, level of detail and relevance.		
		2.7.	Review financial management systems regularly and make adjustments according to organization needs.		
3. Make pricing decisions.		3.1.	Make pricing decisions based on current, sufficient, accurate and relevant financial and marketplace data.		
		3.2.	Identify fixed, variable and semi-variable costs.		
		3.3.	Perform and interpret simple cost-volume-profit analysis.		
		3.4.	Set appropriate profit margins according to		

	organization policy and calculate prices correctly.
4. Monitor financial performance.	<p>4.1. Monitor budgets against performance targets on a regular basis.</p> <p>4.2. Negotiate corrective budgets to maximize business performance.</p> <p>4.3. Take remedial action to address financial performance problems where appropriate.</p> <p>4.4. Prepare and interpret profit and loss statements accurately with appropriate level of detail.</p> <p>4.5. Conduct financial ratio analysis and apply the findings to financial management and reporting as appropriate.</p> <p>4.6. Communicate feedback on positive and negative performance to appropriate colleagues in an appropriate manner.</p>
5. Prepare financial reports	<p>5.1. Prepare accurate, concise, relevant and sufficiently detailed financial reports to schedule, in a format appropriate to the audience and according to organization and statutory requirements.</p> <p>5.2. Identify the need for and access specialist advice on reporting requirements where appropriate.</p>
6. Perform procurement of guest house items	<p>6.1 Approvals are obtained as necessary for procurement of goods or services in accordance with organizational policy and procedures</p> <p>6.2 Quotations are obtained if necessary, in accordance with legislation, policy and procedures, and any conflict of interest is declared and resolved in accordance with organizational policy and procedures.</p> <p>6.3 Suppliers or service providers are assessed and selected on the basis of best value for money</p> <p>6.4 Procurement is initiated or orders are placed in accordance with selected procurement option.</p> <p>6.5 Procurement is conducted in accordance with the organization's probity and governance requirements.</p> <p>6.6 Procurement is conducted in line with the organization's financial management system.</p>
7. Maintain and manage stock	<p>7.1 Label, document and store stocks in accordance with relevant standards and specific safety requirements</p> <p>7.2 Follow stock rotation procedures to maximize use of stocks within permitted shelf life</p> <p>7.3 Identify stock discrepancies and replace</p>

	<p>redundant or outdated stocks to maintain stocks at prescribed level</p> <p>7.4 Identify and replace damaged/worn equipment or arrange for repairs or disposal as appropriate</p> <p>7.5 Initiate quality control sampling and testing procedures when appropriate</p> <p>7.6 Report stock problems outside own knowledge and authority limitations to relevant personnel</p>
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Range Statement:

The range statement relates to the unit of competency as a whole and allows for different work environments and situations that may affect performance. Scope of financial management requirements for different projects or organizations will vary and may relate to differing requirements for:

- ✓ Budgeting and forecasting, reporting, including depth, regularity and nature of reports, control mechanisms and specialist financial skills.

Financial procedures and systems:

- ✓ must address transaction recording, checking and reconciliation processes, banking procedures, invoicing, accounts payable and receivable, cash management and security measures, cash flow management, budget management, GST and other taxation requirements, statutory requirements that apply to the specific business structure and sector specific requirements, such as the Travel Compensation Fund in retail travel
- ✓ May cover stock control and financial responsibilities within an organization or department.

Financial reports must include GST reports and business activity statements, cash flow statements, profit and loss statements, and balance sheets and reconciliations.

Tools, equipment and material used

Assessment must ensure:

- ✓ project or work activities that include the use of figures and data that reflect the financial operating conditions of industry

ASSESSMENT GUIDE

Forms of assessment

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

- ✓ evaluation of financial reports detailing financial performance of projects or activities conducted by the candidate
- ✓ evaluation of financial management strategies produced by the candidate detailing systems and procedures for the management of given business operations or situations
- ✓ case studies and problem-solving to assess application of financial management strategies to particular situations

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

Critical aspects (for assessment)

Evidence of the following is essential:

- ✓ understanding of the total financial management process within a business
- ✓ ability to integrate the financial management activities of a business into overall business operations
- ✓ knowledge of financial control, reporting and monitoring systems
- ✓ establishment and management of financial systems over a period of time so that the monitoring and implementation aspects of the unit can be assessed.

Assessment conditions

Assessment must ensure:

- ✓ project or work activities that include the use of figures and data that reflect the financial operating conditions of industry
- ✓ use of industry-current technology for financial management.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>The following knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> ✓ different financial management roles for given industry sectors or types of business, including operational managers, owner-operators, financial controllers and external accountants or auditors ✓ ways in which financial management interrelates with all other areas of business activity ✓ typical financial management systems and technology relevant to the organization or industry sector. ✓ key features of and how to prepare the main financial reports used to monitor business performance, including profit and loss statements and balance sheets etc. 	<p>The following skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> ✓ critical thinking and analytical skills to evaluate complex financial and other business information and develop appropriate management initiatives ✓ planning and organizational skills to develop and implement systems and procedures for sound financial management within an organization or project ✓ literacy skills to interpret and develop information and documentation dealing with complex ideas, concepts and data ✓ numeracy skills to interrogate and develop financial data, work with complex mathematical ideas and develop approaches to strategic issues such as pricing.

UNIT TITLE Perform arrival and departure services					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to provide assistance to customers between transport terminals and accommodation.				
CODE	TOUS07CR14V1/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Conduct arrival transfers for groups or individuals.	1.1	Check customer arrival information, and take action to deal with alterations or delays.	
	1.2	Confirm transport details with transport supplier.	
	1.3	Use identification techniques so customers can locate the guide at the transport terminal.	
	1.4	Make safe and appropriate use of terminal facilities.	
	1.5	Record arrivals, no-shows and other comments on relevant documentation.	
	1.6	Establish and monitor baggage arrangements prior to customer arrival.	
	1.7	Ensure correct number of baggage pieces and passengers are transported using appropriate check-in procedures.	
	1.8	Follow established procedures for lost baggage.	
2. Deliver arrival information to customers.	2.1	Greet customers in a manner that encourages a positive response towards the guide, company, region and Australia in general.	
	2.2	Provide customers with correct and adequate information and advice to introduce them to the local area.	
3. Check-in groups and individuals at accommodation.	3.1	Brief customers on accommodation check-in procedures.	
	3.2	Offer friendly and efficient assistance with accommodation check in or facilitate check-in on behalf of customers.	
	3.3	Liaise with accommodation staff during check-in to minimize any communication difficulties.	
4. Conduct departure transfers for groups and individuals.	4.1	Verify departure details in advance of transfer and take action to respond to variations.	
	4.2	Organize customer departure to minimize disruption and take account of safety issues.	
	4.3	Check details of departing passengers and ensure all are accounted for.	
	4.4	Check baggage prior to departure using	

	procedures that ensure no items are left behind.
4.5	Advise customers to check belongings prior to departure.
4.6	Advise customers on transport terminal departure procedures, including safety requirements.
4.7	Obtain feedback on products and services from customers and relay information to relevant people.
4.8	Offer friendly and efficient assistance with transport check-in or facilitate check-in on behalf of customers.

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

Transport terminals may include:

- ✓ airports
- ✓ air charter facilities
- ✓ bus and coach terminals
- ✓ train stations
- ✓ shipping ports or cruise ship terminals.

Terminal facilities to be used may include:

- ✓ public address systems
- ✓ airside access
- ✓ special areas set aside for groups
- ✓ message boards
- ✓ 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
- ✓ local weather
- ✓ money exchange rates and facilities
- ✓ tipping
- ✓ accommodation facilities
- ✓ geography of hotel and immediate vicinity
- ✓ overview destination information.

Accommodation may include:

- ✓ hotel
- ✓ guesthouse
- ✓ resort

- ✓ bed and breakfast

Tools, equipment and material used

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

Forms of assessment

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

- ✓ direct observation of complete arrival and departure transfers conducted by the candidate
- ✓ review of arrival and departure assistance activities undertaken as part of industry placement and training with an industry operator
- ✓ review of documentation, such as passenger lists and baggage checklists recorded by the candidate
- ✓ case studies and problem-solving to assess ability to respond effectively to problems that occur during arrivals and departures
- ✓ written and oral questioning or interview to test 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.

Critical aspects (for assessment)

Evidence of the following is essential:

- ✓ conduct of arrival and departure transfers and ability to follow correct procedures at transport terminals and accommodation venues
- ✓ effective communication of information to customers
- ✓ coordination of multiple arrival and departure activities using different operational details for different customer groups to ensure consistency of performance
- ✓ coordination of arrival and departure activities across multiple transport terminals, as applicable to the guide's location, to ensure that skills can be adapted to different terminal environments e.g. in a major city all terminals and types would be covered, in a regional location the available types of terminals would be covered.

Assessment conditions

Assessment must ensure:

- ✓ coordination of arrival and departure activities within fully operational transport terminals and accommodation venues, where security requirements permit
- ✓ access to and use of transport of a style used by local industry for the conduct of transfers

- ✓ involvement of transport suppliers and accommodation venues
- ✓ interaction with customer groups of a size and nature that reflect the commercial environment in which the guide operates
- ✓ use of industry-current customer and operational documentation to support the arrival and departure process.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge requirement:</p> <ul style="list-style-type: none"> ✓ procedures for arrivals: ✓ identification techniques used within transport terminals ✓ baggage collection procedures ✓ lost baggage procedures ✓ duty free requirements ✓ group check-in ✓ outgoing passenger cards ✓ oversize or excess luggage check-in ✓ tax refund procedures ✓ types of transport terminals include air charter facilities and airports. ✓ bus and coach terminals ✓ shipping ports or cruise terminals ✓ train stations ✓ main arrival and departure points ✓ accommodation check-in procedures including details of the credit card details ✓ documentation requirements ✓ group check-in ✓ loyalty membership verification ✓ special requests ✓ formats for standard customer travel documentation and terminology ✓ legal obligations of tour operators and guides when providing arrival and departure assistance. ✓ parking of transfer vehicles ✓ safe loading and unloading of baggage and passengers from vehicles ✓ safe movement of people, traffic, parking, and crowd control 	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ✓ coordinate and provide assistance to customers for at least three arrivals and three departures in a transport terminal ✓ provide local arrival and departure information to above customers on the following as appropriate: <ul style="list-style-type: none"> ✓ accommodation facilities ✓ geography of hotel and immediate vicinity ✓ accommodation check-in procedures ✓ forthcoming tour arrangements ✓ local time and weather forecast ✓ money exchange rates and available facilities ✓ overview of destination information ✓ tipping ✓ transfer check-in procedures ✓ transfer procedures ✓ welcome and introduction ✓ follow correct procedures at accommodation venues to assist above customers with check-ins and check-outs.

UNIT TITLE Organize excursions and site seeing trips					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to conduct a tour for groups or individuals that includes multiple products, services and sites.				
CODE	TOUS07CR15V1/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA			
1. Plan tour delivery logistics		1.1.	Plan tour delivery according to briefing information or operational documentation provided by the tourism operator.		
		1.2.	Make tour preparations and consider issues to ensure customer needs are met.		
		1.3.	Prioritize and action tasks required in advance of tour commencement.		
2. Brief and assist customers		1.1.	Welcome customers to tour and provide briefing on tour practicalities and procedures.		
		1.2.	Provide additional information and assistance to enhance enjoyment of tour.		
3. Liaise with industry colleagues.		1.1	Liaise with industry colleagues to achieve smooth tour operation.		
		1.2	Action requests from industry colleagues promptly and willingly wherever possible and request assistance when required.		
		1.3	Make agreements about individual and joint responsibilities during tour.		
		1.4	Make forward reconfirmations and bookings in a timely manner.		
		1.5	Interpret documentation from other organizations and apply appropriately.		
4. Manage the itinerary.		1.6	Conduct tour to schedule and include all features in itinerary		
		1.7	Advise customers courteously and sensitively about unavoidable changes.		
		1.8	Re-plan itinerary when necessary to ensure purchased inclusions or their equivalent are delivered and disruption to customers is minimized.		
		1.9	Advise industry colleagues and suppliers affected by changes according to organizational procedures.		
		1.10	Maintain contact with those fixing the problem when itinerary delays and changes occur, and use negotiation techniques to minimize time delay		
		1.11	Keep customers informed of reasons for changes		

	and actions taken.
5. Deal with unexpected events.	1.12 Assess unexpected events and select appropriate action. 1.13 Follow organizational procedures in the case of accidents or where safety of customers or colleagues may be threatened. 1.14 Identify and access sources of assistance promptly. 1.15 Amend tour to minimize impact on customer enjoyment.
6. Debrief tour.	1.16 Provide accurate and complete tour reports according to organizational guidelines. 1.17 Provide customer and personal feedback and other information to assist with future 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.

Tours may be of following types.

- ✓ adventure tour
- ✓ city or rural tour
- ✓ cultural tour
- ✓ ecotour
- ✓ extended tour
- ✓ half or full-day tour
- ✓ special interest tour.

Briefing information or documentation from the tourism operator may include:

- ✓ customer information
- ✓ financial documents
- ✓ itinerary information:
- ✓ health and safety considerations
- ✓ potential difficulties
- ✓ specific site information
- ✓ tight timing or scheduling
- ✓ optional tour information
- ✓ promotional materials
- ✓ special request notes
- ✓ supplier information and contact details
- ✓ travel documentation for guide and group.

Issues the group may face include:

- ✓ climate
- ✓ customer special needs
- ✓ environmental and cultural considerations
- ✓ equipment and resources required
- ✓ language considerations
- ✓ length of tour
- ✓ location of tour
- ✓ size of tour group

- ✓ special requests
- ✓ specific itinerary requirements
- ✓ style of commentary required
- ✓ type of customers.

Tools, equipment and material used

Assessment must ensure use of:

- ✓ touring environments that reflect the nature of tours commercially available in the relevant city or region
- ✓ real or simulated touring activities
- ✓ equipment and resources required for the delivery of tours such as transport and venue access
- ✓ a group of customers for whom the individual can act as guide
- ✓ customer and operational documentation to support the delivery of a multifaceted touring itinerary.

ASSESSMENT GUIDE

Forms of assessment

- ✓ A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- ✓ direct observation of organisational and tour management skills by participating in a tour conducted by the individual
- ✓ review of tour preparation notes or tour reports prepared by the individual
- ✓ use of case studies and problem-solving activities to assess ability to apply contingency and risk management skills to a range of different touring situations and problems
- ✓ written or oral questioning to assess knowledge of industry networks, tour management procedures and legal issues affecting tour management
- ✓ review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Critical aspects (for assessment)

Evidence of the ability to:

- ✓ plan for, and operate multiple tours that comprise multiple products, services and sites
- ✓ follow procedures for reconfirmation of touring components and mechanisms for solving situations and problems on tour
- ✓ conduct tours in a safe and sustainable manner
- ✓ demonstrate knowledge of tourism industry, supplier networks and interrelationships that impact on the conduct of a multi-product, multi-site touring itinerary.

Assessment conditions

kills must be demonstrated in an operational guiding environment that reflects the nature of tours commercially available in the relevant city or region. This can be:

- ✓ a commercial environment where tours are coordinated and operated
- ✓ a simulated commercial environment activity for which tours are coordinated and operated.

Assessment must ensure the access to:

- ✓ equipment and resources required for the delivery of tours:
 - transport
 - venue access
- ✓ customer and operational documentation to support the delivery of a multifaceted touring itinerary
- ✓ real or simulated touring activities
- ✓ customer groups of a size and nature that reflect the commercial environment in which the guide operates
- ✓ participants undertaking a tour or activity for whom the individual can act as guide; these can be:
 - those participating in a tour or activity who interact with the individual during the assessment process; or
 - Individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organizations' requirements for assessors; and:

- ✓ have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge Delivered: <ul style="list-style-type: none">✓ Development travel itineraries✓ Organise island hopping, adventure, and cultural tours etc.✓ product knowledge appropriate to the specific touring itinerary and its component✓ Familiarize with main features of culturally or environmentally sensitive areas to be visited safely✓ Undertake booking and reconfirmation of booking	Skill Delivered <ul style="list-style-type: none">✓ plan, coordinate and operate at least two tours for different groups that comprise at least four different products, services or sites✓ liaise with industry colleagues regarding tour operation, and reconfirmations and bookings for each of the product or service components in each of the above tours to ensure:<ul style="list-style-type: none">✓ tours are conducted to schedule and include all advertised itinerary features✓ tours are conducted in a sustainable manner with minimal impact on culturally or environmentally sensitive areas✓ ensure safety of customers and colleagues

UNIT TITLE Undertake basic of food and beverage services					
DESCRIPTOR	This unit describes the skills and knowledge required to implement meal order systems, distribute and process general and therapeutic menus and meal orders, distribute food and monitor client satisfaction.				
CODE	TOUS07CR16V1/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1.Distribute and collect general menus and/or meal orders for clients	<div>1.1 Distribute menus to clients, or use meal order systems, according to established routines and procedures</div> <div>1.2 Provide guidance to client, to ensure that meal choices are consistent with the individualized plan</div> <div>1.3 Provide assistance to client with specific cultural and/or religious requirements in accordance with organization guidelines and report any problems meeting these needs to supervisor immediately</div> <div>1.4 Collect menus and/or meal orders and assist clients with placing orders and marking menus as appropriate in line with role</div> <div>1.5 Distribute and collect menus for clients receiving diet or nutrition care according to established routines and procedures</div> <div>1.6 Record and provide feedback regarding food preferences and consistently poor menu and/or meal choices to the appropriate person</div>
2.Implement nutrition support services	<div>2.1 Collate menus and meal orders, including orders for clients receiving diet therapy or nutrition support</div> <div>2.2 Provide information to support the delivery of menu items chosen by the client, according to established routines and procedures</div> <div>2.3 Check meal orders for accuracy against the individualized plan developed by a dietitian, or other health professional</div> <div>2.4 Tally, collate and report menu items</div>
3.Prepare and deliver nutrition supplements	<div>3.1 Prepare, supply and deliver nutrition supplements according to organization procedures and dietitian’s instructions</div> <div>3.2 Discard out of date nutrition support items and information</div> <div>3.3 Report any significant wastage to the appropriate personnel in accordance with role and</div>

	organization requirements 3.4 Maintain the workplace in a clean and tidy order to meet workplace standards
4. Comply with personal hygiene standards and food safety program	4.1 Prepare nutrition supplements and provide support services according to the food safety program 4.2 Identify and report processes and practices that are not consistent with the food safety program 4.3 Take corrective action according to the food safety program and within level of responsibility 4.4 Comply with personal hygiene requirements of the food safety program 4.5 Report health conditions and/or illness according to the food safety program 4.6 Wear clothing and footwear appropriate for food handling tasks and according to the food safety plan
5. Communicate changes in meal order, including meals for clients receiving diet therapy or nutrition support	5.1 Maintain knowledge of client admissions, transfers and discharges 5.2 Process meal orders for food services 5.3 Provide information to support the delivery of chosen menu items to the food service within the required time frame
6. Monitor client satisfaction with food services	6.1 Collect client satisfaction, using standard and validated tools 6.2 Regularly monitor overall levels and changes in client satisfaction 6.3 Provide feedback regarding overall levels and changes in levels of satisfaction to the appropriate person 6.4 Use relevant feedback from clients to revise menus

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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Menu system may include:

- ✓ The collection of meal orders is not limited to the use of a paper menu system.
- ✓ Other systems, including point of service collection of meal orders e.g. bistro style, buffet style and off trolley select style of service, are more commonly used in extended stay facilities i.e. nursing homes and psychiatric institutions and other supportive accommodation

Distribution of menus may vary depending on the institution:

- ✓ Menus may be placed on a meal tray, handed to the client, placed on tables in a dining room setting. Collection of meal orders may be undertaken verbally and summary meal 66

- ✓ Where a client select menu system is in use, assistance with marking menus, or placing of a verbal meal order, may be required
This is particularly important when a client is not able to mark the menu due to physical, verbal, psychiatric or cognitive factors

Tallying and collating general menus/meal orders may include:

- ✓ Manual counting of menu items chosen
- ✓ Data entry of menu choices into a nutrition and food services computer system

Feedback regarding food preferences and poor menu/meal choices may include:

- ✓ Written or verbal methods of communication between client area or ward, nutrition service/department and food service department personnel

Information to support the delivery of menu items chosen may include:

- ✓ Ward diet
- ✓ Client location lists
- ✓ Meal tickets
- ✓ Meal tallies
- ✓ Labels

Feedback regarding client satisfaction with food services may include:

- ✓ Regular surveys of client satisfaction using a standard/validated tool
- ✓ Written communication between nutrition service/department, food service department and other important stakeholders regarding client satisfaction with food services

Tools, equipment and material used

Assessment must ensure access to the following.

- ✓ fixtures and large equipment and could be as following
 - sideboards or crockery and cutlery storage area
 - coffee and tea making equipment
 - ordering system
 - espresso machine
 - minimum of 15 chairs
 - minimum of five tables
- ✓ small equipment:
 - containers for condiments and accompaniments
 - crockery
 - cruets and pepper mills
 - cutlery
 - docket books
 - food service-ware
 - glassware for non-alcoholic beverages
 - linen/table dressing
 - milk and sugar containers
 - service trays, platters and doilies
 - service utensils
 - tea and coffee pots

- tea and coffee service-ware
 - water jugs
- ✓ stock
- freshly prepared meals to be served
 - wide commercial range of beverages

ASSESSMENT GUIDE

Forms of assessment

- ✓ Observation in the work place (if possible)
- ✓ Written assignments/projects
- ✓ Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- ✓ Questioning
- ✓ Role play/simulation

Critical aspects (for assessment)

- ✓ The individual being assessed must provide evidence of specified essential knowledge as well as skills
- ✓ Consistency of performance should be demonstrated over the required range of workplace situations

Assessment conditions

- ✓ All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- ✓ All workers should develop their ability to work in a culturally diverse environment
- ✓ In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- ✓ Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed: <ul style="list-style-type: none">✓ safe food handling✓ inter-relationships between food services and nutrition services concerning menu and meal order processing procedures, food production and delivery schedules✓ feedback processes or systems used within the organization✓ work health and safety manual handling including identification and control of manual task risk factors	Skills to be developed: <ul style="list-style-type: none">✓ distributed menus or used other systems with clients to collect meal orders, processed therapeutic meal orders and delivered food orders to at least 3 clients, 1 in a simulated environment and 2 in the workplace✓ prepared different nutritional supplements for at least 3 clients, 1 in a simulated environment and 2 in the workplace✓ performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

UNIT TITLE Perform Guesthouse office administration Procedures					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to complete a range of routine office procedures and activities, including writing simple correspondence.				
CODE	TOUS07CR17V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Process office documents.	1.1 Process office documents according to organization procedures and within designated timelines. 1.2 Use office equipment safely and correctly to process documents. 1.3 Identify, rectify or report office equipment malfunctions promptly and according to organization procedures.
2. Draft written communication.	2.1 Select appropriate format and style for correspondence according to purpose, audience and situation. 2.2 Draft documents according to organization formats and protocols. 2.3 Use clear and concise language appropriate to purpose, audience and situation. 2.4 Use correct spelling, punctuation and grammar to ensure understanding by receiver. 2.5 Check information for accuracy prior to sending.
3. Maintain document systems.	3.1 File or store documents according to organization security procedures. 3.2 Modify and update reference and index systems according to organization procedures.

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.

Office documents to be processed may include:

- ✓ guest mail
- ✓ customer records
- ✓ incoming and outgoing correspondence
- ✓ files
- ✓ letters
- ✓ facsimiles
- ✓ memos

- ✓ reports
- ✓ menus
- ✓ banquet orders
- ✓ financial records
- ✓ invoices
- ✓ receipts

Office equipment may include:

- ✓ photocopiers
- ✓ facsimiles
- ✓ computers
- ✓ paging equipment
- ✓ calculators
- ✓ audio-transcribing machines
- ✓ Telephone answering machines.

Processing of documents may include:

- ✓ recording sent or received documents
- ✓ filing, including electronic filing
- ✓ mailing, including bulk mailing
- ✓ photocopying
- ✓ faxing
- ✓ emailing
- ✓ collating
- ✓ binding

Correspondence to be drafted must include a selection from each of the following:

- ✓ letters
- ✓ emails
- ✓ faxes
- ✓ memos.

Tools, equipment and material used

Office equipment may include:

- ✓ photocopiers
- ✓ facsimiles
- ✓ computers
- ✓ paging equipment
- ✓ calculators
- ✓ audio-transcribing machines
- ✓ telephone answering machines.

ASSESSMENT GUIDE

Forms of assessment

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

- ✓ review of documents processed or produced by the candidate
- ✓ project to develop a portfolio of documentation or correspondence associated with a particular job, event or project
- ✓ questions to evaluate selection of appropriate type and format of correspondence for particular audiences, purposes and situations
- ✓ observation of candidate's safe and correct usage of office equipment
- ✓ review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Critical aspects (for assessment)

Evidence of the following is essential:

- ✓ ability to draft multiple pieces of clear, concise and correct written communication, with different purposes, appropriate to the audience and situation
- ✓ ability to process a range of office documentation accurately and undertake a range of office tasks using different equipment ideally across a complete shift or operating period to address a range of office tasks
- ✓ Completion of office administrative activities within typical workplace time constraints.

Assessment conditions

Assessment must ensure:

- ✓ demonstration of skills within a fully equipped office environment using appropriate computers, printers and other office equipment such as facsimile machines, photocopiers and software programs currently used in the tourism and hospitality industries to assist with administrative functions.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>The following knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none">✓ organization practices and procedures for preparing and processing documents✓ layout, format and features of typical business documents and alternative formats for special needs groups, such as large print✓ features and usage of typical office equipment✓ safe work practices for using office equipment and any related chemicals.	<p>The following skills must be assessed as part of this unit:</p> <ul style="list-style-type: none">✓ communication skills to convey meaning clearly and concisely✓ basic literacy and written communication skills to produce workplace documentation and correspondence✓ basic numeracy skills to do simple clerical tasks and count.

UNIT TITLE Maintain guesthouse premises					
DESCRIPTOR	This unit deals with the skills and knowledge required to carry out general routine maintenance activities in tourism or hospitality enterprises.				
CODE	TOUS07CR18V1/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Perform maintenance tasks	1.1 Respond promptly to requests for routine maintenance assistance. 1.2 Select and use appropriate equipment safely and according to manufacturer's instructions. 1.3 Carry out maintenance tasks correctly and promptly, in accordance with enterprise policy and procedures. 1.4 Carry out maintenance tasks according to required schedules and priorities. 1.5 Carry out maintenance tasks with minimum disruption to customers and colleagues. 1.6 Enclose or isolate work areas where appropriate to ensure safety of customers and colleagues, using warning signage where required. 1.7 Complete tasks in accordance with quality requirements. 1.8 Clean work areas on completion of work. 1.9 Identify problems requiring specialist assistance and seek help from the appropriate supervisor or tradesperson.
2. Maintain and store equipment	2.1 Identify problems or faults and report them to the appropriate supervisor or tradesperson. 2.2 Carry out basic maintenance on equipment on a regular basis, according to enterprise procedure. 2.3 Store equipment in designated areas. 2.4 Store equipment in accordance with manufacturer's specifications, enterprise requirements and occupational health and safety standards.
3. Perform administrative tasks	3.1 Interpret maintenance requests accurately. 3.2 Clarify instructions with persons making a request, when required. 3.3 Complete work report forms and other

	required documentation accurately. 3.4 Forward documentation to the appropriate person, as required.
4. Assist in special projects	4.1 Carry out work on special projects correctly, under the direction of the appropriate specialist or supervisor. 4.2 Undertake liaison with other project members to ensure effective co-ordination of tasks within the total project.
5. Liaise with contractors	5.1 Establish and maintain contact with appropriate contractors to ensure effective co-ordination of maintenance work. 5.2 Provide assistance and information to contractors when required. 5.3 Relay accurate information between contractors and maintenance supervisors when required.

Range Statement:

This unit may apply to any sector of the tourism and hospitality industry but has particular relevance for attractions and theme parks, hotels and motels.

Routine maintenance tasks may include:

- ✓ simple repairs
- ✓ routine servicing of equipment
- ✓ painting and decorating
- ✓ minor demolition

Appropriate equipment may include:

- ✓ hand tools and implements
- ✓ electrical tools and equipment
- ✓ painting requisites

Work report forms and other required documentation may include:

- ✓ job sheets
- ✓ maintenance books, sheets and schedules
- ✓ sign-off sheets
- ✓ requisitions and orders
- ✓ audits.

Contractors may include:

- ✓ tradespeople such as electricians, engineers, carpenters, plumbers, landscape architects, gardeners
- ✓ laborer.

Quality requirements may include:

- ✓ standards and guidelines for external accreditation
- ✓ enterprise standards and requirements

- ✓ audits and reports.

Tools, equipment and material used

Resource required for the unit include:

- ✓ suitable work site or venue
- ✓ suitable task and relevant tools required for repair and maintenance
- ✓ Work attire and proper instructions

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that a full range of maintenance 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 completing maintenance tasks
- ✓ oral or written questions to assess knowledge of maintenance techniques and tools/equipment
- ✓ evaluation of work completed by the candidate
- ✓ review of maintenance documentation completed by the candidate
- ✓ review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Critical aspects (for assessment)

Evidence of the following is critical:

- ✓ ability to operate and use equipment safely and correctly
- ✓ ability to perform a range of routine maintenance tasks within timeframes acceptable to the enterprise
- ✓ ability to document maintenance
- ✓ ability to liaise with contractors
- ✓ knowledge of general procedures and requirements that apply to routine maintenance work.

Assessment conditions

Assessment must ensure:

- ✓ access to all equipment required for routine maintenance in the relevant work context.
- ✓ project or workplace activities that allow completion of real maintenance activities
- ✓ completion of maintenance activities within timeframes acceptable to the enterprise and which reflect standard workplace practice.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none">✓ safety and emergency procedures related to all general routine maintenance activities, including safe use of tools and equipment✓ selection, use and care of commonly used maintenance tools and equipment✓ general maintenance techniques✓ principles of planned, preventative maintenance✓ commonly used maintenance materials✓ environmental issues and legislation affecting general maintenance✓ customer service skills.	<p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none">✓ safety and emergency procedures related to all general routine maintenance activities, including safe use of tools and equipment✓ selection, use and care of commonly used maintenance tools and equipment✓ general maintenance techniques✓ principles of planned, preventative maintenance✓ commonly used maintenance materials✓ environmental issues and legislation affecting general maintenance✓ customer service skills.

UNIT TITLE Provide information related to History of Maldives and its culture					
DESCRIPTOR	This unit describes the skills and knowledge required to assess the relevance of historical and theoretical information for application to own arts practice.				
CODE	TOUS07CR19V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1.Maintain and develop knowledge of history and theory	1.1 Monitor relevant sources of industry information based on areas of interest, work and learning 1.2 Develop processes to review and maintain knowledge of history and theory relevant to own arts practice in consultation with appropriate people
2.Evaluate information	2.1 Evaluate information from range of sources 2.2 Extract and evaluate key ideas relevant to own arts practice 2.3 Use information in compliance with intellectual property requirements and in culturally appropriate way
3.Apply information to own arts practice	3.1 Determine own ideas about ways information is used 3.2 Integrate ideas into development of own arts practice 3.3 Discuss application of knowledge of history and theory with appropriate people and incorporate feedback and ideas as required

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.

Sources of information may include:

- ✓ archives
- ✓ audio
- ✓ film
- ✓ images
- ✓ internet
- ✓ journal articles
- ✓ objects
- ✓ oral histories
- ✓ performances
- ✓ stories

- ✓ technical or medium-specific information
- ✓ video
- ✓ texts:
 - cultural
 - historical
 - religious
 - scientific
 - spiritual.

Information may relate to:

- ✓ aesthetics
- ✓ criticism
- ✓ cultural issues
- ✓ gender and identity issues
- ✓ histories of art, craft and design
- ✓ histories of performances or presentations and related skills
- ✓ land and place
- ✓ new technologies
- ✓ politics
- ✓ spiritual concerns
- ✓ world histories.

Tools, equipment and material used

Resource required for the unit include:

- ✓ History Books
- ✓ Plays, dramas

ASSESSMENT GUIDE

Forms of assessment

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

Critical aspects (for assessment)

Evidence of the ability to:

- ✓ use research and critical thinking techniques to evaluate information and distil key themes and ideas
- ✓ apply knowledge of historical and theoretical references to own arts practice.

Assessment conditions

Assessment must ensure access to:

- ✓ a range of relevant and current information services
- ✓ appropriate technology to collect, download and store information.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed: <ul style="list-style-type: none">✓ Identify sources of information on history and culture of Maldives✓ Describe Maldivian history, its culture, origin of settlement, timeline of historical events, notable historical figures, history of governance, names of famous kings and the special events they are remembered for.✓ Explain historical context and related events of how Maldives embraced Islam✓ Historical timeline of Maldivian independence and list of Maldivian presidents✓ Explain the Maldivian culture and the origin of its people.	Skills to be developed: <ul style="list-style-type: none">✓ Explain with confidence on the history and the timeline of events leading to embracing Islam.✓ Explain with confidence, the culture and the origin of Maldivian people✓ Explain the meaning of National Flag and its history.✓ List the notable kings and their contribution to the Maldives.✓ Explain how Maldives gained independence and explain history and the current governing system✓ Provide historical tours to arriving guests.

UNIT TITLE Provide laundry Services to guests					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to launder linen and guest clothes.				
CODE	TOUS07CR20V1/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Process laundry items.	1.1 Sort and process items according to cleaning process, urgency, guest requests and required linen stock levels. 1.2 Select laundry methods according to textile labelling codes based on fiber and fabric, dye fastness and amount of soilage. 1.3 Check and treat stains using the correct process. 1.4 Use cleaning agents according to manufacturer instructions and specific laundry equipment. 1.5 Operate laundry equipment according to manufacturer instructions. 1.6 Reduce negative environmental impacts through efficient use of energy, water and other resources. 1.7 Safely dispose of all waste, especially hazardous substances, to minimize negative environmental impacts.
2. Finish laundry items.	2.1 Complete mending and minor repairs as required. 2.2 Complete quality check and record and report damage arising from laundering process according to organizational procedures. 2.3 Complete ironing or pressing and finishing processes.
3. Package and store laundry items.	3.1 Package and present guest laundry and linen according to organizational standards and procedures. 3.2 Complete records and billing information. 3.3 Return finished items to guest within required timeframes. 3.4 Store processed guest laundry where required according to guest requests or where return to guests is not possible.

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.

Laundry equipment may include:

- ✓ dryers

- ✓ hangers
- ✓ heat sealing equipment and roll plastic
- ✓ irons
- ✓ sorting baskets and shelves
- ✓ steam presses
- ✓ washers.

Packaging and presenting guest laundry may include:

- ✓ folding
- ✓ wrapping
- ✓ heat sealing
- ✓ labelling
- ✓ providing quality reports.

Storage of laundry is required where:

- ✓ guests have requested storage
- ✓ guests have departed temporarily
- ✓ laundry has been left behind or forgotten.

Tools, equipment and material used

Laundry equipment may include:

- ✓ dryers
- ✓ hangers
- ✓ heat sealing equipment and roll plastic
- ✓ irons
- ✓ sorting baskets and shelves
- ✓ steam presses
- ✓ washers.

ASSESSMENT GUIDE

Forms of assessment

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

- ✓ direct observation of the individual carrying out laundry tasks
- ✓ inspection of items laundered by the individual
- ✓ oral or written questioning to assess knowledge of commercial laundry equipment operation,
- ✓ different laundry cycles and programs, hazardous substances, stain identification and treatment,
- ✓ work health and safety issues and ways of conserving resources
- ✓ review of portfolios of evidence and third-party workplace reports of on-the-job performance by
- ✓ the individual.

Critical aspects (for assessment)

Evidence of the ability to:

- ✓ assess processes required for different laundry and soilage types

- ✓ safely use laundry equipment and cleaning agents, using different cycles and programs
- ✓ launder and finish a variety of linen, clothing items and fabrics
- ✓ demonstrate knowledge of safety and environmental issues, including efficient use of resources
- ✓ and requirements for safe handling and disposal of hazardous substances.

Assessment conditions

Assessment must ensure use of:

- ✓ the fixtures, large and small equipment and workplace documentation defined in the
- ✓ Assessment Guidelines; this can be a:
- ✓ real industry workplace
- ✓ simulated industry environment such as a training hotel
- ✓ linen and laundry items made from a range of fabrics and with different soilage
- ✓ workplace documentation for laundry operations.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Required knowledge</p> <ul style="list-style-type: none"> ✓ perform safe handling requirements for laundry chemicals. ✓ Perform separation of clean and dirty items, major natural and synthetic fabric types and the laundering and drying requirements. ✓ Explain meaning of laundering and dry-cleaning labels on clothing ✓ procedures for charging, packaging and distribution of laundry items ✓ safe manual handling techniques involving carrying and lifting, pulling and pushing. ✓ ways of minimizing negative environmental impacts through resource conservation – energy and water waste disposal ✓ packing and presentation methods 	<p>Required skills</p> <ul style="list-style-type: none"> ✓ literacy skills to read information about the use of laundry chemicals ✓ read and interpret labels and washing instructions ✓ complete simple laundry documentation ✓ numeracy skills to calculate dilution strengths of laundry chemicals ✓ calculate charges for laundry services ✓ planning and organizing skills to coordinate laundry workflow to meet timelines ✓ problem-solving skills to treat difficult stains and carry out minor repairs.