Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

TOUR GUIDING

NTQF Level III

Ministry of Education
September 2012

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopia standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit title
- Unit code
- Unit descriptor
- Elements and Performance Criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- the chart with an overview of all Units of Competence for the respective occupation including the Unit Codes and the Unit Titles

- the contents of each Unit of Competence (competence standard)

- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

UNIT OF COMPETENCE CHART

Occupational Standard: Tour Guiding		
Occupational Code: CST TOG		

NTQF Level III

CST TOG3 01 0912 Identify Hazards, and Assess and Control Safety Risks	**CST TOG3 02 0912** Work as a Guide	**CST TOG3 03 0912** Prepare and Present Tour Commentaries or Activities
CST TOG3 04 0912 Develop and Maintain the General and Regional Knowledge Required by Guides	**CST TOG3 05 0912** Lead and Manage Tour Groups	**CST TOG3 06 0912** Implement and Monitor Environmentally Sustainable Work
CST TOG3 07 0912 Process Financial Transactions	**CST TOG3 08 0912** Provide First Aid in Remote Situation	**CST TOG3 12 0912** Prepare Specialized Interpretive Content on Flora, Fauna and Landscape
CST TOG3 10 0912 Provide Arrival and Departure Assistance	**CST TOG3 11 0912** Research and Share General Information on Ethiopian Tourism Heritages	**CST TOG3 15 0912** Plan and Develop Interpretive Activities
CST TOG3 13 0912 Prepare Specialized Interpretive Content on Marine Environments	**CST TOG3 14 0912** Conduct Workplace Oral Communication in Two International Languages in Addition to English	**CST TOG3 18 0912** Set Up and Operate Camp Site
CST TOG3 16 0912 Load Touring Equipment and Conduct Pre-Departure Checks	**CST TOG3 17 0912** Operate and Maintain a 4WD Tour Vehicle	**CST TOG3 09 0912** Provide Specialized Advice on Ethiopian Beverages
CST TOG3 19 0912 Provide Camp Site Catering	**CST TOG3 20 0912** Operate an Online Information System	**CST TOG3 21 0912** Access and Interpret Product Information
CST TOG3 22 0912 Monitor Implementation of Work Plan/Activities	**CST TOG3 23 0912** Apply Quality Control	**CST TOG3 24 0912** Lead Workplace Communication

CST TOG3 25 0912 Lead Small Teams	CST TOG3 26 0912 Improve Business Practice	CST TOG3 27 1012 Maintain Quality System and Continuous Improvement Processes (Kaizen)

Occupational Standard: Tour Guiding Level III	
Unit Title	**Identify Hazards, and Assess and Control Safety Risks**
Unit Code	**CST TOG3 01 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify hazards, assess the associated safety risks and take measures to eliminate or control and minimize the risk. It focuses on the processes necessary to control specific workplace safety risks. This risk management approach is central to compliance with Occupational Health and Safety (OHS) legislation, which imposes obligations on businesses (whether small, medium or large) in all Ethiopian regions to manage the safety of their workers and anyone else in the workplace. In the service industries, the workplace includes any location where the business operates and 'others' includes customers

Elements	Performance Criteria
1. Identify hazards	1.1 Access and use ***hazard identification tools and template documents*** according to organisation procedures.
	1.2 Use ***appropriate methods to identify actual or foreseeable hazards*** that have the potential to harm the health and safety of workers or ***anyone else in the workplace***.
	1.3 Involve other personnel where appropriate in hazard identification process.
	1.4 Keep records of ***hazards*** identified according to organisation procedures
2. Assess the safety risk associated with a hazard	2.1 Access and use risk assessment tools and template documents according to organisation procedures.
	2.2 Consult with a range of personnel within the organisation to achieve broad input into risk assessment process.
	2.3 Participate with or involve ***other personnel where appropriate in the risk assessment process according to consultation requirements*** of OHS legislation.
	2.4 Collect sufficient evidence of the type and level of risk that the identified hazard poses.
	2.5 Use a systematic and ***four‐staged hierarchical process*** model to conduct a risk assessment.
	2.6 Document the outcome of the risk assessment and proposed actions.
	2.7 Keep records of risk assessments according to organisation

		procedures
3. Eliminate or control the risk	3.1	Consult with a range of personnel within the organisation to achieve broad input into risk control process.
	3.2	Implement control measures according to individual level of responsibility or refer to appropriate personnel for permission or further action.
	3.3	Where possible eliminate the risk and if not practical take actions to control the risk and using the *Five-step hierarchical approach*.
4. Review the risk assessment process	4.1	Identify inadequacies in hazard identification and risk assessment processes and resolve or report them to the appropriate person.
	4.2	Document any changes to the process and implement new processes for future risk management activities.

Variable	Range

Hazard identification tools and risk assessment tools and template documents	May include:
	• self-designed tools developed for the organisation as part of an OHS management system
	• tools and templates developed:
	  ➢ by external consultancy services
	  ➢ by industry associations for use by member businesses
	  ➢ for public use and found within business management publications, including those developed by OHS regulatory authorities
	self-designed tools

Appropriate methods to identify actual or foreseeable hazards include:	• conduct of site safety audits • completion of a safety checklist • inspections of the workplace • observation of daily activities • investigation of accidents and incidents • review of injury or illness registers • environmental monitoring of the workplace • investigation of staff complaints or reports of safety concerns • review of staff feedback via consultative processes, such as meetings, surveys or suggestion box submissions
Anyone else in the workplace	May include: • customers • visiting supplier representatives

	• contractors • colleagues

The workplace	May include:
	• operational offices of the business
	• retail outlet of any sort
	• warehouse
	• sport or recreation facility
	• performance venue
	• field location of the business where services are delivered to customers
	• any place where the organisation normally conducts its business activities, for example:
	   ➢ in a tourism business this could be any destination to which customers are taken on tour
	   ➢ for an event it could be any location where the event happens

Hazard	May include:
	• beverage dispensing systems using inert gases
	• physical environment, for example:
	   ➢ working space of workers
	   ➢ lighting
	   ➢ hot and cold environments
	   ➢ climate, weather or exposure, such as insufficient shade and protection from rain, sun or wind
	   ➢ exposure to flood, fire and storm
	   ➢ prevailing noise levels
	   ➢ electrical items
	   ➢ flooring
	   ➢ equipment designed to assist with or replace manual handling
	   ➢ pests
	   ➢ crowds
	   ➢ wild animals and local wildlife
	   ➢ customers' abilities to fully engage in all activities, e.g. health issues
	   ➢ hazards associated with activities to be undertaken
	• plant, for example:
	   ➢ machinery
	   ➢ tools
	   ➢ appliances
	   ➢ equipment
	• working practices, for example:
	   ➢ opening and closing procedures
	   ➢ security procedures
	   ➢ any standard operating procedures for work-related tasks
	   ➢ inappropriate rostering and shift allocation
	   ➢ length of time spent at certain task and allocation of breaks
	• security issues, for example:

	➤ theft and robbery ➤ irrational or angry, drunk or drug-affected customers ➤ destinations with challenging whether conditions
Other personnel who jointly participate in consultation, hazard identification, and risk assessment and control	May include: • staff under supervision • peers and colleagues • supervisors • managers • contractors • OHS representatives • OHS committee members.
Four-staged hierarchical process model	Must include: • identifying the injury or illness consequences that could result from the hazard • determining the exposure to the hazard • estimating the probability that an incident or injury will occur • determining an overall risk level for the identified hazard
Five-step hierarchical approach	Must include: • substituting a system of work or equipment with something safer • isolating the hazard • introducing engineering controls • using personal protective equipment • implementing combined control methods to minimize risk

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • project or work activities that show the candidate's ability to identify workplace hazards, and assess and control safety risks for a given service industry operation in line with regulatory requirements • ability to access and use appropriate template documents for hazard identification and risk assessment • ability to apply appropriate methods for hazard identification, and risk assessment and control • knowledge and understanding of the consultative approach to hazard identification, assessment of associated safety risks and implementation of controls • knowledge of OHS legislation requirements for hazard identification, and risk assessment and control • ability to implement and monitor OHS management practices within the context of an established system where policies and procedures already exist • knowledge of specific and relevant OHS legislative requirements • demonstration of skills in conducting risk assessments for

	different hazard scenarios

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• broad and working knowledge of relevant state or territory OHS legislation, specifically requirements for:
	  ➢ when, where and how hazards must be identified
	  ➢ when, where and how risk assessments must be conducted
	  ➢ incorporation of appropriate consultation in the hazard identification and risk assessment process
	  ➢ record keeping
	• OHS consultative mechanisms commonly used by organisations
	• role of OHS committees or OHS representatives as mechanisms for consultation
	• context of risk assessments within an overall OHS management system
	• key elements of OHS risk assessments
	• format and use of appropriate hazard identification and risk assessment templates
	• range of methods for identifying hazards in the workplace
	• common methods applied to the assessment of safety risks, such as the four-staged process model recommended and published by state and territory OHS authorities
	• common methods applied to controlling risks, such as the five-stepped hierarchical process model recommended and published by state and territory OHS authorities
	• OHS record-keeping procedures
	• specific organizational policy and procedures for OHS management

Underpinning Skills	Demonstrates skills to:
	• ability to access appropriate hazard identification and risk assessment templates
	• high-level communication to communicate and consult with colleagues on issues of hazard identification and assessment of risks associated with those hazards
	• literacy to read and interpret:
	  ➢ complex materials describing regulatory requirements that relate to OHS management
	  ➢ organizational policies and procedures and template documents
	  ➢ literacy to write hazard identification and risk assessment documents
	  ➢ critical thinking to allow for rational and logical evaluation of hazards and associated risks, and to apply or suggest effective controls while incorporating the views of other people consulted in the workplace

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to

	information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Work as a Guide**
Unit Code	**CST TOG3 02 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively as a guide. It covers key legal, ethical, safety, environmental and professional development issues that must be considered by guides in their day-to-day work. It is an essential skill for all guides and underpins all guiding activities.

Elements	Performance Criteria
1. Apply knowledge of the guiding sector.	1.1 Conduct day-to-day guiding activities in a manner that takes account of the roles and responsibilities of different types of guides and work in harmony with their fellow guides. 1.2 Identify key guide information sources and contacts. 1.3 Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers.
2. Guide tours according to safety, ethical and legal requirements.	2.1 Conduct day-to-day guiding activities according to the legal requirements governing the industry. 2.2 Actively and regularly **participate in risk assessments** according to established organizational policies and procedures and identify situations where a risk assessment may be required. 2.3 Guide tours according to **general ethics of guiding and specific ethical considerations** for particular contexts. 2.4 Guide tours according to safety requirements and in a manner that minimizes risk to customers and colleague 2.5 Guide tours in a manner that **minimizes any negative impact on the social-cultural or natural environment**.
3. Develop guiding skills and knowledge	3.1 Identify and use **opportunities to update the knowledge and skills** required by guides. 3.2 Identify and access sources of assistance and support for guides when required. 3.3 Share knowledge with colleagues and local community to enhance the quality of service provided to customers.
4. Communicate with tourism industry operators.	4.1 Articulate information clearly using acceptable languages in the industry. 4.2 Achieve mutual understanding and agree on details

	relevant to guiding activities.
	4.3 Provide accurate information and explanations about customer requirements and any special requests.
	4.4 Communicate according to *social*, *cultural and business requirements*.
	4.5 Identify the nature and key facts of operational problems and provide an appropriate solution by consulting and openly communicating with the *tourism operator*.
	4.6 Update and report information regarding change in the scenario of the destination.

Variable	Range
Participation in risk assessments	May involve: • identifying hazards and conducting risk assessments individually or with others • reporting hazards and identifying a need for a risk assessment • using hazard identification and risk assessment template documents • making simple reports using template-reporting documents
General ethics of guiding and specific ethical considerations	May include: • accuracy and honesty regarding all information given to customers • provision of services as promoted or confirmed • ethical dealings with local communities • compliance with specific requirements of industry codes of conduct or ethics • relationships with industry colleagues, customers and suppliers • cultural considerations • environmental considerations and sustainable practice
Minimising any negative impact on the social or natural environment	May involve: • environmental sustainability of tourism destinations • using minimal impact practices to protect and sustain the natural and cultural integrity • guiding within the guidelines set by land management and protection authorities
Opportunities to update knowledge and skills and key guide information sources	May include: • industry seminars • suppliers • training courses • familiarisation tours • participation or membership in professional guide associations • participation in industry accreditation schemes • use of industry codes of conduct or ethics

	• formal and informal research • internet research
Social, cultural and business requirements	May relate to: • body language • cultural customs and mores

Tourism operators	May be:
	• suppliers of any tourism product or service that is a component of the touring itinerary, including:
	   ➢ coach company
	   ➢ tour operators
	   ➢ airlines
	   ➢ accommodation providers
	   ➢ food and beverage outlets
	   ➢ attraction
	• inbound tour operators
	• retail outlets, including:
	   ➢ souvenir outlets
	   ➢ duty free stores
	   ➢ factory outlets
	• other guides

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • provision of guiding services in a safe, ethical and legally compliant manner • broad knowledge of roles and responsibilities of different types of guides • knowledge of safety, ethical, environmental protection and legal issues to be considered in specific guiding contexts • speaking and listening skills to communicate with industry colleagues and achieve mutual understanding on day-to-day operational requirements
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • general knowledge of the tourism industry and in particular tour operations and wholesaling sectors and the way that guiding fits into the tourism industry • roles, responsibilities and career paths for different types of guides, including tour guides, tour managers, site guides, adventure guides, meet and greet guides, city hosts and driver guides • roles and services provided to guides by government body and industry associations • broad and working knowledge of industry and legal compliance requirements that affect guiding operations, including: ➢ consumer protection laws

	➢ occupational licensing and industry accreditation
	➢ contents of various guiding codes of conduct or practice and the impacts of compliance and non-compliance
	➢ public liability and the guide's duty of care
	➢ environmental laws
	➢ permit requirements for operating within regulated land managed areas
	• safety issues that specifically affect guiding operations in particular contexts
	• broad and working knowledge of risk management systems
	• format and use of appropriate risk assessment templates
	• the key features of environmental impact and minimal impact practices to be considered when guiding in environmentally sensitive areas
	• key factors to consider in minimizing negative impacts on the social and natural environments in which tours take place
	• social, cultural and business conventions applicable to working as a guide
Underpinning Skills	Demonstrates skills to:
	• ability to access appropriate risk assessment templates
	• critical thinking to facilitate rational and logical analysis of ethical and environmental issues and the making of decisions on appropriate behaviours and actions
	• speaking and listening to carry out predictable and creative communication involving daily transactions and interactions of a non-routine and varied nature
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through:
	• Interview / Written Test / Oral Questioning
	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Prepare and Present Tour Commentaries or Activities**
Unit Code	**CST TOG3 03 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and present commentaries or activities to customers. Its main focus is on the need to use effective interpretation and presentation techniques to ensure customer participation and enjoyment. Tour guides may have generalist or specialist knowledge and the diversity of information imparted is immense and immeasurable. This unit does not focus on the knowledge base but on the skills required to prepare and present information. The unit goes beyond the delivery of fully-scripted commentary and requires significant creative input.

Elements	Performance Criteria
1. Prepare commentaries or activities for presentation to customers.	1.1 Select and organize appropriate information to meet the ***needs of specific customers***, operational contexts and timing restrictions. 1.2 Select or develop appropriate themes as a basis for commentaries or activities. 1.3 Construct ***commentaries or activities*** to maximise the potential for customer enjoyment and learning. 1.4 Obtain, check and assemble all support materials in advance of the tour or activity.
2. Present commentaries or activities to customers.	2.1 Use interpretive and presentation techniques to combine entertainment and learning and to enhance the quality of the experience for the customer. 2.2 Use language appropriate to the customer group. 2.3 Present current, accurate and relevant information in a logical order. 2.4 Present information of appropriate depth and breadth for specific customer needs. 2.5 Present information in a manner that demonstrates cultural and social sensitivity. 2.6 Pace the presentation according to timing requirements and ***operational context***. 2.7 Use ***equipment and resources*** correctly and identify and report any equipment defects promptly.

3. Interact with customers.	3.1 Encourage customer participation within safety requirements through effective use of interpretive and presentation techniques.
	3.2 Invite questions and feedback from customers both during and at the conclusion of any commentary or activity.
	3.3 Answer questions courteously and correctly and, if required, involve the whole group by repetition of the question and delivery of answer audible to all.
	3.4 Where the answer to a question is unknown, offer to supply the answer at a future time or refer the customer to other information sources.
	3.5 Maintain communication with appropriate colleagues as required by specific tour or activity circumstances.
	3.6 Implement contingency plans without delay when *unexpected events* occur and amend presentation format, order or structure to minimize impact on customer enjoyment.

Variable	Range
Needs of specific customers may vary according to:	• geographic origin • cultural background • age • gender • special need • educational level • special interests • requested coverage
Commentaries or activities may relate to a range of subjects, including:	• history and heritage • culture • art • natural environment • built environment • wildlife • domestic and farm animals • birds
Operational context	May relate to: • coach touring • guided walks • guided site activities • entertainment-based tours
Equipment and resources	May include: • microphone, where applicable to the operational context and assessed as necessary (e.g. on a coach) • audiovisual equipment

	• videotapes and DVDs • props
Unexpected events	May include: • systems failure • equipment failure • mechanical failure of a vehicle • injury, accident or death • adverse weather conditions • inappropriate customer behaviour • customers who cause disruption and disturbance to other tour members, host communities and the environment • unpredictable animal behaviour • sudden closures • change of access • customer health issues, causing a reassessment of physical abilities

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • ability to select information and prepare commentaries or activities to meet a specific need • ability to use interpretive and presentation techniques to create customer-focused, informative and entertaining experiences for customers • preparation and presentation of multiple commentaries or activities covering a range of topics that meet the differing needs of various customer groups to ensure consistency of performance (for city or region-based generalist guides, this should include the delivery of information that covers different destinations within the city or region • presentation of activities and commentaries of a duration that reflects local industry product and practice • preparation for and presentation of commentaries or activities within multiple guiding environments (e.g. at a tourist site, on a coach tour, in a national park or on a walking tour) to ensure that skills can be adapted to different guiding contexts

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• in-depth knowledge of subject matter being presented which will vary according to context
	• presentation and interpretive techniques, including the role and use of:
	  ➢ humor
	  ➢ body language
	  ➢ role-play
	  ➢ voice techniques
	  ➢ storytelling

	➢ games and activities ➢ sensory awareness exercises ➢ visual aids and props ➢ positioning • safety and emergency procedures for relevant locations
Underpinning Skills	Demonstrates skills to: • microphone techniques, as and when applicable to the operational context of delivering the tour commentary or activity, e.g. a coach touring context • interpretation of specific customer needs and any specific services previously confirmed with customer • high-level communication skills to facilitate the gathering and analysis of complex information and interpret and adapt this for simpler communication to customers • creative communication techniques for interpretive commentaries or activities, including such things as storytelling, role-play, games, sensory awareness exercises and illustrated talks • high-level communication skills to present in an informative, engaging, educational and enjoyable manner and interpret and answer customer questions
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Develop and Maintain the General and Regional Knowledge Required by Guides**
Unit Code	**CST TOG3 04 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to research information on Ethiopia for presentation to customers. It requires broad general knowledge of Ethiopia and a breadth and depth of regional and location-specific knowledge, highlighting the need for ongoing research to update and expand the guide's knowledge.

Elements	Performance Criteria
1. Research information on Ethiopia and the regions.	1.1 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues.
	1.2 Identify the key information sources frequently used by guides.
	1.3 Evaluate the credibility and reliability of information sources.
	1.4 Select and use **formal and informal research techniques** appropriately to access current, accurate and relevant information about Ethiopia , the regions and localities
	1.5 Obtain information in a culturally appropriate way.
2. Prepare information for guiding activities.	2.1 Create and update accurate **personal reference materials using a filing system** that allows quick and efficient access and retrieval.
	2.2 Organize information to reflect the needs of customers and the way in which information may be presented during a guiding activity.
	2.3 Identify themes and messages from research to meet specific customer needs.
3. Update general knowledge of Ethiopia and the local regions.	3.1 Identify and use **opportunities to maintain the currency of general knowledge** about Ethiopia and the local regions.
	3.2 Incorporate updated knowledge into guiding activities regularly and in a culturally appropriate way.

Variable	Range

Formal and informal research, techniques *and* opportunities to maintain the currency of knowledge	May include: • talking and listening to local experts • talking and listening to local communities • personal on-site observation and exploration • organising information from own memory and experiences • watching television, videos and films • listening to radio • reading newspapers, books and other references • internet • industry association membership • attending seminars or conferences
Personal reference materials and filing systems	May include: • card reference systems • computerised database of information • notes based around different themes or characters • notes for specific touring routes or locations • notes for specific customer interests • notes for particular types of customer groups, e.g. from particular countries or with special interests • chronologies of major events • storylines • customer profiles, e.g. interest profiles for particular age groups and nationalities

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • required breadth of knowledge of Ethiopia and the local region as specified in this unit, to a level and familiarity sufficient to: • develop coherent and interesting interpretations for customers • answer typical questions asked by customers on given topics • ability to source initial and updated information to meet differing customer needs and to ensure that information supplied is current
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • key information sources frequently used by guides • a depth of knowledge to satisfy the information needs of the guide's customers and the expectations of the tourism operators who will engage the guide • aspects of Australia in general and in-depth knowledge of the specific aspects of the local region, which must include the following broad knowledge base: ➤ history (historical development of Ethiopia and the local region, major historical events and prominent individuals, key dates and overview of Ethiopian history)

		➢ government and politics (general structure, political parties, major political figures, and current federal, regional and local political issues)
		➢ economy (overview of current state of the economy, and key features of the local economy and local industry)
		➢ trade (key exports and main trading partners)
		➢ education (overview of school and higher education systems and comparison of systems to those of other countries or states)
		➢ climate (weather patterns, including any extreme conditions, impact of climate on lifestyle and stories associated with climate in a local areas)
		➢ geography and geology (major land formations, landmarks, natural attractions and their key features for both Ethiopia and the local regions)
		➢ architecture (major styles and their proponents, key buildings, their heritage and current use, and structures both in Ethiopia and the local areas)
		➢ cultural elements (overview of Indigenous cultures within Ethiopia, different cultures within Ethiopia and the local areas, cultural activities and local customs)
		➢ lifestyle (key features of the day-to-day living patterns of Ethiopians and local people, and family and social customs)
		➢ art, theatre, music and literature (key Ethiopian performers, writers and artists, major works by Ethiopians and major cultural events)
		➢ religion (religious make-up of Ethiopia and the local areas, and aspects of religious practices)
		➢ natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, and land management in Ethiopia including the role of national parks)
		➢ flora and fauna (overview of native flora and fauna, their characteristics and key locations)
		➢ transport (main transport systems, usage of different forms of transport across Ethiopia, historical development of different forms of transport and current transport within the local region)
		➢ agriculture (Ethiopia's history as a primary producer, key products of Ethiopia, current issues, past and current agricultural aspects of the local region)
		➢ science and technology (Ethiopia's contribution both past and present, prominent individuals and key discoveries)
		➢ sport (main Ethiopian sporting activities, Ethiopia's sporting record, local sporting focus, sporting facilities and sporting comparisons with other countries or areas)
		➢ food (local dishes and produce)
		➢ coffee (Ethiopian coffee ceremonies, major growing

	areas, coffee produced within the local region)
	➢ shopping (key locations and local products)
	➢ tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners and medical facilities)
	➢ current events in Ethiopia and the local region
Underpinning Skills	Demonstrates skills to: • basic research • interpretation of the specific information needs of customer groups and specific customers • literacy to source, read and interpret complex general information on Ethiopia and regional or location-specific information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Lead and Manage Tour Groups.**
Unit Code	**CST TOG3 05 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate a group of touring customers. It focuses on the communication, leadership /management and conflict resolution skills required by guides. The unit requires the ability to coordinate the physical movement of groups.

Elements	Performance Criteria
1. Coordinate and manage group movements.	1.1 Maintain the tour schedule wherever possible through effective communication with the group.
	1.2 Use techniques to promptly attract group attention when required.
	1.3 Advise the group sensitively and accurately about ways in which minimum disruption and disturbance can be caused to other tour members, host communities and the environment.
	1.4 Complete physical group movements in an orderly manner, checking group numbers at appropriate times.
	1.5 Advise customers of appropriate procedures if they become separated from the group.
	1.6 Provide instructions in a manner and pace appropriate to the particular group.
	1.7 Encourage customers to seek clarification of instructions where necessary.
	1.8 Locate lost or late group members, ensure they rejoin the group and are advised of future need to comply with group movements.
2. Encourage group morale and goodwill.	2.1 Use **techniques to build group cohesion** during the tour.
	2.2 Balance the needs of individuals and the group in the conduct of the tour.
3. Deal with conflicts and difficulties.	3.1 Assess potential for conflict promptly and take swift and tactful action against the conflict, to prevent escalation and assist resolution.
	3.2 Take appropriate action to deal with difficult tour members.
	3.3 Respond to **conflicts and difficulties** in a manner likely to optimize the goodwill and morale of the group.
	3.4 Follow procedures for controlling drug or alcohol-affected customers according to company guidelines and legal

	requirements.

Variable	Range
Techniques to build group cohesion	May include: • encouraging interaction between group members • group activities or games • inviting individuals to address the group • using the skills of individual group members in the operation of the tour • focusing the group on shared experiences • using seat rotation systems
Conflicts and difficulties	May involve: • personal conflict between customers • dominant or disruptive customers • customers who cause disruption and disturbance to other tour members, host communities and the environment • highly demanding customer • subgroups or cliques within the group • perception of favouritism by guide • dissatisfaction with the tour • personal conflict among colleagues

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • coordinating the movement of groups, using communication and leadership techniques that build group cohesion • responding to people management problems and issues during group tours or activities • knowledge of the range of conflict and people management issues that could arise during group tours or activities • leading multiple tour groups to ensure consistency of performance • leading group tours or activities of a duration that reflects local industry product and practice and of sufficient duration to allow the candidate to demonstrate techniques to build group cohesion
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • procedures for maximising efficiency of group movements • procedures for locating lost or late group members and coordinating reunion with the group • minimal impact practices to ensure minimum disruption and disturbance to host communities and the environment • principles of group management and group dynamics • communication and leadership techniques with particular

	application to guiding activities and building group cohesion • types of conflict and people management issues likely to arise in a group touring situation and typical causes • procedures for negotiating and resolving conflicts and difficulties • conflict theory, including signs, stages, levels, factors involved and resolution

Underpinning Skills	Demonstrates skills to:
	• high-level communication to communicate with customers about the tour or activity movements, provide clear instructions and advise on procedures they must adhere to
	• conflict resolution and strategies incorporating the skills and techniques of:
	   ➢ assertiveness
	   ➢ active listening
	   ➢ non-verbal communication
	   ➢ inclusive language style
	   ➢ problem-solving
	   ➢ negotiation
	• numeracy to count tour members

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Implement and Monitor Environmentally Sustainable Work Practices**
Unit Code	**CST TOG3 06 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

Elements	Performance Criteria
1. Investigate current practices in relation to resource usage	1.1. Identify environmental regulations applying to the enterprise
	1.2. Analyse procedures for assessing **compliance** with environmental/sustainability regulations
	1.3. Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate
	1.4. Collect, analyse and organize information from a range of **sources** to provide information/advice and tools/resources for improvement opportunities
	1.5. Measure and document current resource usage of members of the work group
	1.6. Analyse and document current **purchasing strategies**
	1.7. Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1. Seek input from **stakeholders**, **key personnel and specialists**
	2.2. Access external sources of information and data as required
	2.3. Evaluate alternative solutions to workplace environmental issues
	2.4. Set efficiency targets
3. Implement performance improvement strategies	3.1. Source and use appropriate **techniques and tools** to assist in achieving efficiency targets
	3.2. Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management

	3.3.	Implement and integrate ***environmental and resource efficiency improvement plans*** for own work group with other operational activities
	3.4.	Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area
	3.5.	Seek ***suggestions*** and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate
	3.6.	Implement costing strategies to fully value environmental assets
4. Monitor and evaluate performance	4.1.	Use and/or develop evaluation and monitoring, tools and technology
	4.2.	Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders
	4.3.	Evaluate strategies and improvement plans
	4.4.	Set new efficiency targets, and investigate and apply new tools and strategies
	4.5.	Promote successful strategies and reward participants where necessary.

Variable	Range

Compliance	May include:
	• meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  ➢ international
	  ➢ federal/regional
	  ➢ industry
	  ➢ organisation.

Sources	May include: • organisation specifications • regulatory sources • relevant stakeholders • resource use
Purchasing strategies	May include: • influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products
Stakeholders**,** key	May include:

personnel and specialists	• individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, including: ➤ customers ➤ employees at all levels of the organisation ➤ government ➤ investors ➤ local community ➤ other organizations ➤ suppliers • key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise
Techniques and tools	May include: • examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context
Environmental and resource efficiency improvement plans	May include: • addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • determining organisation's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary energy and non-stationary (transport) • preventing and minimising risks, and maximising opportunities such as: ➤ improving resource/energy efficiency ➤ reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches such as: ➤ ecological foot printing ➤ Global Reporting Initiative ➤ green purchasing ➤ Greenhouse Challenge ➤ product stewardship ➤ supply chain management ➤ sustainability covenants/compacts
Suggestions may include ideas that help to:	• prevent and minimize risks and maximise opportunities such as: ➤ usage of solar or renewable energies where appropriate ➤ reducing emissions of greenhouse gases ➤ reducing use of non-renewable resources ➤ making more efficient use of resources, energy and water

	• maximising opportunities to re-use, recycle and reclaim materials
	• identifying strategies to offset or mitigate environmental impacts:
	   ➤ purchasing carbon credits
	   ➤ energy conservation
	   ➤ reducing chemical use
	   ➤ reducing material consumption
	• expressing purchasing power through the selection of suppliers with improved environmental performance e.g. purchasing renewable energy
	• eliminating the use of hazardous and toxic materials

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • knowledge of relevant compliance requirements within work area • developing plans to make improvements • planning and organising work group activities in relation to measuring current use and devising strategies to improve usage • monitoring resource use and improvements for environmental performance relative to work area and supervision • ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards • implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • best practice approaches relevant to own area of responsibility and industry • compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures • environmental and energy efficiency issues, systems and procedures specific to industry practice • external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes • OHS issues and requirements • organisational structure and reporting channels and procedures • quality assurance systems relevant to own work area • strategies to maximise opportunities and to minimize impact

	relevant to own work area • supply chain procedures • terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity
Underpinning Skills	Demonstrates: • analytical skills to analyse problems, to devise solutions and to reflect on approaches taken • change management skills • communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency • communication/consultation skills to support information flow from stakeholders to the work group • innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools • literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes • numeracy skills to analyse data on organisational resource consumption and waste product volumes • planning and organising skills to implement environmental and energy efficiency management polices and procedures relevant to own work area • problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required • technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • supervisory skills to work effectively with a team
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Process Financial Transactions**
Unit Code	**CST TOG3 07 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to process simple financial transactions in a range of workplace contexts. Cash and other types of transactions are included in the unit.

Elements	Performance Criteria
1. Process receipts and payments	1.1 Receive and check cash float accurately where appropriate using correct documentation.
	1.2 Check payments received from the customer and give correct change where appropriate.
	1.3 Prepare and issue accurate receipts including all relevant tax details.
	1.4 Process and record **transactions** according to organization and financial institution procedures.
	1.5 When cash payments are required, check documents and issue cash according to organization procedures.
	1.6 Conduct transactions using appropriate software applications.
	1.7 Conduct transactions to meet organization speed and customer service standards.
2. Reconcile takings	2.1 Perform **balancing procedures** at the designated times according to organization policy and in consultation with colleagues.
	2.2 Where appropriate, separate any cash floats from takings prior to balancing procedure and secure according to organization procedures.
	2.3 Determine register or terminal reading or printout where appropriate.
	2.4 Remove payments received and transport according to organization **security procedures**.
	2.5 Count and calculate payments accurately.
	2.6 Determine balance between register or terminal reading and sum of payments accurately.
	2.7 Investigate or report discrepancies in the reconciliation within scope of individual responsibility.
	2.8 Record takings according to organization procedures.

Variable	Range
Transactions	May include: • cash • credit cards • cheques • deposits • advance payments • vouchers • company charges • refunds • travellers cheques • foreign currency.
Balancing procedures	May be: • manual • electronic
Security procedures	May relate to: • process for taking cash from customers • managing floats, such as when to reduce cash held • maintaining low levels of cash in tills • rules for when and how cash should be counted • handling customer claims of short change • transporting takings to the bank • procedures in the event of a hold-up.

Evidence Guide	
Critical aspects of competence	Assessment requires evidence that the candidate: • ability to conduct accurate and secure financial transactions • ability to balance transactions within acceptable organization timeframes • knowledge of security principles and procedures in relation to tender and other financial documentation • ability to work within time constraints typical of the industry environment, such as several people waiting to pay their bill • processing of multiple and varied transactions to address different situations and contexts.
Underpinning Knowledge and Attitude	Demonstrates knowledge of: • procedures for processing different types of transactions in the relevant industry context • underpinning principles of the reconciliation and balancing process • relevant software, such as point of sale • role and importance of the reconciliation and balancing process in a broader financial management context • security procedures for cash and other financial

	documentation
Underpinning Skills	Demonstrates skills to: • problem-solving to identify and investigate a range of routine reconciliation discrepancies • literacy to read and interpret documentation, such as credit card details, receipts or cash float documentation • numeracy to tender correct change and undertake simple financial reconciliations
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context for Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Provide First Aid in Remote Situation**
Unit Code	**CST TOG3 08 0912**
Unit Descriptor	This unit of competency describes the skills and knowledge required to provide first aid to a casualty in a remote and/or isolated situation.

Elements	Performance Criteria
1. Prepare to respond to emergency in a remote situation	1.1 ***Prepare for isolated travel*** or work, accounting for expected contingencies 1.2 Assess casualty's condition and determine appropriate response in order to minimize hazards and determine need for medical assistance 1.3 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, transport availability and casualty's condition
2. Provide first aid in a remote situation	2.1 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort 2.2 Seek consent from casualty prior to applying first aid management 2.3 Provide first aid response to address casualty's condition and in accordance with effective first aid principles 2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.5 Monitor casualty's condition and undertake ongoing first aid procedures as required 2.6 Calmly provide information to reassure casualty during the wait for medical assistance, adopting a communication style to match the casualty's level of consciousness 2.7 Provide shelter from elements in accordance with environmental conditions 2.8 Document condition of casualty over time to assist in on-going management
3. Work in conjunction with medical and	3.1 Establish communication links to medical services, using relevant communication equipment to ensure prompt control action is undertaken 3.2 Request ambulance support or appropriate medical

emergency services support	assistance according to relevant circumstances
	3.3 Administer medication under direct instruction from an *authorised health worker* as required
	3.4 Assist in the evacuation of the casualty by following directions given by emergency services as required
4. Evaluate the incident	4.1 Evaluate management of the incident and where required develop an action plan in consultation with relevant parties
	4.2 Participate in debriefing/evaluation in order to improve future operations and address individual's needs

Variable	Range
Contextualisation to address specific requirements	May include: • Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (e.g. in confined spaces, or in work environment involving identified risks/hazards)
Preparation for isolated/remote travel	May include: • Selection of relevant communication equipment • Accessing relevant first aid supplies and resources to cater for environmental conditions • Considering access/egress opportunities • Notifying relevant authorities of travel plans
In remote/isolated situations consideration to travel or wait would depend upon:	• Severity of injury • Time required for medical assistance to arrive • Whether movement might hinder rescue • Advice given by authorised health worker • Whether contact with medical and/or emergency services has been achieved
Documentation, especially in remote/isolated situations may include recording:	• Time • Location • Description of injury • First aid management • Fluid/oral intake/output, including fluid loss via: • blood • vomit • faeces • urine • Administration of medication including time, date, person administering, dose • Vital signs
Authorised health worker	May include: • Paramedic/ambulance officer • General practitioner • Nurse practitioner

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • Competence should be demonstrated working individually and, where appropriate, as part of a first aid team • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting • Currency of first aid knowledge and skills is to be demonstrated in line with federal/ regional regulations, legislation and policies, and industry guidelines
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Working knowledge of communication systems, equipment and methods as available in the remote situation • Understanding of OHS principles • Infection control principles and procedures, including use of standard precautions • Principles of identifying and preparing area for safe evacuation (including aero-medical evacuation) • Principles for evaluating management options relating to transporting casualty and/or waiting for assistance • Principles of preparing for providing first aid in an area remote from ready assistance, including identifying and preparing supplies to address contingencies specific to different types of situation • Awareness of stress management techniques and available support
Underpinning Skills	Demonstrates skills to: • Conduct an initial casualty assessment in a remote situation • Plan an appropriate first aid response in line with established first aid principles, policies and procedures, Guidelines and/or federal/regional regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge • Use available communication methods and equipment to access medical assistance • Evaluate available options for transporting or maintaining condition of casualty • Transport casualty safely using available methods • Use available resources effectively to manage pain • Administer medication under direct instruction from an authorised health worker and in accordance with federal/regional regulations, legislation and policies Demonstrate: • safe manual handling • adequate infection control procedures, including standard

	precautions
	• identification and preparation of area for safe evacuation (including aero-medical evacuation)
	• Prepare a written incident report or provide information to enable preparation of an incident report
	• Improvise treatment and associated resources
	• Undertake contingency planning in relation to providing a first aid response in a remote situation
	• Interpret and use listed documents
	• Communicate effectively and assertively and show leadership in an incident
	• Accurately listen to, clarify and apply medical instructions
	• Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols
	• Make prompt and appropriate decisions relating to managing an incident in a remote situation
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Provide Specialized Advice on Ethiopian Beverages**
Unit Code	**CST TOG3 09 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide specialised advice on Ethiopian beverages. It also includes some limited underpinning knowledge in the context of placing Ethiopian beverages in a world marketplace.

Elements	Performance Criteria
1. Evaluate Ethiopian beverages.	1.1 Identify and explore the characteristics of a range of *Ethiopian beverages* using the full range of *sensory evaluation techniques*.
	1.2 Review *other information* about specific local beverages, regions and production methods to complement the sensory evaluation process
	1.3 Develop informed opinions about Ethiopian beverages that support *work as a specialist in beverages*.
2. Handle, store and monitor Ethiopian beverages.	2.1 Store Ethiopian beverages according to *particular requirements* of different beverages.
	2.2 Monitor beverage quality and recognize *impaired quality* based on in depth knowledge of Ethiopian beverages.
	2.3 Where required, serve beverages appropriately and at the correct temperature according to type and style of beverages and customer preference.
	2.4 Decant beverages using techniques appropriate to the variety and style of beverages.
3. Advise customers on Ethiopian beverages.	3.1 Provide accurate information and assistance on different Ethiopian beverages options.
	3.2 Discuss and debate local beverage characteristics, origins and production methods with customers, taking account of the customers' level of beverages knowledge.
	3.3 Take account of *appropriate and ethical business considerations* when providing advice and make adjustments accordingly.
	3.4 Assist customers with beverages selections according to taste, price preferences and other specific needs.
	3.5 Resolve issues with beverages quality through accurate

	identification of faults and appropriate corrective action.
4. Extend and update own knowledge of Ethiopian beverages.	4.1 Conduct **formal and informal research** to access current, accurate and relevant information about beverages. 4.2 Identify trends in customer tastes based on direct contact and workplace experience. 4.3 Identify general trends in the beverages market and apply to the workplace as appropriate. 4.4 Provide assistance in the design, content and pricing of beverages list as required.

Variable	Range
Ethiopian beverages must include beverages from*:*	• all major and emerging Ethiopian beverage regions

Sensory evaluation techniques	Must include:
	• visual appraisal:
	   ➢ beverages appearance and handling traditional cups
	   ➢ intensity and type of color
	   ➢ clarity
	• smell or nose appraisal:
	   ➢ techniques for releasing aroma and bouquet
	   ➢ recognizing 'off' odors
	   ➢ assessing intensity of aromas
	   ➢ describing smell characteristics
	   ➢ assessing age
	• taste appraisal:
	   ➢ techniques for releasing local beverage flavours (sucking in air,)
	   ➢ spitting techniques
	   ➢ recognizing acidity, sweetness, weight or body, length, note, beverages faults
	• assessing balance of beverages features on the palate

Other information	May include: • promotional information • details of production methods • reference texts on beverages • product reviews • presentation sessions from growers, wholesalers, distributors

	• information on beverages currently listed in the Ethiopian beverages
Work as a specialist in beverages	May involve: • making presentations on beverages • selling beverages to corporations • selling beverages to individuals • conducting specialised beverage tastings • developing beverages list suggestions
Particular requirements	May relate to: • temperature • humidity • stock rotation • shelf life • amount of UV light • vibrations
Impaired quality	Might relate to: • oxidation • tart rates • cloudiness • cork faults
Appropriate and ethical business considerations	May include: • profitability requirements • current stock • supplier arrangements • stock availability • range being promoted
Formal and informal research	May include: • talking to product suppliers, beverage makers and memberships of associations and industry bodies • reading general and trade media and supplier information • attending trade shows • attending beverage tastings • reading beverage reference books • using the internet

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • identification of different characteristics of Ethiopian beverages using sensory evaluation techniques • knowledge of Ethiopian beverages, as detailed under required knowledge • ability to maintain and extend current and relevant knowledge

	of Ethiopian beverages and to apply that knowledge to different workplace activities
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • the full range of sensory evaluation techniques and their relevance to different types of beverages • structure, history, trends and philosophies of the Ethiopian beverages industry • characteristics of major Ethiopian beverages, including: ➢ different beverage types and their styles ➢ different production methods ➢ label terminology and interpretation ➢ major regional variations ➢ principal ingredients used in beverage types ➢ the place of Ethiopian beverages in the international marketplace ➢ how Ethiopian beverages compare with imported beverages in terms of general types and styles • general knowledge of Ethiopian geography in relation to its impact on beverages growing • climatic classification of Ethiopian beverages producing, including factors that influence the character of beverages • beverages production methods and variations, including: basic beverage production steps and variations for different beverages (harvesting, crushing, pressing, fermentation, clarification, maturing,) • new world approaches to beverage making • specific production techniques for beverage (additional clarification process) • specific production techniques for beverages • specific techniques for fortified beverages • factors that affect the style and quality of beverage, including: ➢ climate ➢ soil ➢ ingredients ➢ storage • key structural components in beverage and their impact on taste , • indicators of quality in beverages and analysis and diagnosis of beverage faults or impairments, including: • beverage service techniques, including decanting of beverages • storage requirements for a range of beverages and reasons for these • contributing factors of a successful beverage list • overview of the types of foods that match successfully with different beverages (Provide specialised advice on food and

	beverage matching)
Underpinning Skills	Demonstrates skills to: • communication to articulate advice on beverages, and to discuss and debate different ideas and opinions about beverages • critical thinking to evaluate wide ranging information about beverages and apply and adapt information to beverages specialist activities • literacy to research and interpret detailed information about beverages from a variety of sources • problem-solving to identify product faults and make judgments about appropriate remedial action
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Provide Arrival and Departure Assistance**
Unit Code	**CST TOG3 10 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge to offer arrival and departure assistance to customers between transport terminals and accommodation. It requires the ability to check the customer's arrival and departure information, reconfirm all operational aspects of the transportation and accommodation, and provide customers with accurate information.

Elements	Performance Criteria
1. Conduct arrival transfers for visitor groups or individuals.	1.1 Check and note customer arrival information accurately, and implement promptly any action required to deal with alterations in schedule or delays.
	1.2 Confirm transport for the correct time and place with transport supplier.
	1.3 Employ identification techniques that allow customers to locate the guide at the ***transport terminal***.
	1.4 Use available ***terminal facilities*** correctly and fully to assist in meeting customers.
	1.5 Use passenger lists to accurately and legibly record arrivals, no-shows and other comments.
	1.6 Establish and monitor arrangements for the transport of baggage from the terminal prior to the arrival of the customer.
	1.7 Use checking procedures to ensure the correct number of baggage pieces and passengers are transported.
	1.8 Follow established procedures for lost baggage promptly and correctly.
	1.9 Perform a head count of group visitors for verification.
2. Deliver arrival information to visitors.	2.1 Greet customers in a manner that encourages positive feelings of goodwill towards the guide, the company, the region and Ethiopia in general.
	2.2 Provide customers with correct and adequate ***information and advice*** to introduce them to the local area.

3. Check in and check out groups and individuals at accommodation.	3.1 Brief customers on **accommodation** check-in procedures to minimize confusion and time delay on arrival at accommodation venue.
	3.2 Offer customers 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 between customers and accommodation staff.
	3.4 Brief customers on accommodation check out procedures to minimize confusion and time delay on arrival at visiting sites/destination.
4. Conduct departure transfers for groups and individuals.	4.1 Verify departure details with carriers prior to commencement of transfer and take action according to a contingency plan if changes in schedule or other problems occur.
	4.2 Organize customers for departure from accommodation in a manner that minimizes disruption in the hotel lobby.
	4.3 Use passenger lists to accurately check details of all departing passengers and ensure all are accounted for.
	4.4 Check baggage prior to departure using procedures that ensure that no items are left behind.
	4.5 Advise customers to check belongings for accommodation keys, items stored securely by the accommodation venue, tickets and passports.
	4.6 Advise customers correctly regarding procedures for any taxes, duty free requirements, outgoing passenger cards and general procedures that apply to departure from transport terminal.
	4.7 Obtain feedback on products and services courteously from customers and relay information accurately to the company.
	4.8 Offer customers friendly and efficient assistance with transport check-in at the terminal or facilitate check-in on behalf of customers.

Variable	Range
Transport terminals	May include: • airports • air charter facilities • bus and coach terminals • train stations • shipping ports and 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 check-out 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 • lodges • pension • motel • resort • bed and breakfast • caravan park • camping grounds

Evidence Guide	
Critical aspects of Competence	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
Underpinning	Demonstrates knowledge of:

Knowledge and Attitudes	• all main arrival and departure points and facilities within the local area • in-depth knowledge of the local transport terminal facilities and procedures for arrivals and departures for all terminals within the local area • guide identification techniques within transport terminals • baggage collection and movement procedures within various local transport terminals and accommodation venues • lost baggage procedures for the transport operators at the terminals • accommodation check-in and check- out procedures for various customer types • formats of and terminology used in standard customer travel documentation (e.g. rail, air and bus tickets; accommodation vouchers; and transfer vouchers) and operational documentation (e.g. operational or technical itineraries)
Underpinning Skills	Demonstrates skills to: • verbal and written use of the 24-hour clock • microphone techniques, as and when applicable to the operational context, e.g. for bus transfers • interpretation of tourism industry jargon, especially terminal and transport codes, such as airline and airport city codes • high-level communication skills to communicate with customers, terminal staff, transport operator staff and accommodation staff on sometimes complex issues like lost baggage and incorrect allocation of accommodation • literacy skills to read and interpret customer and operational information, such as travel vouchers, customer and technical itineraries, rooming lists and briefing instructions provided by tour operators • writing skills to accurately and legibly record arrivals and departures, no-shows and other comments • numeracy skills to count and check group members and the number of luggage pieces
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Research and Share General Information on Ethiopian Tourism Heritages**
Unit Code	**CST TOG3 11 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to research and share information about Ethiopian tourism heritages in an appropriate way. It focuses on information that is widely available to the general community. The unit recognises that there is no single Ethiopian tourism heritage and emphasises the importance of culturally appropriate behaviour and local community consultation.

Elements	Performance Criteria
1. Research general information on Ethiopian tourism heritages	1.1 Identify sources of *information* and conduct accurate *research* on Ethiopian tourism heritages.
	1.2 Interpret written sources of information; extract the required information, and check for accuracy and any required permission to disseminate to local communities prior to use.
	1.3 Access information from other than written sources in a culturally appropriate way.
	1.4 Demonstrate behavior that shows respect for Ethiopian tourism heritages and follow correct protocols when seeking information.
	1.5 Share knowledge gained with work colleagues to increase heritage awareness and understanding in the organization.
2. Share general information on Ethiopian tourism heritages with customers.	2.1 Identify and use Ethiopian tourism heritages interpreters where possible and within scope of individual responsibility.
	2.2 Provide customers with guidance on appropriate behaviors when interacting with heritage interpreters or communities.
	2.3 Share accurate information on Ethiopian tourism heritages with customers.
	2.4 Include reference to the diversity of Ethiopian tourism heritages when sharing information.
	2.5 Share information in a manner respectful of local community values and customs.
	2.6 Share information in a manner that enhances customer understanding of Ethiopian tourism heritages.
	2.7 Answer customer questions in a polite and friendly manner and according to community wishes about what information can be shared with customers.

	2.8 Respond to culturally inappropriate customer behavior promptly and in a manner that minimizes the likelihood of offence being taken.

Variable	Range
Information:	May be about: • Ethiopian tourism heritages in general • specific Ethiopian tourism heritages May cover the following topics: • traditional life and culture • contemporary heritage life and culture • art and music • dance • crafts, food and traditional medicine • tools and implements • land ownership • cultural sites, galleries, cultural centres, natural sites and occupation sites
Research may include:	• talking and listening to local communities • organising information from personal memory and experiences • watching television, videos and films • listening to radio • reading books and other references • internet • museum research • Books and articles • seminars

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • researching and sharing accurate information about Ethiopian tourism heritages / societies in a culturally appropriate way • knowledge of the protocols that apply to researching and sharing information generally available about Ethiopian tourism heritages • general knowledge of Ethiopian tourism heritages and specific cultures within a local context • ability to source different types of information covering multiple topics to ensure a breadth of knowledge • ability to share general information about Ethiopian tourism heritages with customers on numerous occasions to ensure consistency of performance
Underpinning	Demonstrates knowledge of:

Knowledge and Attitudes	• protocols for researching and sharing information about Ethiopian tourism heritages • copyright and intellectual property issues associated with the sharing of information • general knowledge of Ethiopian tourism heritages in general • general knowledge of the specific Ethiopian tourism heritages within the particular local context
Underpinning Skills	Demonstrates skills to: • basic research and techniques for acquiring and maintaining current information generally available about Ethiopian tourism heritages • literacy to source, read and interpret sometimes complex information on Ethiopian tourism heritages • communication , including cross-cultural skills and awareness of local communication techniques
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Prepare Specialized Interpretive Content on Flora, Fauna and Landscape**
Unit Code	**CST TOG3 12 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to research the specialised information on flora, fauna and landscape required by some guides for presentation to customers. It requires a depth of specialised knowledge and highlights the need for ongoing research to update and expand the guide's knowledge.

Elements	Performance Criteria
1. Research specialized information on flora, fauna and landscape for presentation.	1.1 Identify key sources of information on specialized topics relating to flora, fauna and *landscape*. 1.2 Use *formal and informal research techniques* correctly and appropriately to access current, accurate and relevant information on specialized topics. 1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues. 1.4 Make subjects of potential customer interest the focus of research activities.
2. Prepare specialized information on flora, fauna and landscape for guiding activities.	2.1 Organize information in a manner that reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity. 2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs.
3. Update knowledge of specialized information on flora, fauna and landscape.	3.1 Identify and use *opportunities to maintain current knowledge* about specialized topics. 3.2 Incorporate updated knowledge into day-to-day guiding activities.

Variable	Range
Landscapes	May include: • alpine

	• outback • desert • tropical • temperate • mountainous
Formal and informal research, techniques **and** opportunities to maintain current knowledge	May include: • talking and listening to local experts • talking and listening to traditional owners • personal observation and exploration • watching television, videos and films • listening to radio • internet • reading newspapers, books and other references • membership of professional associations • undertaking formal study • community groups, such as historical societies and heritage trust organizations

Evidence Guide	

Critical aspects of Competence	Evidence of the following is essential:
	• presentation of commentaries or activities to ensure application of the knowledge
	• required breadth of knowledge of flora, fauna and landscape as specified in this unit, to a level and familiarity sufficient to:
	  ➢ develop a coherent and interesting interpretation for customers
	  ➢ answer typical questions asked by customers on given topics
	• ability to source initial and updated information to meet differing customer needs and ensure that information supplied is current
	• ability to incorporate this information into multiple interpretive commentaries or activities that cover multiple topics, to ensure a breadth of knowledge

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• relationship between the guide's interpretation of knowledge and the quality of the customer experience
	• sources of information on the flora, fauna and landscape
	• depth of knowledge to satisfy the information needs of the customers and the expectations of the tourism operators, including the following broad knowledge base:
	  ➢ landscapes of tourism interest within a local region, such as waterways and landforms, and their general characteristics
	  ➢ key ecological terminology
	  ➢ key concepts of ecology, including biotic and physical factors, populations, numbers, food web, community

	relations, life cycles, succession, zonation, carbon cycle, water cycle and energy flow
	• interrelationships between parts of the ecosystem
	• developmental processes related to the formation of the local landscapes, including geological formations and history, soil composition and its relation to plant and animal life and water catchment areas
	• major species of flora and fauna within the landscape, including nature of species and where it is found, roles of individual species, characteristics, commonalities, interactions between species and the environment, nutrition and life cycles and species harmful to humans
	• identification techniques for flora and fauna
	• environmental influences that affect the landscape, including climate and altitude
	• nature of human impact on the landscape, including industrial impacts
	• management regimes for the local landscape, including relevant authorities and codes of practice
	• local communities perspective on the landscape
Underpinning Skills	Demonstrates skills to:
	• basic research and techniques for acquiring and maintaining current knowledge of specialised topics
	• interpretation of the specific information needs of customer groups and specific customers
	• literacy to source, read and interpret sometimes complex information on flora, fauna and landscapes
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through:
	• Interview / Written Test / Oral Questioning
	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Prepare Specialized Interpretive Content On Cultural and Heritage Environments**
Unit Code	**CST TOG3 13 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to research the specialised information on cultural and heritage environments required by some guides for presentation to customers. It requires a depth of specialised knowledge and highlights the need for ongoing research to update and expand the guide's knowledge.

Elements	Performance Criteria
1. Research specialized information on cultural and heritage environments for presentation	1.1 Identify key sources of information on specialized topics relating to **cultural and heritage environments**. 1.2 Use **formal and informal research techniques** correctly and appropriately to access current, accurate and relevant information on specialized topics. 1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues. 1.4 Make subjects of potential customer interest the focus of research activities.
2. Prepare specialized information on cultural and heritage environments for guiding activities.	2.1 Organize information in a manner that reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity. 2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs.
3. Update knowledge of specialized information on cultural and heritage environments.	3.1 Identify and use **opportunities to maintain current knowledge** about specialized topics. 3.2 Incorporate updated knowledge into day-to-day guiding activities.

Variable	Range
Cultural and heritage	May include: • museums

environments may be natural or built and	• Land scopes/land marks • Battle fields • historic parks • art galleries • occupation sites • cultural centres • cultural sites • heritage trails • historic localities or regions • prehistoric and fossil sites(paleonthological and archeological sites)
Formal and informal research, techniques **and** opportunities to maintain current knowledge may include:	• talking and listening to local experts • talking and listening to traditional owners • personal observation and exploration • watching television, videos and films • listening to radio • internet • reading newspapers, books and other references • membership of professional associations • undertaking formal study • community groups, such as historical societies

Evidence Guide	

Critical aspects of Competence	Evidence of the following is essential:
	• presentation of commentaries or activities to ensure application of the knowledge
	• required breadth of knowledge of cultural and heritage environments as specified in this unit, to a level and familiarity sufficient to:
	  ➢ develop a coherent and interesting interpretation for customers
	  ➢ answer typical questions asked by customers on given topics
	• ability to source initial and updated information to meet differing customer needs and to ensure that information supplied is current
	• ability to incorporate this information into multiple interpretive commentaries or activities that cover multiple topics, to ensure a breadth of knowledge

Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • relationship between the guide's interpretation of knowledge and the quality of the customer experience • sources of information on cultural and heritage environments • detailed knowledge of a specific environment of visitor interest to provide a guided tour of the environment and to satisfy the information needs of the customers, including the following

	broad knowledge base:
	➢ how the environment developed and evolved
	➢ historically and culturally significant features of the environment, including details of any exhibits, displays or performances
	➢ individuals associated with the environment, their roles and impacts
	➢ role of the environment within the local community, both past and present
	➢ relationship of the specific environment to past and current Ethiopian culture and history
	➢ nature and extent of use of the environment
Underpinning Skills	Demonstrates skills to:
	• basic research and techniques for acquiring and maintaining current knowledge of specialised topics
	• interpretation of the specific information needs of customer groups and specific customers
	• literacy to source, read and interpret sometimes complex information on cultural and heritage environments
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through:
	• Interview / Written Test / Oral Questioning
	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Conduct Workplace Oral Communication in Two International Languages in Addition to English**
Unit Code	**CST TOG3 14 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to carry out both predictable and non-routine and varied communication in tourism and hospitality workplaces in two international languages other than English involving daily transactions and interactions. It covers the speaking and listening skills required to provide customer service, conduct negotiations at a functional level, and establish and maintain customer relations. This unit can be used for training delivery and assessment of oral proficiency in any international languages other than English. There is no direct parity with any formal language proficiency ratings or assessment framework.

Elements	Performance Criteria
1. Converse with customers and colleagues.	1.1 Use appropriate ***courtesy expressions to extend interactions*** by references to customers' and colleagues' wellbeing, comfort and satisfaction.
	1.2 Use non-verbal communication to convey an acceptance of and sensitivity towards customers or colleagues.
	1.3 Provide any required appropriate information about personal job roles and responsibilities.
	1.4 Provide explanations of problems and their cause, and elaborate on detail and offer apologies when required.
	1.5 Offer further assistance according to the business of the workplace to ensure full service is provided.
	1.6 Courteously request further information from customers or colleagues in order to satisfy their needs.
	1.7 Provide full and clear information to customers and colleagues.
	1.8 Support communication with comments on topical familiar matters, workplace business and events.
2. Provide detailed information and advice.	2.1 Identify and understand the need for ***detailed information and advice***.
	2.2 Convey detailed information and advice using narrative and descriptive statements as necessary to ***communicate***.

	2.3	Repeat, paraphrase and clarify all communications to avoid misunderstanding and to explain difficult points.
	2.4	Use **workplace documents**, **materials and other references** to support explanations if required.
3. Respond to unpredictable situations and problems.	3.1	Provide appropriate advice in response to requests, **unpredictable situations and problems**.
	3.2	Identify need for and seek assistance from others in order to better respond to the situation or problem.
	3.3	Accurately identify the nature and key facts of any problems and provide an appropriate solution by consulting and openly communicating with appropriate parties.
	3.4	Respond to all conflicts and complaints with sensitivity and in keeping with the social and cultural conventions of the specific language speaker.
	3.5	Convey appropriate apologies and expressions of regret for the situation and the specific language and culture.
4. Conduct negotiations at a functional level.	4.1	Facilitate exchange of **negotiations at a functional level** through key information and agreement on details, including personnel, dates, quantities, products and services.
	4.2	Provide appropriate explanations about products and services.
	4.3	Achieve mutual understanding and agreement.

Variable	Range
Courtesy expressions to extend interactions	May relate to: • questioning about needs and preferences • conversations about topical matters • offers of additional assistance
Detailed information and advice	May relate to: • workplace and local facilities, locations, guiding, activities and events • roles and responsibilities of support personnel • food and beverage products and services • functions, meetings and event services • tourism products and services • workplace health and security • shopping locations, including post office • medical and emergency services • timetables and itineraries
Communicate	Must include: • providing information about the workplace • conducting product and service transactions

	• answering queries about products and services • providing specialised assistance within the scope of responsibility
Workplace documents, materials and other references	May include: • brochures, magazines, newspapers and price lists • signs, maps, diagrams, forms, labels and tickets • pamphlets, timetables, charts, price tags and menus • tour documentation and tickets • booking conditions • invoices • vouchers
Unpredictable situations and problems	May include: • lost luggage and stolen property • lost people • delays to vacation schedule, and changes and errors in itinerary • service quality issues, such as special dietary needs and dissatisfaction with room, room service or food • medical emergencies and minor injuries • breaches in security and workplace health and safety rules • non-functioning equipment • lack of other guests' awareness and knowledge of social and cultural conventions
Negotiations at a functional level	May relate to arrangements for: • conferences and functions • tours, guiding, cruises and visits to national parks • accommodation • restaurant services, including food and beverage • entertainment and shopping

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • ability to use a range of extended non-verbal communication skills effectively, as well as verbal skills such as narrative and descriptive statements • ability to use repetition, clarification and paraphrasing techniques to clarify requirements, solve problems and conflict, and reassure customers and colleagues • ability to communicate constructively and sensitively in two international languages other than English to solve problems and conflict, and reassure customers and colleagues in a particular workplace

Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • key information and information sources relating to the particular tourism or hospitality circumstance • key information and standard procedures specific to negotiating in relation to operations and functions in a particular workplace
Underpinning Skills	Demonstrates skills to: • cross-cultural communication to participate in non-routine and varied communication situations • communication and interpersonal to allow for positive and courteous interactions with customers • positive and effective verbal and non-verbal communicative and interactive techniques to establish rapport, provide detailed information and advice, be responsive to customers and deal with the needs of a particular workplace relevant to the languages being assessed • problem solving and conflict resolution techniques
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Plan and Develop Interpretive Activities**
Unit Code	**CST TOG3 15 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and develop interpretive activities for different customer groups. It requires the ability to establish the educational, interpretive and commercial objectives of the activity, develop all operational aspects and evaluate the success of the activity.

Elements	Performance Criteria
1. Establish need for activity.	1.1 Identify need for the ***interpretive activity***, based on customer requests and feedback, product development initiatives and wider community needs.
	1.2 Establish educational, interpretive and commercial objectives of the activity in consultation with appropriate colleagues and consult local communities
2. Develop the activity.	2.1 Identify and develop possible themes and messages for the activity.
	2.2 Identify and access a range of potential information and ***resources***, including ***other specialists*** as required, in a culturally and environmentally appropriate manner.
	2.3 Develop activity using creative and interpretive techniques.
	2.4 Identify hazards for customers and delivery personnel at activity site, conduct a risk assessment and incorporate controls into activity development.
	2.5 Select messages and supporting information of appropriate breadth and depth to meet customer needs.
	2.6 Develop resources to support the activity within designated timelines.
	2.7 Develop activity within budget to meet agreed objectives in consultation with colleagues.
	2.8 Promote activity in conjunction with relevant colleagues and according to organisation marketing objectives.
3. Evaluate activity.	3.1 Obtain formal and informal feedback from customers and colleagues during piloting or conduct of activity.
	3.2 Modify activity according to feedback received.
	3.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of activity in line with its

Variable	Range
	objectives.

Variable	Range
An interpretive activity:	May include: • guided walks • guided site activities • touring activities • sporting activities • one or more activities that may be combined in an overall tour program May relate to a range of subjects, including: • wildlife • domestic and farm animals • birds • history and heritage • culture • art • natural environment • built environment • sports • festivals or seasonal themes

Resources	May include:
	• natural resources
	• audiovisual equipment, such as:
	  ➢ video and video monitor
	  ➢ slides and slide projector
	  ➢ microphone
	  ➢ overhead projector and transparencies
	• handouts
	• costumes
	• props
	• actors and performers
	• guest speakers
	• special interest organisations

Other specialists	May include: • subject matter experts • cultural advisers • technical experts • creative designers • actors and performers • marketers

	• environmental educators • interpretation consultants

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • ability to develop all operational aspects of interpretive activities that meet the needs of the specific customers and objectives of the organisation and evaluate those activities • subject knowledge and ability to apply that knowledge to the development of tourism-related interpretive activities • planning and developing various interpretive activities covering multiple themes and messages that meet the needs of different customer groups to ensure consistency of performance • planning and developing interpretive activities that take account of the commercial constraints of their delivery, e.g. budget restrictions and limitations on activity duration • planning and developing interpretive activities for a number of different delivery environments (e.g. at a nature-based site, at a cultural site, in a national park or on a walking tour) to ensure that skills can be adapted to different delivery locations and contexts • project or work activities conducted over an operationally realistic period of time so that monitoring, evaluation and review of interpretive activities can be assessed, e.g. through a pilot of activities
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • in-depth knowledge of subject matter around which the activity is developed • principles and processes that support activity development
Underpinning Skills	Demonstrates skills to: • ability to conduct a safety-based risk assessment • interpretation of the specific needs of customers and any specific services previously promoted to customers • high-level communication skills to facilitate the gathering and analysis of complex information and to interpret this for simpler communication to customers • creative communication techniques for interpretive commentaries or activities, including such things as storytelling, role-play, games, sensory awareness exercises and illustrated talks
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning

	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Load Touring Equipment and Conduct Pre-Departure Checks**
Unit Code	**CST TOG3 16 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret operational tour documentation in order to identify and load the required range and quantities of touring equipment and supplies. It also covers the requirement to conduct pre-departure checks on tour equipment and supplies.

Elements	Performance Criteria
1. Identify requirements.	1.1 Interpret **operational tour documentation** to accurately identify the range of **equipment and supplies** required.
2. Check equipment and supplies.	2.1 Select and check equipment and supplies against documented requirements for correct quantity to minimize waste and maximize profitability and to ensure appropriate quality
	2.2 Conduct safety checks according to organisation procedures and statutory requirements.
	2.3 Identify shortfalls and problems promptly, report these and follow up to ensure rectification.
3. Load equipment and supplies.	3.1 Load equipment and supplies using safe **manual handling techniques** to avoid injury.
	3.2 Take account of terrain to be covered and the need for access to equipment and supplies when loading equipment and supplies.
	3.3 Identify any **hazardous items** and load these to minimize any health or safety risks.
	3.4 Inspect load prior to departure to ensure that all items are stored in an appropriate position to allow ease of access and avoid damage and risk of injury.
4. Complete documentation.	4.1 Complete accurate **pre-departure documentation** according to organisation and statutory requirements.
	4.2 Report any identified problems and suggest improvements.

Variable	Range
Operational tour documentation	May include: • passenger lists • rooming lists • passenger profiles, including special requests

	• passenger descriptive itinerary • technical or operations itinerary • written tour brief • catering information • itemised lists of required supplies and equipment
Equipment and supplies*:*	May include: • camping equipment • catering equipment • maintenance equipment • recreational equipment • educational equipment • protective clothing and equipment • communication equipment • fuel • water • food and beverage • luggage • medication and first aid kit • commercial cargo May be loaded on: • vehicles • vessels • any other form of transportation
Manual handling techniques	May involve: • lifting • shifting • using equipment to assist lifting or shifting • seeking assistance from others
Hazardous items	May include: • sharp tools or equipment • glass containers or bottles • gas containers • aerosols, which are heat-sensitive • medication • petrol, fuel or inflammable materials
Pre-departure documentation	May include: • completed checklists • basic fault reports • supply lists

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • knowledge of the fundamental features of hazardous items and safe methods of packing in various forms of transportation to minimize injury

	• ability to check and effectively load equipment and supplies for multiple tours according to operational documentation • project or work activities that show the candidate conducting pre-departure checks for a nominated operation on multiple occasions • completion of loading and pre-departure checks within typical workplace time constraints
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • working knowledge of the operation of the equipment used and supplies required for the tours being operated • the fundamental features of hazardous items and safe methods of packing in various forms of transportation to minimize injury • thorough understanding of the contents of operational tour documentation
Underpinning Skills	Demonstrates skills to: • vehicle or vessel loading techniques appropriate to workplace • safe handling techniques for hazardous items • safe manual handling techniques • numeracy to calculate, count and load appropriate numbers of required touring equipment and supplies • literacy to read and interpret documents such as technical itineraries, checklists, tour briefs, and passenger profiles providing details of types and amounts of equipment and supplies to be loaded • writing to be able to complete pre-departure documents such as checklists, basic fault reports and supply lists
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Operate and Maintain a 4WD Tour Vehicle**
Unit Code	**CST TOG3 17 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to utilise features of a four-wheel drive (4WD) vehicle and perform simple maintenance on those vehicles. It relates **only** to the specialist skills and knowledge for 4WD vehicles, not to general driving and maintenance skills.

Elements	Performance Criteria
1. Use the features of a 4WD vehicle.	1.1 Identify situations where the engagement of 4WD is required and correctly engage 4WD when necessary.
	1.2 Assess **risks to customers**, **self and other road users** and operate **4WD vehicles** correctly and safely both on and off road to minimize any risks.
	1.3 Advise customers of any special safety precautions to be taken when traversing rough terrain.
	1.4 Use the special features of a 4WD vehicle correctly, safely and responsibly to navigate a **range of terrain types**.
2. Conduct driving activities with minimal impact.	2.1 Drive the 4WD vehicle to ensure minimal **negative impact to the environment** and maximum comfort and safety of passengers.
	2.2 Conduct all activities according to special permit requirements and report any incidents to the relevant agency.
	2.3 Monitor the quality of tracks and report any deficiencies or damage to the relevant agency.
	2.4 Minimize the effects of noise on local communities.
	2.5 Ability to understand and clearly identify road signs and symbols.
3. Recover 4WD vehicles.	3.1 Use a range of techniques to **recover** vehicles from **adverse terrain** correctly and safely **where required**.
	3.2 Consider customer, driver and crew safety throughout the recovery exercise.
	3.3 Perform any required post-recovery repairs correctly and according to the level of technical expertise available.
4. Perform maintenance and minor repairs on 4WD	4.1 Select and access maintenance equipment, including spares and fluids prior to tour departure according to the duration of tour, type of terrain to be covered and remoteness of area to be visited.
	4.2 Check vehicle regularly prior to and during tour and perform

| vehicles. | correct ***routine repair and maintenance tasks*** according to maintenance schedule. |
| | 4.3 Make any required vehicle performance reports promptly to the designated person. |

Variable	Range
Risks to customers, self and other road users	May include: • rolling a vehicle • causing a vehicle to become bogged • delaying other road users by obstructing access with incapacitated vehicle • injury to self and others
4WD vehicles	May be: • diesel powered • petrol powered • made to manufacturer's standard • specially configured for touring • small capacity seating • multi-seat vans • large or small coaches
Range of terrain types	Must include: • steep inclines • very soft ground • rocky areas • sand • water crossings • mud or black soil
Negative impact to the environment	May include: • disturbance or injury to fauna • physical damage to flora • damage to roads, and tracks • pollution from vehicle emissions • noise disturbance to the local community and the surrounding environment • damage to culturally sensitive areas or sites
Recovery	May involve: • winching • rocking vehicle free of an obstruction or bog • removing vehicle from a bog • removing vehicle from a water crossing
Adverse terrain	Must include: • steep inclines • very soft ground • rocky areas • sand

	• water crossings • mud or black soil
Routine repair tasks	May include: • replacing blown globes in vehicle lights • replacing broken fan belts • replacing blown fuses • fixing or replacing door mirrors • repairing rear tail-light lens • changing wheels in uneven terrain • changing of tyres • repairing tyre punctures • replacing broken coolant hose • bleeding brakes • bleeding a diesel engine
Routine maintenance tasks	May include: • topping up of water levels • replacement of oils • replacement of air in tyres

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • ability to use the features of a 4WD safely, correctly and with minimal environmental impact to navigate a full range of terrain that will vary according to the touring and organisation location • knowledge of the negative environmental impacts of operating a 4WD and minimal impact practices • knowledge of the, safety and regulatory issues that relate to 4WD operation • ability to safely apply a full range of recovery techniques to 4WD vehicles • knowledge of and ability to apply a full range of repair and maintenance techniques specific to 4WD vehicles
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • all features and handling characteristics of 4WD vehicles • differences between 2WD and 4WD vehicles and the effect on vehicle operation and capability • off-road driving hazards • the key health and safety issues to be considered when operating 4WD vehicles • common ways in which 4WD vehicles can damage or negatively affect the social and natural environment and

	minimal impact practices to reduce these • the key contents of industry ecotourism codes of practice, the existence and basic aspects of Federal, regional and local government environmental and local community protection laws and regulations and actions that must be adhered to by 4WD tourism operators • key permit requirements for operating 4WD vehicles in a designated areas, including when in national parks and on land under the control of traditional owners • land management guidelines for operating 4WD vehicles
Underpinning Skills	Demonstrates skills to: • efficient and safe 4WD handling techniques • defensive driving techniques for off-road driving hazards • communication to provide clear verbal advice to customers on safety precautions • literacy to read road and off-road signage, vehicle manuals and manufacturer's basic maintenance and repair guidelines • writing to complete basic vehicle performance reports and checklists
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Set Up and Operate a Camp Site**
Unit Code	**CST TOG3 18 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to set up and operate a camp site for camping tours. It requires the ability to operate the camp site within the requirements set by any permit conditions and land management guidelines. It also requires the ability to provide for the safety of customers and ensure low environmental impact.

Elements	Performance Criteria	
1. Select a camp site.	1.1	Access the *camp site* according to tour itinerary, relevant permits, agreement of land owners and other statutory requirements.
	1.2	Where no designated area exists, select a site to ensure comfort, safety and minimal *negative environmental impact*.
	1.3	Identify any *camp site hazards*, assess associated risks and eliminate or minimize the hazards.
2. Set up a camp site.	2.1	Set up the *camp site facilities* in the most appropriate position to ensure comfort, safety and minimal environmental impact.
	2.2	Arrange appropriate shelter for the prevailing weather and conditions.
	2.3	Identify and access any required water sources.
	2.4	Construct any required camp fires in a safe location and ensure there is no danger to the crew, customers and environment during the construction.
3. Operate a camp site.	3.1	Operate *camping equipment* correctly and according to manufacturer instructions and safety guidelines.
	3.2	Establish and follow environmentally-friendly rubbish and human waste disposal procedures.
	3.3	Brief customers on waste disposal requirements, agree to procedures and monitor adherence at all times.
	3.4	Discuss and agree upon acceptable camp site behaviour with customers.
	3.5	Operate any camp fires within land management guidelines and ensure there is no danger to the crew, customers and environment during the use of the fire.

4. Break camp.	4.1 Dismantle, pack and store all equipment using safe lifting and handling techniques to avoid injury.
	4.2 Remove all rubbish from the site where disposal facilities are not available.
	4.3 Extinguish camp fires fully to ensure there is no danger to the environment.
	4.4 Check the site prior to departure to ensure all equipment and belongings have been removed.
	4.5 Leave the camp site in the original or improved condition.

Variable	Range
Camp site	May be: • permanent • semi-permanent (seasonal) • temporary
Negative environmental impact	May include: • disturbance or injury to fauna • physical damage to flora • damage to camp sites and surrounding areas • instigation of bush fire due to incorrect management of open fires • pollution from waste • noise disturbance to the local community • damage to culturally sensitive areas or sites
Camp site hazards	May include: • unstable ground • rocky and uneven ground • poor access to facilities • unstable trees or tree branches • insufficient distance and protection from local wildlife • insufficient shade and protection from other weather elements • swollen creeks or rivers and possible flood activity
Camp site facilities	May include: • tents • wash areas • entertainment or scenic viewing areas • dining and cooking areas • latrines • fire sites • pathways
Camping equipment	May include: • tents • sleeping equipment • cooking equipment

	• tables and chairs
	• cleaning equipment
	• groundsheets
	• heating facilities
	• first aid kit
	• cutting equipment and tools
	• solar powered /chargeable hand torch
	• mobile toilet

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • ability to select, set up and safely operate a camp site, including operating a range of camping equipment, with minimal negative environmental and social impact • knowledge of the negative environmental impacts of operating a camp site and minimal impact practices • knowledge of the, safety and regulatory issues that relate to camp site operation • candidate setting up and operating a camp site for a minimum of one night
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • the key health and safety issues to be considered when setting up, operating and breaking down a camp site • the key operational features of commonly-used camping equipment • the key features of a desirable camp site • the cultural or environmental sensitivity of camp sites and surrounding areas and minimal impact practices for setting up, operating and breaking down a camp site • correct and environmentally sound disposal methods for waste including human waste • the key contents of industry ecotourism codes of practice • the existence and basic aspects of federal, regional and local government environmental and local community protection laws and regulations and actions that must be adhered to when operating a camp site • key permit requirements for camp sites, including when camping in national parks • land management guidelines for operating camp sites an open fires • issues relating to the safe use of open fires in camp sites
Underpinning Skills	Demonstrates skills to: • safe manual handling techniques • efficient and safe camping equipment handling techniques • communication to provide clear verbal advice to customers on waste disposal requirements and camp site behaviour

	• literacy to read tour itineraries and customer information, required permit conditions, camp site or land use signage, and manufacturer's basic equipment operational guidelines.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Provide Camp Site Catering**
Unit Code	**CST TOG3 19 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide catering for tour customers in a camp site environment. It requires the ability to plan menus and ensure that food is stored, prepared and served in a safe and hygienic manner.

Elements	Performance Criteria
1. Plan camp site menus.	1.1 Plan menus so that they are nutritionally balanced and take account of *touring and customer factors*.
	1.2 Select the type of food from the full range of options available.
	1.3 Identify any special requests and ensure that *special meals* can be prepared for those customers with special dietary requirements.
	1.4 Identify any *food safety hazards* involved in storing, preparing and serving planned meals, assess risks and take action to eliminate or minimize them.
2. Store and maintain camp site food and beverages.	2.1 Select and correctly use appropriate *storage equipment*.
	2.2 Store all *food and beverage* items safely and hygienically, according to particular requirements.
	2.3 Monitor the quality of food and beverages throughout the tour and make any required adjustments to storage.
3. Prepare and serve meals.	3.1 Check and clean food preparation equipment as required.
	3.2 Treat water, if required, to ensure suitability for human consumption.
	3.3 Use a range of *food preparation techniques* and ensure that food is prepared in a safe and hygienic manner.
	3.4 Use a range of *cooking methods* to prepare the required meals.
	3.5 Prepare meals for customers at the appropriate times and within accepted timeframes.
	3.6 Serve food to customers according to individual preferences and with regard to safe hygiene practices.
4. Clear and clean catering equipment.	4.1 Clear and clean utensils and equipment in a safe, hygienic and environmentally-sound manner.

	4.2 Remove all rubbish from the site where disposal facilities are not available and store remaining foodstuffs safely and hygienically.

Variable	Range
Touring and customer factors that must be considered are:	• budget • duration of trip • number of passengers • climate • special dietary requirements • facilities and equipment available for cooking • availability of supplies
Special meals	May involve: • providing vegetarian meals • catering for those with food allergies • catering for those with cultural dietary requirements
Food safety hazards	May include: • no access to refrigeration or appropriate cooling facilities for perishable goods • minimal or no facilities to properly wash perishable foodstuffs, and cooking and storage equipment • contaminated water supplies
Storage equipment	May involve: • refrigeration • ice boxes • dry goods storage containers
Food and beverages	May be: • fresh • frozen • dehydrated • canned • convenience • vacuum-packed • long-life
Food preparation techniques	May include: • washing • peeling • cutting • slicing • dicing
Cooking methods	May include: • barbequing • roasting • frying • grilling

	• boiling

Evidence Guide

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • ability to safely and hygienically prepare food in a camp site environment for touring customers using a range of common preparation and cooking techniques • knowledge of food safety issues, especially as they relate to off-site catering • knowledge of general nutritional principles and the range of food options available for camp site catering • setting up, operating and breaking down camp site catering equipment and preparing and serving meals within typical workplace or touring time constraints
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • the general principles of nutrition in relation to providing a balanced diet for customers • the key features and operation of common camp site catering equipment • thorough understanding of food safety issues that specifically relate to camp site catering • correct and environmentally sound disposal methods for camp site catering waste
Underpinning Skills	Demonstrates skills to: • general food preparation and cooking techniques that are commonly used in a camp site environment • numeracy to calculate appropriate numbers of meals and proportions of ingredients • literacy to read cooking and storage instructions provided by the food manufacturer and passenger profiles, which include special dietary requests
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Operate an Online Information System**
Unit Code	**CST TOG3 20 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to operate an online information system, which can include the internet and any intranet system. It requires the ability to determine information requirements and locate, check and download information.

Elements	Performance Criteria
1. Access online information	1.1 Identify information requirements.
	1.2 Identify sources of information and access the correct ***online information systems*** in an efficient manner.
	1.3 Select appropriate search methods for the type of ***information*** required.
	1.4 Use key words and phrases to search for required information.
	1.5 Use and manipulate the ***features of the system*** to access the full range of required information.
2. Check and download information.	2.1 Ensure that the information accessed meets the required scope and purpose.
	2.2 Conduct a further search if information is insufficient.
	2.3 Select the required information.
	2.4 Place an order for any information required to be purchased.
	2.5 Download and save information according to system procedures and organisation requirements.
	2.6 Organize information in a suitable format for use.
	2.7 Use information in an ethical manner and according to organisation procedures and privacy, copyright and intellectual property requirements.

Variable	Range
Online information systems will vary depending upon	• internet • intranet • extranet • organisation-designed systems

the organisation and industry sector but could include:	• federal and regional government tourism authority information systems • international government tourism authority information systems • computerized reservations systems
Information may relate to a range of subjects, including	May include: • costs • rates • commissions payable • general destination information • general product information • transportation • accommodation • attractions • events and festivals • schedules for any tourism product or service • booking requirements
Features of the system which can be manipulated	May include: • different internet search engines • search function of a database

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • ability to source and retrieve multiple types of information from an automated system, ideally as a component of integrated work activity and in response to multiple customer requests covering a range of tourism products and services • ability to manipulate the functions of the system to efficiently access the information • completion of activities to access and retrieve a range of information within typical workplace time constraints
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • role of online information systems in the tourism industry • functions of the information system • basic understanding of privacy, copyright and intellectual property requirements as they relate to copying and using online information
Underpinning Skills	Demonstrates skills to: • basic keyboarding • electronic file handling, including saving, copying • literacy to determine and correctly spell key search words and phrases and to read and follow online instructions for searching and downloading information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.

Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Access and Interpret Product Information**
Unit Code	**CST TOG3 21 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to access and interprets specific details about tourism products correctly and accurately. This unit does not cover detailed interpretation of airfare information which is covered by a range of other Tourism Sales and Operations units.

Elements	Performance Criteria
1. Identify and access product information	1.1 Identify and access sources of *product* information. 1.2 Select appropriate *sources* according to organisation policy, commercial agreements and specific needs. 1.3 Source *specific product information* to meet the *particular sales or operational need*.
2. Interpret product information.	2.1 Interpret general information and apply this to meet the particular sales or operational need. 2.2 Interpret *specific details about the product* and accurately apply this information to meet the particular sales or operational need. 2.3 Interpret any *special jargonor specifications* in product information and accurately apply these to meet the particular sales or operational need. 2.4 Identify and assess any customer, sales or operational *risks that relate to the product* and apply these to meet the particular sales or operational need.

Variable	Range
Products and services offered within the tourism industry are diverse and	May include: • transportation • transfers • accommodation • entertainment • tours • cruises • entrance to attractions or sites • travel insurance • tour guiding services

	- activities - meals - functions - special items with customer's corporate branding - special events - venue facilities - convention facilities - speaker services - audiovisual services - meeting or event equipment - special event consumable items - food, beverage and catering - currency and banking services
Sources of product information	May include: - principal or supplier of the product - product library - internet, intranet and extranet - organisation-designed information systems, e.g. inventory control database - state and federal government tourism authority information systems - international government tourism authority information systems - centralised reservations system (CRS) - global distribution system (GDS)
Specific product information	May be found in: - brochures - e-brochures - timetables - tariff sheets - confidential tariffs - sales kits - supplier information kits - product manuals - advertising flyers - manufacturer specifications
Particular sales or operational need	May include: - providing destination and specific product information and advice - providing specific information and advice about the credentials of the tourism operator in minimising negative environmental, social and cultural impacts - selling tourism products to the customer - preparing quotations - booking and coordinating a supplier service for the customer - receiving and processing a reservation from a customer - processing financial transactions

	• issuing customer travel documentation • issuing crew documentation, e.g. operational or technical itineraries • organising functions • processing and monitoring meeting or event registrations • purchasing promotional products • hiring special equipment
Specific details about the product	May include: • costs, tariffs and rates • additional taxes and levies imposed • currency applied to the cost • terms, conditions and rules • scheduling information • product codes • booking procedures • point of departure • route taken • point of conclusion or disembarkation • touring inclusions and exclusions • technical specifications for audiovisual and other meetings and events equipment • specifications for products to be branded with corporate details
Special jargon or specifications	May include: • industry terminology • common abbreviations used in the tourism industry • use of the 24-hour clock • technical capacity of equipment

Risks that relate to the product	May include:
	• product price increase
	• fluctuations in exchange rates
	• unclear product, tax and levy costs
	• unclear product provision, deposit, payment and cancellation terms and conditions
	• seasonal non-availability of the product
	• non-operation of the product (e.g. cancelled tour departure)
	• safety risk to customer in participating in touring activities, e.g. with adventure activities
	• limitations in participation due to incapacity, e.g. age, disability or special license requirements, such as driver's license
	• products that cause negative environmental, cultural or social impacts such:
	   ➢ damage to environmentally or culturally sensitive areas or sites
	   ➢ disturbance or injury to fauna
	   ➢ physical damage to flora
	   ➢ introduction of exotic and feral species

	➢ damage to roads and tracks
	➢ pollution from vehicle emissions and unmanaged waste
	➢ noise disturbance to the local community
	➢ trivialization of culture

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential:
	• ability to access and interpret information on different categories of tourism products, ideally as a component of integrated work activity and to meet the different needs of multiple customers
	• knowledge of product terminology and procedures
	• project or work activities that show the candidates' ability to access and interpret product information 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
	• accessing and interpreting product information within typical workplace time constraints
Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• sources of tourism product information and specific product types
	• major categories of tourism products and services
	• industry terminology and common abbreviations in relation to major product categories
	• specific legal issues relating to the interpretation of different types of tourism products
Underpinning Skills	Demonstrates skills to:
	• verbal and written use of the 24-hour clock
	• literacy to read and interpret complex product information, including terms and conditions of their sale
	• writing to summarise information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through:
	• Interview / Written Test / Oral Questioning
	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Monitor Implementation of Work plan/Activities**
Unit Code	**CST TOG3 22 0912**
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	1.1 Efficiency and service levels are monitored on an ongoing basis.
	1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.
	1.3 Quality **problems** and issues are promptly identified and adjustments are made accordingly.
	1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.
	1.5 Colleagues are consulted about ways to improve efficiency and service levels.
2. Plan and organize workflow	2.1 Current workload of colleagues is accurately assessed.
	2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.
	2.3 Work is delegated to appropriate people in accordance with principles of delegation.
	2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.
	2.5 Input is provided to appropriate management regarding staffing needs.
3. Maintain workplace records	3.1 **Workplace records** are accurately completed and submitted within required timeframes.

	3.2	Where appropriate completion of records is delegated and monitored prior to submission.
4. Solve problems and make decisions	4.1	Workplace problems are promptly identified and considered from an operational and customer service perspective.
	4.2	Short term action in initiated to resolve the immediate problem where appropriate.
	4.3	Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.
	4.4	Where problem is raised by a team member, they are encouraged to participate in solving the problem.
	4.5	Follow up action is taken to monitor the effectiveness of solutions in the workplace.

Variables	Range
Problems	May include but not limited to: • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	May include but is not limited to: • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	Assessment must confirm appropriate knowledge and skills to: • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector

Underpinning Skills	Demonstrate skills to: • monitoring and improving workplace operations • planning and organizing workflow • maintaining workplace records
Resource Implications	Access is required to real or appropriately simulated work areas, materials and equipment
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Apply Quality Control**
Unit Code	**CST TOG3 23 0912**
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in tourism services.

Elements	Performance Criteria
1. Implement quality standards	1.1 Agreed quality standard and procedures are acquired and confirmed
	1.2 Standard procedures are introduced to organizational staff / personnel.
	1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy.
	1.4 Standard procedures are revised / updated when necessary
2. Assess quality of service delivered	2.1 Services delivered are *checked* against organization *quality standards* and specifications
	2.2 Service delivered are evaluated using the appropriate evaluation *parameters* and in accordance with organization standards
	2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures
3. Record information	3.1 Basic information on the quality performance is recorded in accordance with organization procedures
	3.2 Records of work quality are maintained according to the requirements of the organization
4. Study causes of quality deviations	4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures
	4.2 Suitable preventive action is recommended based on organization *quality standards* and identified causes of deviation from specified quality standards of final service or output
5. Complete documentation	5.1 Information on quality and other indicators of service performance is recorded.
	5.2 All service processes and outcomes are recorded.

Variable	Range
Quality check	• Check against design / specifications/standards • Visual inspection and Physical inspection
Quality standards	• materials • components • process • procedures
Quality parameters	• standard design / specifications • material specification

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • Checked completed work continuously against organization standard • Identified and isolated faulty or poor service • Checked service delivered against organization standards • Identified and applied corrective actions on the causes of identified faults or error • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge	Demonstrates knowledge of: • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	Demonstrates skills to: • interpret work instructions, specifications and standards appropriate to the required work or service • carry out relevant performance evaluation • maintain accurate work records • meet work specifications and requirements • communicate effectively within defined workplace procedures
Resource Implications	Access is required to real or appropriately simulated work areas, materials and equipment
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Lead Workplace Communication**
Unit Code	**CST TOG3 24 0912**
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate **communication method** is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussion	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate staff/personnel 3.4 Communication problems and issues are raised as they arise

Variable	Range	
Methods of communication	• Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups	• Using telephone • Written • Using Internet • Cell phone

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: • Dealt with a range of communication/information at one time • Made constructive contributions in workplace issues • Sought workplace issues effectively • Responded to workplace issues promptly • Presented information clearly and effectively written form • Used appropriate sources of information • Asked appropriate questions • Provided accurate information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	Demonstrates skills to: • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
Resources Implication	Access is required to real or appropriately simulated work areas, materials and equipment
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Lead Small Teams**
Unit Code	**CST TOG3 25 0912**
Unit Descriptor	This unit covers the knowledge, attitudes and skills to lead small teams including setting and maintaining team and individual performance standards.

Elements	Performance Criteria
1. Provide team leadership	1.1 **Work requirements** are identified and presented to team members
	1.2 Reasons for instructions and requirements are communicated to team members
	1.3 **Team members' queries and concerns** are recognized, discussed and dealt with
2. Assign responsibilities	2.1 Duties and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy
	2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements
	3.2 Performance expectations are based on individual team members duties and area of responsibility
	3.3 Performance expectations are discussed and disseminated to individual team members
4. Supervised team performance	4.1 **Monitoring of performance** takes place against defined performance criteria and/or assignment instructions and corrective action taken if required
	4.2 Team members are provided with **feedback**, positive support and advice on strategies to overcome any deficiencies
	4.3 **Performance issues** which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy
	4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction
	4.5 Team operations are monitored to ensure that employer/ client needs and requirements are met
	4.6 Follow-up communication is provided on all issues affecting the team

| | 4.7 All relevant documentation is completed in accordance with company procedures |

Variable	Range
Work requirements	• client profile • assignment instructions
Team member's concerns	• roster(schedule)/shift details
Monitor performance	• formal process • informal process
Feedback	• formal process • informal process

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • maintained or improved individuals and/or team performance given a variety of possible scenario • assessed and monitored team and individual performance against set criteria • represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf • allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed • set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
Underpinning Knowledge and Attitudes	Demonstrates knowledge of • maintaining or improving individuals and/or team performance given a variety of possible scenario • assessing and monitoring team and individual performance against set criteria • representing concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf • allocating duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed • setting and communicating performance expectations for a range of tasks and duties within the team and providing feedback to team members
Underpinning Skills	• communication skills required for leading teams • informal performance counseling skills

	• team building skills
	• negotiating skills
Resource Implications	Access is required to real or appropriately simulated work areas, materials and equipment
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Improve Business Practice**
Unit Code	**CST TOG3 26 0912**
Unit Descriptor	This unit of competence covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 ***Data required*** for diagnosis is determined and acquired 1.2 ***Competitive advantage*** of the business is determined from the data 1.3 ***SWOT analysis*** of the data is undertaken
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified 2.2 ***Key indicators*** for benchmarking are selected in consultation with key stakeholders 2.3 Like indicators of own practice are compared with benchmark indicators 2.4 Areas for improvement are identified
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed 3.2 Cost-benefit ratios for required improvements are determined 3.3 Work flow changes resulting from proposed improvements are determined 3.4 Proposed improvements are ranked according to agreed criteria 3.5 An action plan to implement the top ranked improvements is developed and agreed 3.6 ***Organizational structures*** are checked to ensure they are suitable
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed 4.2 Practice ***objectives*** are developed/reviewed 4.3 Target markets are identified/refined 4.4 ***Market research data*** is obtained 4.5 ***Competitor analysis*** is obtained 4.6 ***Market position*** is developed/reviewed 4.7 Practice ***brand*** is developed 4.8 ***Benefits*** of practice/practice products/services are identified 4.9 ***Promotion tools*** are selected/developed

5. Develop business growth plans	5.1 Plans to increase *yield per existing client* are developed
	5.2 Plans to add new clients are developed
	5.3 Proposed plans are ranked according to agreed criteria
	5.4 An action plan to implement the top ranked plans is developed and agreed
	5.5 Practical work practices are reviewed to ensure they support growth plans
6. Implement and monitor plans	6.1 Implementation plan is developed in consultation with all relevant stakeholders
	6.2 Indicators of success of the plan are agreed
	6.3 Implementation is monitored against agreed indicators
	6.4 Implementation is adjusted as required

Variable	Range
Data required includes:	- organization capability - appropriate business structure - level of client service which can be provided - internal policies, procedures and practices - staff levels, capabilities and structure - market, market definition - market changes/market segmentation - market consolidation/fragmentation - revenue - level of commercial activity - expected revenue levels (short and long term) - revenue growth rate - break even data - pricing policy - revenue assumptions - business environment - economic conditions - social factors - demographic factors - technological impacts - political/legislative/regulative impacts - competitors, competitor pricing and response to pricing - competitor marketing/branding - competitor products
Competitive advantage includes:	- services/products - fees - location - timeframe

Objectives should be 'SMART', that	• Specific • Measurable • Achievable • Realistic • Time defined

Market research data includes:	• data about existing clients
	• data about possible new clients
	• data from external sources such as:
	  ➢ trade associations/journals
	  ➢ Yellow Pages small business surveys
	  ➢ libraries
	  ➢ Internet
	  ➢ Chamber of Commerce
	  ➢ client surveys
	  ➢ industry reports
	  ➢ secondary market research
	• primary market research such as:
	  ➢ telephone surveys
	  ➢ personal interviews
	  ➢ mail surveys

Competitor analysis	• competitor offerings • competitor promotion strategies and activities • competitor profile in the market place
SWOT analysis includes:	• internal **strengths** such as staff capability, recognized quality • internal **weaknesses** such as poor morale, under-capitalization, poor technology • external **opportunities** such as changing market and economic conditions • external **threats** such as industry fee structures, strategic alliances, competitor marketing
Key indicators may include:	• salary cost and staffing • personnel productivity (particularly of principals) • profitability • fee structure • client base • size staff/principal • overhead/overhead control
Organizational structures include:	• Legal structure (partnership, Limited Liability Company, etc.) • organizational structure/hierarchy • reward schemes

Market position should Include data on:	• product (the goods or services provided)
	• product mix:
	  ➢ the core product - what is bought
	  ➢ the tangible product - what is perceived
	  ➢ the augmented product (total package of consumer features/benefits)
	  ➢ product differentiation from competitive products

	> new/changed products
	• Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.)
	• Pricing objectives (profit, market penetration, etc.)
	• cost components
	• market position
	• distribution strategies
	• marketing channels
	• promotion:
	   > promotional strategies
	   > target audience
	   > communication
	   > promotion budget

Practice brand may include:	• practice image • practice logo/letter head/signage • phone answering protocol • facility decor • mottoes • templates for communication/invoicing • style guide • writing style • AIDA (attention, interest, desire, action)
Benefits may include:	• features as perceived by the client • benefits as perceived by the client
Promotion tools include:	• networking and referrals • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client may be increased by:	• raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide	

Critical Aspects of Competence	The candidate must be able to demonstrate:
	• knowledge of a wide range of available information sources
	• ability to:
	   > identify the key indicators of business performance
	   > identify the key market data for the business
	   > acquire information not readily available within a business
	   > analyze data and determine areas of improvement

	➢ negotiate required improvements to ensure implementation ➢ evaluate systems against practice requirements, form and/or make recommendations ➢ assess the accuracy and relevance of information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning Skills	Demonstrates skills to: • data analysis and manipulation • acquire and interpret required data • current practice systems and structures • sources of relevant benchmarking data • methods of selecting relevant key benchmarking indicators • communication • working and consulting with others when developing plans for the business • negotiation and problem solving • using computers to manipulate, present and distribute information • planning
Resources Implication	Access is required to real or appropriately simulated work areas, materials and equipment
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Tour Guiding Level III	
Unit Title	**Maintain Quality System and Continuous Improvement Processes (Kaizen)**
Unit Code	**CST TOG3 27 1012**
Unit Descriptor	This unit of competence covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices. It covers responsibility for the day- to-day operation of the work/functional area and ensuring that quality system requirements are met and that continuous improvements are initiated and institutionalized.

Elements	Performance Criteria
1. Develop and maintain quality framework within work area	1.1 Distribute and explain information about the enterprise's quality system to personnel
	1.2 Encourage personnel to participate in improvement processes and to assume responsibility and authority
	1.3 Allocate responsibilities for quality within work area in accordance with quality system
	1.4 Provide **coaching and mentoring** to ensure that personnel are able to meet their responsibilities and quality requirements
2. Maintain quality documentation	2.1 Identify required quality documentation, including records of improvement plans and initiatives
	2.2 Prepare and maintain quality documentation and keep accurate data records
	2.3 Maintain document control system for work area
	2.4 Contribute to the development and revision of quality manuals and work instructions for the work area
	2.5 Develop and implement inspection and test plans for quality controlled products
3. Facilitate the application of standardized procedures	3.1 Ensure all required procedures are accessible by relevant personnel
	3.2 Assist personnel to access relevant procedures, as required
	3.3 Facilitate the resolution of conflicts arising from job
	3.4 Facilitate the completion of required work in accordance with standard procedures and practices

4. Provide training in quality systems and improvement processes	4.1	Analyze roles, duties and current competency of relevant personnel
	4.2	Identify training needs in relation to quality system and **continuous improvement processes (kaizen)**
	4.3	Identify opportunities for skills development and/or training programs to meet needs
	4.4	Initiate and monitor training and skills development programs
	4.5	Maintain accurate training record
5. Monitor and review performance	5.1	Review performance outcomes to identify ways in which planning and operations could be improved
	5.2	Use the organization's systems and **technology** to monitor and review progress and to identify ways in which planning and operations could be improved
	5.3	Enhance **customer service** through the use of quality improvement techniques and processes
	5.4	Adjust plans and communicate these to personnel involved in their development and implementation
6. Build continuous improvement process	6.1	Organize and facilitate improvement team
	6.2	Encourage work group members to routinely monitor **key process indicators**
	6.3	Build capacity in the work group to critically review the relevant parts of the value chain
	6.4	Assist work group members to formalize improvement suggestions
	6.5	Facilitate relevant resources and assist work group members to develop implementation plans
	6.6	Monitor implementation of improvement plans taking appropriate actions to assist implementation where required.
7. Facilitate the identification of improvement opportunities	7.1	Analyze the job completion process
	7.2	Ask relevant questions of job incumbent
	7.3	Encourage job incumbents to conceive and suggest improvements
	7.4	Facilitate the trying out of improvements, as appropriate
8. Evaluate relevant components of quality system	8.1	Undertake regular audits of components of the quality system that relate to the work area
	8.2	Implement improvements in the quality system in accordance with own level of responsibility and workplace procedures

| | 8.3 Facilitate the updating of standard procedures and practices |
| | 8.4 Ensure the capability of the work team aligns with the requirements of the procedure |

Variable	Range
Coaching and mentoring	May refer to: • providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Continuous improvement processes may include:	May include: • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organization to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders • Kaizen • Enterprise-specific improvement systems
Technology	May include: • computerized systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Customer service	May be: • internal or external • to existing, new or potential clients
Key process indicators	Key process indicators may include: • statistical process control data/charts • orders • lost time, injury and other OHS records • equipment reliability charts, etc.
Continuous improvement tools	May include: • statistics • cause and effect diagrams • fishbone diagram • Pareto diagrams

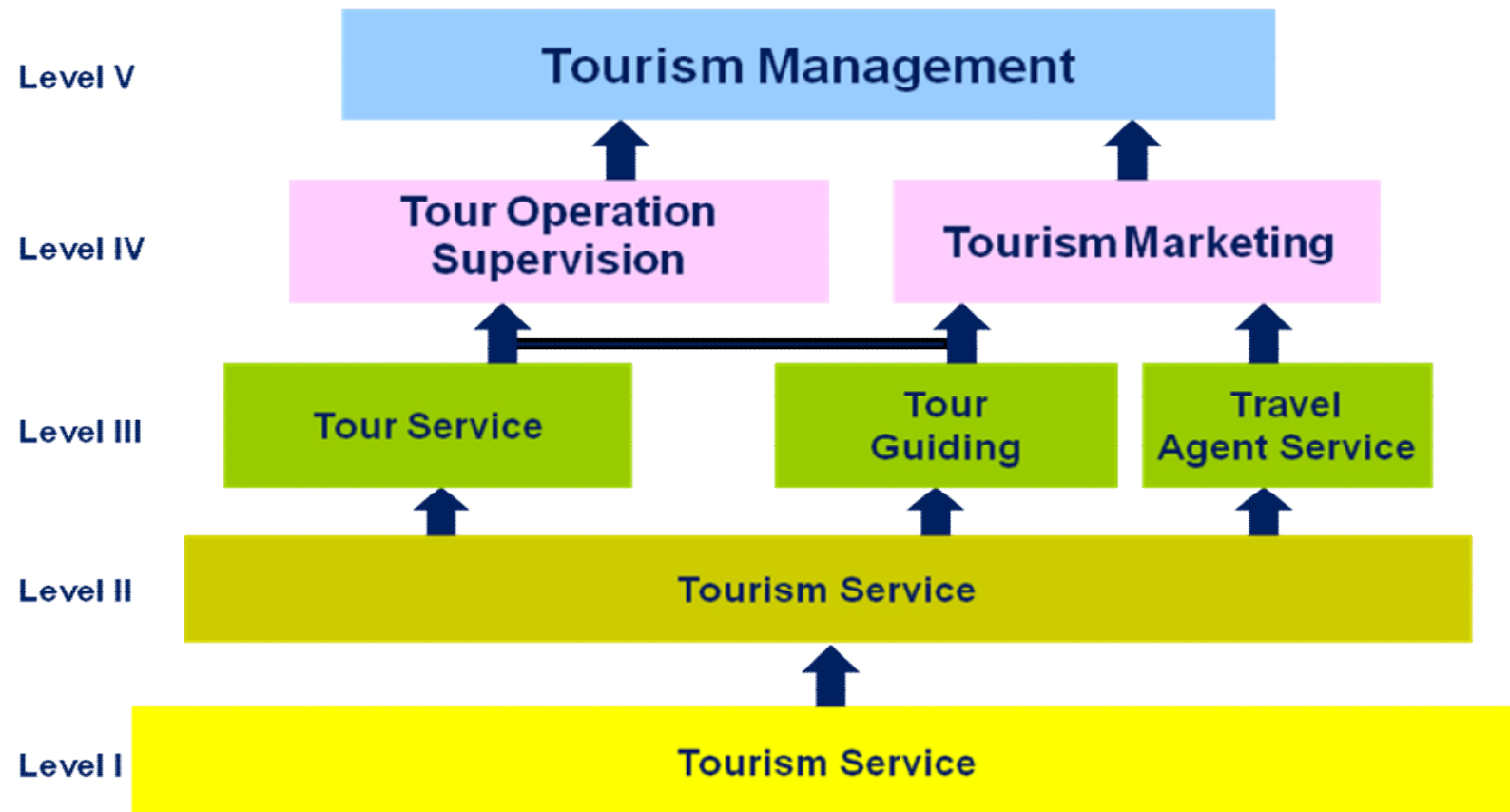| | • run charts
• X bar R charts
• PDCA
• Sigma techniques
• balanced scorecards
• benchmarking
• performance measurement
• upstream and downstream customers
• internal and external customers immediate and/or final |

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes • assist others to follow standard procedures and practices • assist others make improvement suggestions • standardize and sustain improvements Assessors should ensure that candidates can: • implement and monitor defined quality system • requirements and initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems in the work area • initiate quality processes to enhance the quality of performance of individuals and teams in the work area • gain commitment of individuals/teams to quality principles and practices • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implement training programs • prepare and maintain quality and audit documentation

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• principles and techniques associated with:
	  − benchmarking
	  − best practice
	  − change management

	− continuous improvement systems and processes − quality systems • range of procedures available and their application to different jobs • applicability of TAKT time and MUDA to jobs • identification and possible causes of variability in jobs • continuous improvement process for organization • questioning techniques • methods of conceiving improvements • suggestion and try out procedures • relevant OHS • quality measurement tools for use in continuous improvement processes • established communication channels and protocols • communication/reporting protocols • continuous improvement principles and process • enterprise business goals and key performance indicators • enterprise information systems management • enterprise organizational structure, delegations and responsibilities • policy and procedure development processes • relevant health, safety and environment requirements • relevant national and international quality standards and protocols • standard operating procedures (SOPs) for the technical work performed in work area • enterprise quality system	
Underpinning Skills	Demonstrates skills to: • coach and mentor team members • gain the commitment of individuals and teams to continuously improve • innovate or design better ways of performing work • communicate with relevant people • prioritize and plan tasks related to encouraging and improving use of standardized procedures • negotiate with others to resolve conflicts and gain commitment to standardized procedures • facilitate other employees in improvement activities • implement and monitor defined quality system requirements • initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems • implement effective communication strategies • encourage ideas and feedback from team members when	

	developing and refining techniques and processes • analyze training needs and implementing training programs • prepare and maintain quality and audit documentation
Resources Implication	Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the candidate • documentation and information in relation to production, waste, overheads and hazard control/management • enterprise quality manual and procedures • quality control data/records
Methods of Assessment	Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of procedures and contingency management; principles and techniques associated with change management • review of the audit process and outcomes generated by the candidates Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competence which are difficult to assess directly.
Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.

Sector: Culture, Sports and Tourism
Sub-Sector: Travel and Tours

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