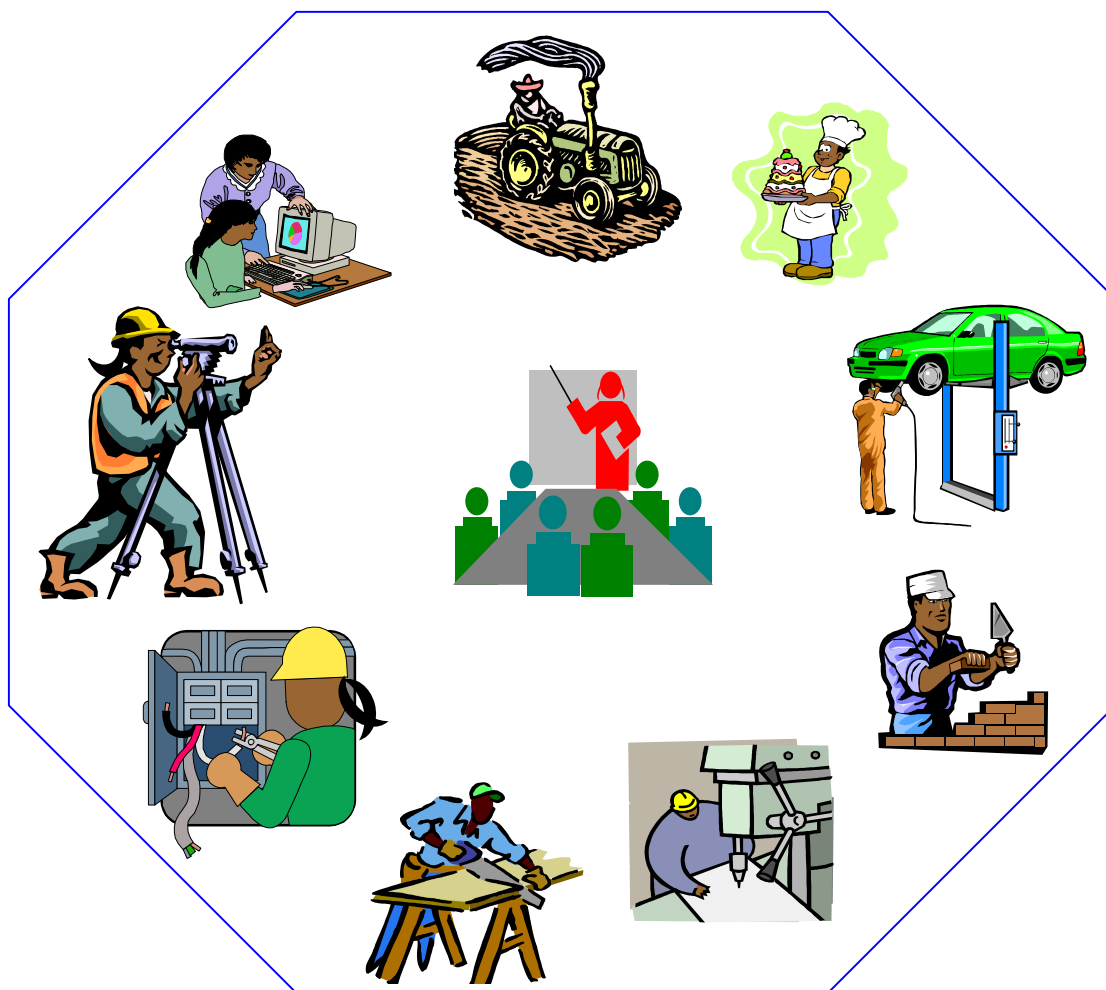


Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



TOURISM SERVICE

NTQF Level I and II



*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

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UNIT OF COMPETENCE CHART

Occupational Standard: Tourism Service

Occupational Code: CST TUS

NTQF Level I

<u>CST TUS1 01 0912</u> Interpret Aspects of Ethiopian Tourism Heritages	<u>CST TUS1 02 0912</u> Work in a Socially Diverse Environment	<u>CST TUS1 03 0912</u> Follow Health, Safety and Security Procedures
<u>CST TUS1 04 0912</u> Clean Premises and Equipment	<u>CST TUS1 05 0912</u> Perform Office Procedures	<u>CST TUS1 06 0912</u> Provide Visitor Information
<u>CST TUS1 07 0912</u> Carryout Basic Workplace Calculations	<u>CST TUS1 08 0912</u> Participate in Environmentally Sustainable Work	<u>CST TUS1 09 0912</u> Develop Keyboard Skills
<u>CST TUS1 10 0912</u> Receive, Store and Take care of Stock	<u>CST TUS1 11 0912</u> Follow Workplace Hygiene Procedures	<u>CST TUS1 12 0912</u> Sell Products and Services
<u>CST TUS1 13 0212</u> Conduct Basic Workplace Oral Communication in a Language other Than English	<u>CST TUS1 14 0212</u> Apply First Aid	<u>CST TUS1 15 0212</u> Demonstrate Work Values
<u>CST TUS1 16 0912</u> Receive and Respond to Workplace Communication	<u>CST TUS1 17 0912</u> Apply Quality Standards	<u>CST TUS1 18 0912</u> Work with Others
<u>CST TUS1 19 0912</u> Develop Business Understanding	<u>CST TUS1 20 1012</u> Apply 5S Procedures	

NTQF Level II**CST TSE2 01 0912**

Develop and Update
Tourism Industry
Knowledge

CST TSE2 02 0912

Work with Colleagues
and Customers

CST TSE2 03 0912

Perform Office and Field
Procedures

CST TSE2 04 0912

Source and Present
Information

CST TSE2 05 0912

Arrange and Provide
Visitor Information

CST TSE2 06 0912

Apply Point-of-Sale
Handling Procedures

CST TSE2 07 0912

Create and Use
Databases

CST TSE2 08 0912

Use Business
Technology

CST TSE2 09 0912

Create and Use
Spreadsheets

CST TSE2 10 0912

Participate in
Environmentally
Sustainable &
Conservation Work
Practices

CST TSE2 11 0912

Process and Monitor
Event Registrations

CST TSE2 12 0912

Process Financial
Transactions

CST TSE2 13 0912

Develop and Update
Food and Beverage
Knowledge

CST TSE2 14 0912

Drive Vehicle

CST TSE2 15 0912

Conduct Oral
Communication in One
International Language
in Addition to English

CST TSE2 16 0912

Advise on Products and
Services

CST TSE2 17 0912

Load Touring Equipment
and Conduct Pre-
Departure Checks

CST TSE2 18 0912

Provide a Briefing or
Scripted Commentary

CST TSE2 19 0912

Load and Unload a Ride

CST TSE2 20 0912

Participate in Workplace
Communication

CST TSE2 21 0912

Work in Team
Environment

CST TSE2 22 0912

Develop Business
Practice

CST TSE2 23 1012

Apply Continuous
Improvement Processes
(Kaizen)

NTQF Level I

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Occupational Standard: Tourism Service Level I	
Unit Title	Interpret Aspects of Ethiopian Tourism Heritages
Unit Code	CST TUS1 01 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to interpret different aspects of a specific Ethiopian tourism heritage. The unit focuses on an in-depth interpretation of those specific tourism heritages in Ethiopia. It is this in-depth, localised interpretation that distinguishes this unit from Research and share general information on Ethiopian tourism heritage.</p> <p>The unit Recognizes that there is no single Ethiopian tourism heritage and emphasises the importance of in-depth local heritage knowledge, appropriate behaviour and local community consultation.</p>

Elements	Performance Criteria
1. Consult with the local community	<p>1.1 Consult appropriate community members about tourism heritage activities, including what information can be shared, who can give information to whom, who can receive the information, what activities are appropriate and who should be involved.</p> <p>1.2 Prepare for and conduct tourism activities according to the needs and wishes of the local community.</p> <p>1.3 Identify potential conflicts within the local community in relation to tourism activities and seek solutions through appropriate consultation.</p>
2. Identify and Interpret aspects of Ethiopian tourism heritage for customers.	<p>2.1 Identify Ethiopian tourism heritages Interpret heritage of Ethiopian tourism for customers to the level that is appropriate for the particular customer.</p> <p>2.2 Take account of any copyright and intellectual property requirements in heritage interpretation.</p> <p>2.3 Brief customers on how to appropriately behave at heritage sites</p> <p>2.4 Make customers aware of local customs, valuable heritage copyright and intellectual property issues that may affect their own future behavior.</p> <p>2.5 Show respect for Ethiopian culture and values through appropriate personal behavior during activities.</p> <p>2.6 Show customers traditional and contemporary practices when appropriate, and in a manner that enhances their understanding of Ethiopian heritage.</p> <p>2.7 Use local language correctly and share with customers when appropriate.</p> <p>2.8 Invite customers to actively participate and share in the Ethiopian local cultural experience and appreciate the heritages when</p>

	appropriate.
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Variable	Range
The focus of heritage interpretation may include:	May include: <ul style="list-style-type: none"> • art • history • religion • land escape/land marks • natural heritages • dance • music • storytelling • tools and implements • cultural foods and medicine
Heritage experience may take place in:	May include: <ul style="list-style-type: none"> • galleries • cultural centres • churches and mosques • museums • traditional restaurants • local villages • paleontological sites • archaeological sites • natural sites

Evidence Guide	
Critical aspects of Competence	Assessment requires: <ul style="list-style-type: none"> • provision of heritage identification and interpretation for customers in the appropriate and respectful manner • in-depth knowledge and understanding of the Ethiopian tourism heritage appropriate to the nation • ability to consult with community members to determine the appropriateness of information to be shared with customers • ability to interpret different types of information covering multiple topics to ensure a breadth of knowledge of local cultural and natural aspects • ability to interpret information about Ethiopian tourism heritage with customers on numerous occasions to ensure consistency of performance • Ensure that information about Ethiopian tourism heritages are correctly and appropriately delivered to the customers.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • in-depth knowledge and understanding of a specific Ethiopian tourism heritage within a specific regional context

	<ul style="list-style-type: none"> • protocols for the sharing of information about Ethiopian tourism heritage in general and particularly specific to the region • copyright and intellectual property issues associated with interpreting Ethiopian tourism heritage aspects for customers
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • ability to provide in-depth interpretation of a specific Ethiopian tourism heritage • communication skills, including cross-cultural skills and awareness of communication from both local and national perspective
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Work in a Socially Diverse Environment
Unit Code	CST TUS1 02 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to be culturally and environmentally aware when serving customers and working with colleagues from diverse backgrounds. It requires the ability to communicate with people of different social and cultural backgrounds with respect and sensitivity and address cross-cultural misunderstandings so that the diverse culture of the nation in particular and the customers are respected.

Elements	Performance Criteria
1. Communicate with customers, local communities and colleagues from diverse backgrounds.	<p>1.1 Value customers, local communities and colleagues from different cultural groups and treat them with respect and sensitivity.</p> <p>1.2 Take into consideration cultural differences in all verbal and non-verbal communication.</p> <p>1.3 Make attempts to overcome language barriers by communicating through the use of local translators, correct gestures, sign language, or simple words in English or the other person's language.</p> <p>1.4 Obtain assistance from colleagues, local communities reference books or outside organizations when required.</p>
2. Address cross-cultural misunderstandings.	<p>2.1 Identify issues that may cause conflict or misunderstanding in the workplace, heritage sites, around local communities and customers</p> <p>2.2 Address difficulties with appropriate people and seek assistance from team leaders or others when required.</p> <p>2.3 Consider possible cultural differences when difficulties or misunderstandings arise.</p> <p>2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations.</p> <p>2.5 Refer problems and unresolved issues to the appropriate team leader or supervisor for follow-up.</p> <p>2.6 Learn from past cross-cultural misunderstanding and record the issue.</p>

Variable	Range		
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Cultural differences may relate to:	<p>May include:</p> <ul style="list-style-type: none"> • religion • ethnic • culture • language • special needs • disabilities • family structure • gender • age
Attempts to overcome language barriers may include:	<p>May include:</p> <ul style="list-style-type: none"> • meet, greet and farewell customers • give simple directions • give simple instructions • minimize jargons • answer simple enquiries • prepare for, serve and assist customers • describe goods and services
Outside organizations may include:	<p>May include:</p> <ul style="list-style-type: none"> • interpreter services • diplomatic services • local cultural organisations • appropriate government agencies • educational institutions • suppliers and intermediaries • disability advocacy groups
Possible cultural differences and needs may include:	<ul style="list-style-type: none"> • language spoken • forms of addressing • levels of formality or informality • varied cultural interpretation of non-verbal behaviour • work ethics • personal grooming, including dress and hygiene habits • family and social obligations and status • observance of special religious feasts, rituals and/or other celebratory days • customs, beliefs and values • product preferences

Evidence Guide

Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • social and cultural understanding and sensitivity in responding to different types of customers, local community members and colleagues • ability to identify and respond to the cultural context of the workplace • ability to apply knowledge of different cultures and cultural
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	<p>characteristics appropriately when communicating with colleagues, local community members and customers</p> <ul style="list-style-type: none"> • ability to communicate effectively with customers, local community members and colleagues from a broad range of backgrounds and on different operational activities that are relevant to the particular organisation and job role
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles that underpin cultural awareness • overview of general characteristics and key aspects of the main social and cultural groups in Ethiopia, sufficient to aid cross-cultural understanding • overview of general characteristics of various international tourist groups appropriate to sector and individual workplace to enable their identification • basic knowledge of types of disability and implications for the workplace • Apply appropriate communication tools with suppliers and intermediaries • principles and basic knowledge of EEO and anti-discrimination legislation as they apply to individual employees, and any associated workplace policies
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills to read and understand any workplace equal employment opportunity (EEO) and anti-discrimination policies and plain English information documents produced by government information agencies • basic communication skills to identify and attempt to resolve misunderstandings which may be due to cross-cultural issues
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level I	
Unit Title	Follow Health, Safety and Security Procedures
Unit Code	CST TUS1 03 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to follow predetermined health, safety and security procedures. It requires the ability to incorporate safe work practices into all workplace activities and to participate in the organisation's OHS management practices.</p> <p>OHS legislation in all Ethiopia and territories imposes obligations on employees to participate in the management of their own health and safety and that of their colleagues and anyone else in the workplace. They have a duty to cooperate with their employer's initiatives to ensure safety at work.</p>

Elements	Performance Criteria
1. Follow workplace procedures for health, safety and security	<p>1.1 Correctly and consistently follow the organisation's health, safety and security procedures according to relevant legislative requirements.</p> <p>1.2 Incorporate safe work practices into all workplace activities.</p> <p>1.3 Follow the safety directions of supervisors or managers and heed any workplace safety warning signs.</p> <p>1.4 Use any required protective equipment and wear required personal protective clothing.</p> <p>1.5 Identify and promptly report unsafe work practices, issues and breaches of health, safety and security procedures.</p> <p>1.6 Report any suspicious behavior or unusual occurrences promptly to the designated person.</p>
2. Follow procedures for emergency situations	<p>2.1 Recognize emergency and potential emergency situations promptly and determine or take required actions within the scope of individual responsibility.</p> <p>2.2 Follow the organisation's emergency procedures correctly.</p> <p>2.3 Seek assistance promptly from colleagues or other authorities where appropriate.</p> <p>2.4 Report details of emergency situations accurately according to organisation procedures.</p>
3. Participate in the organisation's OHS practices.	<p>3.1 Participate in OHS management practices developed by the organisation to ensure a safe workplace.</p> <p>3.2 Actively participate in the OHS consultation processes and identify and report safety and procedural issues requiring attention.</p> <p>3.3 Ensure immediate work area is free from hazards, participate in</p>

	<p>scheduled hazard identification activities and report hazards on an ongoing basis.</p> <p>3.4 Participate in risk assessments and suggest appropriate ways of controlling risk.</p> <p>3.5 Raise OHS issues and concerns with designated persons according to organisation and legislative requirements.</p>
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Variable	Range
Health, safety and security procedures	<p>May involve:</p> <ul style="list-style-type: none"> • emergency, fire and accident • incident and accident reporting • consultation • hazard identification • risk assessment • risk control • security, including: <ul style="list-style-type: none"> ➢ documents ➢ cash ➢ equipment ➢ people • key control systems
Safe work practices	<p>May include:</p> <ul style="list-style-type: none"> • use of personal protective clothing and equipment • safe posture and movements, including sitting, standing and bending • using safe manual handling techniques for such things as lifting and transferring • taking designated breaks • rotating tasks • using knives and equipment and handling hot surfaces • taking account of the dangers associated with inert gases used in beverage dispensing systems • using computers and electronic equipment • safe handling of chemicals, poisons and dangerous materials • using ergonomically sound furniture and workstations • clearing any hazards from immediate work area • paying attention to safety signage
Issues and breaches of health, safety and security procedures may include	<p>May include:</p> <ul style="list-style-type: none"> • loss of keys • strange or suspicious persons • broken or malfunctioning equipment • loss of property, goods or materials • damaged property or fittings • lack of suitable signage when required • lack of training on health and safety issues

Emergency situations may include:	<p>May include:</p> <ul style="list-style-type: none"> • bomb threats • irrational customers • accidents • robberies or armed hold-ups • fires • floods • earthquakes • volcanic eruptions • power failure
Participation in OHS management practices may involve:	<ul style="list-style-type: none"> • active participation in OHS induction training and safe work practice training • involvement in hazard identifications • involvement in risk assessments • involvement in suggesting methods for and making joint decisions on how to eliminate or control risks • involvement in writing parts of OHS policies and procedures
Consultation processes may involve	<ul style="list-style-type: none"> • OHS discussions with all employees during the course of each business day • a diary, whiteboard or suggestion box used by staff to report issues of concern • regular staff meetings that involve OHS discussions • special staff meetings or workshops to specifically address OHS issues • surveys or questionnaires that invite feedback on OHS issues • informal meetings with notes • formal meetings with agendas, minutes and action plans • inviting health and Safety professionals to upgrade the skills of the staff • discussions with and reports to formal OHS representatives and committee members

Evidence Guide

Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • project or work activities that show the candidate's ability to follow predetermined health, safety and security procedures, incorporate safe work practices into all workplace activities and participate in consultation, hazard identification and risk assessment activities for a given service industry operation in line with regulatory requirements • knowledge and understanding of the implications of disregarding those procedures • knowledge and understanding of the legal requirement to work according to health, safety and security procedures
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Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • individual employee responsibilities in relation to ensuring safety of self, other workers, customers and other people in the workplace • broad understanding of employer's responsibilities under relevant state or territory OHS legislation • broad understanding of employee's responsibility to participate in OHS practices under relevant state or territory OHS legislation • ramifications of failure to observe OHS policies and procedures and legislative requirements • working knowledge and understanding of the contents of health, safety and security procedures that relate to the individual workplace • major workplace hazards and associated health, safety and security risks associated with the hazards as relevant to the individual workplace • safe work practices relevant to individual job roles and responsibilities • broad understanding of the particular consultation, hazard identification and risk assessment methods used in the particular workplace • familiarity with hazard identification and risk assessment tools and template documents
Underpinning Skills	<p>Demonstrate:</p> <ul style="list-style-type: none"> • literacy skills to read and interpret workplace safety signs, procedures, emergency evacuation plans, and hazard identification and risk assessment tools and template documents • communication skills to participate in consultation processes, to clearly report and explain hazards, to contribute to risk assessments and to assertively suggest control methods
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Clean Premises and Equipment
Unit Code	CST TUS1 04 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to carry out general cleaning duties as part of a job role in tourism or hospitality enterprise or any other service industry context. It requires the ability to set up cleaning equipment and to safely clean premises and equipment using resources efficiently to reduce negative environmental impacts. It does not include contract cleaning which is covered by the Asset Maintenance Training Package.

Elements	Performance Criteria
1. Select and set up equipment and materials.	<p>1.1 Select equipment according to type of cleaning to be undertaken.</p> <p>1.2 Check that all equipment is clean and in safe working condition prior to use.</p> <p>1.3 Select and prepare suitable wet and dry cleaning agents and chemicals according to relevant manufacturer and OHS and environmental requirements.</p> <p>1.4 Select and use protective clothing where necessary.</p>
2. Clean wet and dry areas and associated equipment.	<p>2.1 Take account of potential customer inconvenience in scheduling and performing cleaning tasks.</p> <p>2.2 Prepare wet and dry areas to be cleaned and identify any hazards.</p> <p>2.3 Barricade the work area, or place warning signs as appropriate to reduce risk to colleagues and customers.</p> <p>2.4 Select and apply correct cleaning agents or chemicals for specific areas, according to manufacturer recommendations, safety procedures and enterprise policies and procedures.</p> <p>2.5 Select and apply correct agents and chemicals for particular equipment or surfaces.</p> <p>2.6 Use equipment correctly and safely.</p>
3. Maintain and store cleaning equipment and chemicals.	<p>3.1 Clean equipment after use according to enterprise requirements and manufacturer instructions.</p> <p>3.2 Carry out or arrange routine maintenance according to enterprise procedures.</p> <p>3.3 Identify equipment faults and report them according to enterprise procedures.</p> <p>3.4 Store equipment in the designated area and in a condition ready for re-use.</p>

	3.5 Store chemicals according to health and safety requirements.
4. Reduce negative environmental impacts.	<p>4.1 Use energy, water and other resources efficiently when cleaning premises to reduce negative environmental impacts.</p> <p>4.2 Safely dispose of all waste, especially hazardous substances, to minimize negative environmental impacts.</p>

Variable	Range
Equipment	<p>Must include:</p> <ul style="list-style-type: none"> • electrically operated equipment such as scrubbers, polishers and vacuum cleaners • brushes and brooms • mops and buckets • dusters and pans • Camping equipments • Vehicles • garbage receptacles
Cleaning agents and chemicals	<p>May include:</p> <ul style="list-style-type: none"> • general and spot cleaning agents • cleaning agents for specialised surfaces, including window and glass cleaners • disinfectants • pesticides • deodorisers • furniture and floor polishes
OHS and environmental requirements may include	<p>May include:</p> <ul style="list-style-type: none"> • enterprise policies and procedures related to cleaning operations and disposal of used chemicals • general workplace safety procedures (camping grounds) • correct use of manual handling techniques • use of hazardous substances and storage requirements • enterprise security procedures
Protective clothing	<p>May include:</p> <ul style="list-style-type: none"> • overalls • jackets • aprons • goggles and masks • gloves • waterproof clothing and footwear • headwear • breathing apparatus
Wet and dry areas	<p>May include:</p> <ul style="list-style-type: none"> • bathrooms • bedrooms • kitchens • balconies

	<ul style="list-style-type: none"> • private lounge areas • internal and external public areas • function rooms • storage areas
Hazards	<p>May include:</p> <ul style="list-style-type: none"> • spillages • breakages, including broken glass • wet or slippery surfaces • broken or damaged furniture • fumes • blood • needles and syringes • used condoms • plastic bags and bottles • sharp objects, including knives and skewers • human waste • surgical dressings • fat and oil • heated utensils and surfaces • sharp food scraps, including bones and crustacean shells
Manufacturer recommendations	<p>May include:</p> <ul style="list-style-type: none"> • cleaning and maintenance guidelines • dosage and dilution of chemicals • safety requirements
Routine maintenance and cleaning premises is undertaken according to planned, preventative maintenance and cleaning programs and	<p>May include:</p> <ul style="list-style-type: none"> • wiping down and cleaning • washing and rinsing • sanitising • drying out • dismantling and reassembling • proper cleaning of camping grounds • emptying
Equipment faults	<p>May include:</p> <ul style="list-style-type: none"> • breakdowns • damage to parts, surfaces, electrical cords and connections

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to select and use relevant equipment and cleaning agents safely, efficiently and according to acceptable enterprise cleaning routines and timeframes • ability to organise resource effective cleaning of both wet and dry areas

	<ul style="list-style-type: none"> • ability to undertake duties according to organisational health, safety and security practices • knowledge of correct and environmentally sound disposal methods for waste and in particular for hazardous substances • ability to complete cleaning tasks within the timeframe required by a within commercially realistic timeframes
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • cleaning procedures for various surfaces, camping grounds and equipment, including wet and dry • correct cleaning chemicals, equipment and procedures for cleaning various surfaces and materials • enterprise procedures and standards in relation to presentation of premises • safe work practices relating to use of cleaning camping and kitchen equipments, bending, dismantling and manual handling • applications of different types of cleaning products • the essential features of and safe practices for using common hazardous substances used by the tourism and hospitality industry and in particular substances used by the organisation e.g. cleaning products and chemicals • the environmental impacts of cleaning premises and equipment and minimal impact practices to reduce these especially those that relate to resource, water and energy use • correct and environmentally sound disposal methods for waste and in particular for hazardous substances
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • correct use of personal protective equipment • cleaning techniques for premises and equipment • organisational skills to prepare equipment and materials for a given cleaning context • literacy to interpret product labels and safety instructions • numeracy to calculate the dilution requirements of chemical and cleaning products
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Perform Office Procedures
Unit Code	CST TUS1 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to complete a range of routine office procedures and activities, including writing simple correspondence.

Elements	Performance Criteria
1. Process office documents.	<p>1.1 Process office documents according to organisation procedures and within designated timelines.</p> <p>1.2 Use office equipment safely and correctly to process documents.</p> <p>1.3 Identify, rectify or report office equipment malfunctions promptly and according to organisation procedures.</p> <p>1.4 Apply appropriate office procedure in documenting files according to the standard of the organization</p>
2. Draft written communication.	<p>2.1 Select appropriate format and style for correspondence according to purpose, audience and situation.</p> <p>2.2 Draft documents according to organisation formats and protocols.</p> <p>2.3 Use clear and concise language appropriate to purpose, audience and situation to avoid mis-communication.</p> <p>2.4 Use correct spelling, punctuation and grammar to ensure understanding by receiver.</p> <p>2.5 Check information for accuracy prior to sending.</p> <p>2.6 In case of ambiguities when drafting correspondence consult with top management</p>
3. Maintain document systems.	<p>3.1 File or store documents according to organisation security procedures.</p> <p>3.2 Modify and update reference and index systems according to organisation procedures.</p>

Variable	Range
Office documents to be processed	<p>May include:</p> <ul style="list-style-type: none"> • guest mail • passport and visa • health certificate • customer records • incoming and outgoing correspondence

	<ul style="list-style-type: none"> • files • letters • facsimiles • memos • reports • menus • banquet orders • financial records • invoices • receipts
Office equipment may include:	May be beneficial to: <ul style="list-style-type: none"> • photocopiers • facsimiles • computers • paging equipment • calculators • audio-transcribing machines • telephone answering machines
Processing of documents may include:	May include: <ul style="list-style-type: none"> • recording sent or received documents • filing, including electronic filing • mailing, including bulk mailing • photocopying • faxing • emailing • collating • binding
Correspondence to be drafted must include a selection from each of the following	May include: <ul style="list-style-type: none"> • letters • emails • faxes • memos

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • ability to draft multiple pieces of clear, concise and correct written communication, with different purposes, appropriate to the audience and situation • ability to process a range of office documentation accurately and undertake a range of office tasks using different equipment ideally across a complete shift or operating period to address a range of office tasks • completion of office administrative activities within typical workplace time constraints

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • organisation practices and procedures for preparing and processing documents • layout, format and features of typical business documents and alternative formats for special needs groups, such as large print • features and usage of typical office equipment • safe work practices for using office equipment and any related chemicals
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to convey meaning clearly and concisely • basic literacy and written communication skills to produce workplace documentation and correspondence • basic numeracy skills to do simple clerical tasks and count
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Provide Visitor Information
Unit Code	CST TUS1 06 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide visitors with general truth and accurate information about a local area.

Elements	Performance Criteria
1. Access and update visitor information.	<p>1.1 Identify and access appropriate source of visitors information.</p> <p>1.2 Incorporate information into day-to-day working activities to support quality of service and standards within the organisation.</p> <p>1.3 Share information with colleagues and suppliers to support the efficiency and quality of service.</p> <p>1.4 Identify and use opportunities to update and maintain local knowledge.</p>
2. Provide information.	<p>2.1 Proactively identify information and assistance needs of different customers, including those with special needs.</p> <p>2.2 Provide accurate and unbiased information in a clear, concise, courteous and culturally appropriate manner.</p> <p>2.3 Where appropriate, assist or instruct visitors in the use of equipment and facilities or refer to relevant colleagues.</p> <p>2.4 Consider health and safety requirements when providing information and assistance.</p> <p>2.5 Promote internal products and services using appropriate customer service skills.</p>
3. Seek feedback on services.	<p>3.1 Proactively seek feedback on services from visitors.</p> <p>3.2 Observe visitor behavior to inform future service developments and correctly follow procedures for any formal customer evaluation.</p> <p>3.3 Provide information on visitor feedback to relevant colleagues and officials.</p>

Variable	Range
Sources of visitor information	<p>May include:</p> <ul style="list-style-type: none"> • brochures • timetables • local visitor guides • library and local council • local people including local identities with specialised knowledge

	<ul style="list-style-type: none"> • coffee makers and other coffee experts • organisation information • room directories • documentary films • electronic and printed media • tourism service suppliers • maps • internet
Visitor information	<p>Must include:</p> <ul style="list-style-type: none"> • talking and listening to colleagues and customers • participating in local familiarization tours • visiting the local information centre • personal observation or exploration • watching television, videos and films • listening to radio • reading local newspapers, staff notice boards, leaflets, brochures and internal newsletters • attending team meetings
Culturally appropriate manner	<p>May include:</p> <ul style="list-style-type: none"> • using gestures • using simple words in English or other person's language • provide written material • providing information in different formats to suit the individual
Internal products and services	<p>May include</p> <ul style="list-style-type: none"> • restaurant products • accommodation • airlines • Products made by the organisation (e.g. coffee, food) • tours (e.g. transport means, attraction) • general retail products (e.g. souvenirs)

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • ability to source accurate and current information on the local area • general knowledge of the local area sufficient to answer commonly asked customer questions relevant to job role • demonstration of skills on multiple occasions or in response to multiple requests reflecting breadth of knowledge and ability to respond to different situations • collecting, organizing and reporting feedbacks
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • sources of information for organisation and local area knowledge • general knowledge of organisation, local attractions and events, transport options and general visitor facilities, including shopping, currency exchanges, post offices, banks and emergency services

	<p>(the focus of this knowledge will vary according to organisational needs)</p> <ul style="list-style-type: none"> • understanding of the need to provide advice in an unbiased and ethical manner • available sources of advice and referral for more complex requests • safety and emergency procedures for visitors, colleagues and self • sources of customers in the relevant industry context
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication and interpersonal to interact in a friendly and courteous way with customers • basic research to source information on a predictable range of customer requests • literacy to understand, interpret and orally communicate local information and promotional material
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level I	
Unit Title	Carry out Basic Workplace Calculations
Unit Code	<u>CST TUS1 07 0912</u>
Unit Descriptor	This unit involves the skills and knowledge required to carry out basic routine workplace calculations, including carrying out required mathematical operations, preparing basic estimates of mass, size and volume, and interpreting basic graphical representations of mathematical information. It includes calculations for routine industry-related tasks using manual and electronic processes. It specifically includes the skills and knowledge needed to estimate/calculate manual load shifting requirements

Elements	Performance Criteria
1. Carry out calculations	<p>1.1 Items are counted singly and in batches and sorted numerically, as required in workplace tasks</p> <p>1.2 Calculations needed to complete work tasks are performed using the four basic processes of addition, subtraction, multiplication and division</p> <p>1.3 Calculations involving fractions, percentages and mixed numbers, and using the four basic processes, are performed as required to complete workplace tasks</p> <p>1.4 The functions of a calculator, numeric keypad or computer are used to perform workplace tasks</p> <p>1.5 Numerical information is self-checked, cross-checked and corrected for accuracy</p>
2. Prepare estimates	<p>2.1 Quantities of materials and resources required to complete a work task are estimated</p> <p>2.2 The time needed to complete a work activity is estimated</p> <p>2.3 Accurate estimates for work completion are made</p>
3. Interpret graphical representations of mathematical information	<p>3.1 Information represented in symbols, diagrams and pictorial representations is Recognized, interpreted and acted upon in workplace tasks</p>

Variable	Range
Calculations will be those involved in	<p>Must include:</p> <ul style="list-style-type: none"> • basic routine work functions • may occur by day or night and in a variety of work contexts

Calculations may involve	<p>May include:</p> <ul style="list-style-type: none"> • money • volume • weight • time • length and distance • area • perimeter
Mathematical operations	<p>May include:</p> <ul style="list-style-type: none"> • multiplication • division • addition • subtraction • percentages • ratio • fractions
Consultative processes	<p>May include:</p> <ul style="list-style-type: none"> • staff members • management • union representatives • industrial relations, Occupational Health and Safety specialists • other professional or technical staff
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include	<ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures
Calculations may involve the basic use of a range of technology including	<ul style="list-style-type: none"> • manual techniques • calculator • computer
Information/documentation may include	<ul style="list-style-type: none"> • workplace procedures, checklists and instructions • goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers specifications • workplace policies • supplier and/or client instructions • material safety data sheets • relevant codes of practice including the national standards for manual handling and the industry safety code • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures

Applicable regulations and legislation may include:	<ul style="list-style-type: none"> • relevant regulations, standards and codes of practice, including the national standards for manual handling and industry safety codes • dangerous goods and freight regulations and codes • relevant Ethiopian OHS legislation
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Evidence Guide	
Critical aspects of Competence	<p>The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:</p> <ul style="list-style-type: none"> • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant procedures and duty of care requirements • Relevant OHS responsibilities • Basic mathematical operations and techniques • Ways of representing basic mathematical information • Procedures for identifying and using relevant workplace technology when carrying out workplace calculations • Typical mathematical problems and appropriate actions and solutions
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when carrying out basic workplace calculations • Read and interpret instructions, procedures and information relevant to basic workplace calculations • Interpret and follow operational instructions and prioritise work • Complete documentation related to work activities • Operate electronic communication equipment to required protocol • Work collaboratively with others when carrying out basic workplace calculations • Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others • Promptly report and/or rectify any identified problems that may arise when carrying out basic workplace calculations • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies and environments • Work systematically with required attention to detail • Operate and adapt to differences in equipment in accordance with standard operating procedures
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>

Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Participate in Environmentally Sustainable Work
Unit Code	CST TUS1 08 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to participate in environmentally sustainable work practices. It requires the ability to measure utilisation of resources effectively individually and/or in a group, follow predetermined environmentally sustainable work practices, identify and report on breaches and suggest improvements to work activities that will contribute to environmental sustainability and reduce negative environmental impacts.

Elements	Performance Criteria
1. Identify current resources used within the workplace.	1.1 Identify workplace environmental and resource efficiency issues . 1.2 Identify resources used in own work role. 1.3 Measure and document current usage of resources using appropriate techniques . 1.4 Identify and report workplace environmental hazards to appropriate personnel.
2. Comply with environmental regulations.	2.1 Follow procedures to ensure compliance . 2.2 Report breaches or potential breaches to appropriate personnel.
3. Seek opportunities to improve resource efficiency.	3.1 Follow enterprise plans to improve environmental practices and resource efficiency. 3.2 Make suggestions for improvements to workplace practices in own work area.

Variable	Range
Environmental and resource efficiency issues	May include: <ul style="list-style-type: none"> • minimization of environmental risks and maximisation of opportunities to improve business environmental performance, including: <ul style="list-style-type: none"> ➤ minimization of waste through implementation of the waste management hierarchy ➤ efficient energy use, seeking alternative sources of energy ➤ efficient water use ➤ modeling environmentally efficient workplace practices

Appropriate techniques	<p>May include:</p> <ul style="list-style-type: none"> • examination of invoices from suppliers • analysis of resource orders placed and resource audits • observation of usage • measurements made under different conditions • examination of relevant information and data • monitoring equipment
Compliance	<p>May include:</p> <ul style="list-style-type: none"> • meeting relevant federal, regional and local government laws, by-laws and regulations • meeting the requirements of industry codes of conduct to which the organisation subscribes • meeting the requirements of industry accreditation schemes to which the organisation subscribes
Enterprise plans	<p>May include:</p> <ul style="list-style-type: none"> • documented policies and procedures • work plans to minimize waste and increase efficiency of the use of water, energy and other resources • endorsement of accepted industry codes of practice developed by responsible government bodies, industry associations and local communities
Suggestions may include ideas that help to:	<ul style="list-style-type: none"> • prevent and minimize risks and Maximize opportunities, such as use of solar or other alternative forms of energy where appropriate • reduce emissions of greenhouse gases • reduce use of non-renewable resources • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources
Workplace practices	<p>May involve:</p> <ul style="list-style-type: none"> • administrative, purchasing and product planning activities • personal services • purchasing stock, equipment and supplies • disposal of waste, which can include waste disposal associated with large events as well as that from the workplace • communicating with suppliers, clients and colleagues • catering and provision of food and beverage • organising and managing activities relevant to the operations of the enterprise • providing advice to customers and local communities on risks to the environment and how to reduce these

Evidence Guide

Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • ability to identify and integrate environmentally sustainable principles into their work practices and to follow predetermined procedures
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	<ul style="list-style-type: none"> • ability to participate in the improvement of environmental and resource-efficient work practices at own level of responsibility • knowledge of the principles of environmental sustainability and means by which they can be incorporated into the workplace
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • broad understanding of environmental sustainability and the means by which it can be implemented by organisations, responsible associations, customers and local communities in the workplace • awareness of legislation and regulations imposed by relevant land management agencies and federal, regional and local governments and their relevance to the particular industry sector and workplace • how to access industry codes of practice, standards and accreditation scheme requirements, and working knowledge of their contents and organisational compliance requirements • working knowledge of environmental and resource hazards, risks and inefficiencies associated with the particular industry sector and workplace • relevant environmental and resource-efficiency systems and organisational procedures for own work area reporting procedures
Underpinning Skills	<p>Demonstrate:</p> <ul style="list-style-type: none"> • ability to Recognize procedures, follow instructions and respond to change • communication skills to enable questions and seek clarification relating to environmentally sustainable work practices and to propose and report on suggested improvements to work practices that promote environmental sustainability • literacy and numeracy skills to interpret workplace policies, plans, procedures, signs and symbols that relate to use of resources and the organisation's environmental sustainability practices • ability to relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Develop Keyboard Skills
Unit Code	CST TUS1 09 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop basic keyboard skills using touch typing techniques.

Elements	Performance Criteria
1. Use safe work practices.	1.1. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.2. Ensure work organisation meets organisational and occupational health and safety (OHS) requirements for computer operation
2. Identify and develop keyboard skills	2.1. Identify and apply keyboard functions for both alpha and numeric keyboard functions 2.2. Apply touch typing technique to complete a task 2.3. Develop speed and accuracy in accordance with workplace requirements for level of responsibility
3. Check accuracy	3.1. Proofread document carefully to identify errors 3.2. Amend document, correct errors and complete a final accuracy check

Variable	Range
Ergonomic requirements	May include: <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimization • posture • screen position • workstation height and layout
Work organisation	May include: <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods • visual display unit (VDU) eye testing

Touch typing technique may vary according to:	<ul style="list-style-type: none"> • level of competency of operator • workplace requirements
Speed and accuracy must be:	<ul style="list-style-type: none"> • consistent with degree of experience of operator • relevant to level of responsibility

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • applying touch typing technique to enter alphanumeric characters • safely using keyboard
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as OHS • organisational benchmarks for keyboarding
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback • literacy skills to identify work requirements, to comprehend basic workplace documents, and to produce and proofread simple documents • problem-solving skills to solve routine problems in the workplace, while under direct supervision • technology skills to use equipment safely while under direction, and to use basic keyboard, touch typing and mouse skills to produce simple documents
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level I	
Unit Title	Receive and Store Stock
Unit Code	CST TUS1 10 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to receive and store stock. It requires the ability to check and take delivery of stock, beverages and other than food, and to appropriately store, rotate and maintain the quality of stock items.

Elements	Performance Criteria
1. Take delivery of stock.	<p>1.1 Check incoming stock against orders and delivery documentation according to organisation procedures.</p> <p>1.2 Identify and record variations and report them to the appropriate person.</p> <p>1.3 Inspect items for damage, quality, use-by dates, breakages or discrepancies, and record findings according to organisation procedures.</p> <p>1.4 Manage excess stock according to organisation procedures.</p>
2. Store stock.	<p>2.1 Transport stock to appropriate storage area promptly and safely.</p> <p>2.2 Store stock in the appropriate location according to organisation OHS and security procedures.</p> <p>2.3 Record stock levels accurately according to organisation procedures and using appropriate technology.</p> <p>2.4 Label stock according to organisation procedures.</p>
3. Rotate and maintain stock.	<p>3.1 Rotate stock according to organization procedures.</p> <p>3.2 Use safe manual handling techniques when moving and storing stock to avoid any injury.</p> <p>3.3 Check on the quality of stock at regular intervals and report findings to appropriate personnel.</p> <p>3.4 Place excess stock into storage or dispose of stock according to organization procedures.</p> <p>3.5 Maintain stock area according to organization and government requirements, and identify and report any problems promptly to appropriate personnel.</p> <p>3.6 Use stock control systems correctly and according to organization speed and accuracy requirements.</p>

Variable	Range
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Stock	<p>may include:</p> <ul style="list-style-type: none"> • beverages for bars, mini bar, restaurant and shop • equipment, such as maintenance and cleaning equipment, office equipment and camping equipment • linen, such as sheets and towels • stationery, such as guest stationery and office supplies • brochures and promotional material • vouchers and tickets • souvenirs and other retail products
Stock control systems	<p>may be:</p> <ul style="list-style-type: none"> • manual • computerised

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • efficient and safe receipt, storage, rotation and maintenance of stock items • application of the OHS and security procedures related to receipt, handling and storage of goods • completion of stock receipt and storage activities within typical workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • basic knowledge of relevant stock, including product life and storage requirements • different types of storage and their suitability for different kinds of stock • principles of stock control, including: <ul style="list-style-type: none"> ➤ rotation ➤ correct storage procedures for specific goods ➤ segregation of non-food items from food items in any storage area that have potential to cross-contaminate ➤ checking for slow moving items • types of stock control documentation and systems that may be applied in the tourism and hospitality industries • stock security systems and procedures • OHS procedures and safe work practices that relate to the receipt, transportation and storage of stock • safe and correct use of equipment for loading and unloading stocks
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • safe manual handling techniques • ability to conduct stock activities in a logical and time-efficient work flow • literacy skills to check incoming stock against order and delivery documentation, to read use-by dates, stock labels, and to read and interpret organisation procedures • writing skills to record incoming stock and to use stock control

	<p>systems to record stock-related issues</p> <ul style="list-style-type: none"> • communication skills to make accurate verbal or written reports of stock discrepancies • numeracy skills to count incoming, stored and rotated stock items
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Follow Workplace Hygiene Procedures
Unit Code	CST TUS1 11 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply good hygiene practices within a range of service industry operations. It requires the ability to follow predetermined procedures, identify and control simple hazards and take particular hygiene measures to ensure the non-contamination of food and other items that might put customers, colleagues and self at a health risk.

Elements	Performance Criteria
1. Follow hygiene procedures and identify hygiene hazards.	<p>1.1 Access and follow hygiene procedures and policies correctly and consistently according to organization and legal requirements to ensure health and safety of customers and colleagues and self.</p> <p>1.2 Identify and report poor organization practices that are inconsistent with hygiene procedures.</p> <p>1.3 Identify hygiene hazards that may affect the health and safety of customers, colleagues and self.</p> <p>1.4 Take action to remove or minimize the hazards within scope of individual responsibility and according to organization and legal requirements.</p> <p>1.5 Promptly report hygiene hazards to appropriate person for follow up where control of hazard is beyond the scope of individual responsibility.</p>
2. Report any personal health issues.	<p>2.1 Report any personal health issues that are likely to cause a hygiene risk.</p> <p>2.2 Report incidents of food contamination that have resulted from the personal health issue.</p> <p>2.3 Do not participate in food handling activities where there is a risk of food contamination as a result of the health issue.</p>
3. Prevent food and other item contamination.	<p>3.1 Maintain clean clothes, wear required personal protective clothing and only use organization-approved bandages and dressings to prevent contamination to food.</p> <p>3.2 Ensure that no clothing or other items worn contaminate food.</p> <p>3.3 Prevent unnecessary direct contact with ready to eat food.</p> <p>3.4 Do not allow food to become contaminated with any body fluids or tobacco product from sneezing, coughing, blowing nose, spitting, smoking or eating over food or food preparation</p>

	surfaces. 3.5 Maintain the use of clean materials and clothes and safe and hygienic practices to ensure that no <i>cross-contamination of other items in the workplace occurs.</i>
4. Prevent cross-contamination by washing hands.	4.1 <i>Wash hands at appropriate times</i> and follow hand washing procedures correctly and consistently according to organization and legal requirements. 4.2 Wash hands using <i>appropriate facilities.</i>

Variable	Range
Hygiene procedures may relate to:	<ul style="list-style-type: none"> • personal hygiene • safe and hygienic handling of food and beverages • regular hand washing • correct food storage • suitable dress and personal protective equipment and clothing • avoidance of cross-contamination • hygienic cleaning practices to avoid cross-contamination • use of cleaning equipment, clothes and materials to avoid cross-contamination • safe handling and disposal of linen and laundry • appropriate handling and disposal of garbage • cleaning and sanitising • procedures documented in the organisation food safety program • procedures covered by staff training programs • procedures required by the national food safety code
Poor organisation practices	May include: <ul style="list-style-type: none"> • poor personal hygiene practices • poor food handling practices that may result in the contamination of food and other items • poor cleaning practices that may result in cross-contamination of food and other items • practices inconsistent with the organisation's food safety program • outdated practices not in keeping with current organisation activities
Hygiene hazards	May include: <ul style="list-style-type: none"> • contaminated food • vermin • airborne dust • items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions • dirty equipment and utensils • contaminated garbage • use of practices not in keeping with current organisation activities

	<ul style="list-style-type: none"> • colleagues without appropriate training or understanding of good hygiene practices, policies and procedures • equipment not working correctly, such as fridge and temperature probes
Health issues	<p>May relate to:</p> <ul style="list-style-type: none"> • food-borne diseases • airborne diseases • infectious diseases
Other items worn	<p>May include:</p> <ul style="list-style-type: none"> • hair accessories • jewellery • watches • bandages • gloves
Cross-contamination of other items in the workplace	<p>May involve:</p> <ul style="list-style-type: none"> • infected linen • items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions • dirty equipment and utensils • spreading bacteria from bathroom or bedroom or mobile toilet areas to kitchen areas in an accommodation facility
Washing hands at appropriate times	<p>Might include:</p> <ul style="list-style-type: none"> • immediately before working with food • immediately after handling raw food • before commencing or recommencing work with food • immediately after using the toilet • immediately after smoking, coughing, sneezing, blowing the nose, eating, drinking, and touching the hair, scalp or any wound
Appropriate facilities for hand washing	<p>May include:</p> <ul style="list-style-type: none"> • warm running water • soap • single use towels • designated hand washing sink

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to access and interpret hygiene procedures and consistently apply these during day-to-day activities • understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures • project or work activities that show the candidate's ability to apply good hygiene practices on multiple occasions in a range of different operational circumstances to ensure consistency in the application of hygiene procedures
Underpinning	Demonstrates knowledge of:

Knowledge and Attitudes	<ul style="list-style-type: none"> • very basic understanding of federal, and regional food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations • working knowledge of organisation personal hygiene policies and procedures • ramifications of failure to observe hygiene policies and procedures • broad understanding of the general hazards in handling food, linen, laundry and garbage, including major causes of contamination and cross-infection • sources and effects of microbiological contamination of food and other items that would require protection in the industry sector and business • basic understanding of the choice and application of cleaning and sanitising equipment and materials
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication to verbally report hygiene hazards and poor organisation practice • literacy to read and interpret relevant organisation policies, procedures and diagrams that identify good hygiene practices
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Sell Products and Services
Unit Code	CST TUS1 12 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Elements	Performance Criteria
1. Apply product knowledge.	<p>1.1 Demonstrate knowledge of the use and application of relevant products and services according to legislative requirements.</p> <p>1.2 Develop product knowledge by accessing relevant sources of information.</p>
2. Approach customer.	<p>2.1 Clearly identify the needs and wants of customers</p> <p>2.2 Determine and apply timing of customer approach.</p> <p>2.3 Identify and apply effective sales approach.</p> <p>2.4 Convey a positive impression to arouse customer interest.</p> <p>2.5 Demonstrate knowledge of customer buying behavior.</p>
3. Gather information.	<p>3.1 Apply questioning techniques to determine customer buying motives.</p> <p>3.2 Use listening skills to determine customer requirements.</p> <p>3.3 Interpret and clarify non-verbal communication cues.</p> <p>3.4 Identify and call customers by name where possible pronouncing correctly</p> <p>3.5 Direct customer to specific product.</p>
4. Sell benefits	<p>4.1 Match customer needs to appropriate products and services.</p> <p>4.2 Communicate knowledge of products features and benefits clearly to customers.</p> <p>4.3 Describe product use and safety requirements to customers.</p> <p>4.4 Refer customers to appropriate product specialist as required.</p> <p>4.5 Answer routine customer questions about a product(s) accurately and honestly or refer to senior sales staff.</p> <p>4.6 Disclose the terms and conditions of the service before finalizing the contract to the customer</p>
5. Overcome objections.	<p>5.1 Identify and accept customer objections.</p> <p>5.2 Categorize objections into price, place, time and product</p>

	<p>characteristics.</p> <p>5.3 Offer solutions according to the terms and conditions of the contract</p> <p>5.4 Apply problem solving techniques to overcome customer objections.</p>
6. Close sale.	<p>6.1 Monitor, identify and respond appropriately to customer buying signals.</p> <p>6.2 Encourage customer to make purchase decisions.</p> <p>6.3 Select and apply appropriate method of closing sale.</p>
7. Maximize sales opportunities.	<p>7.1 Recognize and apply opportunities for making additional sales.</p> <p>7.2 Advise customer of complementary products or services according to customer's identified need.</p> <p>7.3 Review personal sales outcomes to Maximize future sales.</p>

Variable	Range
Organisation policy and procedures in regard to:	<ul style="list-style-type: none"> • interaction with customers • selling products and services
Legislative requirements	<p>May include:</p> <ul style="list-style-type: none"> • Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods
Product knowledge	<p>May include:</p> <ul style="list-style-type: none"> • warranties • features and benefits • use-by dates • handling procedures • product type • safety features • price
Relevant sources of information	<p>May include:</p> <ul style="list-style-type: none"> • printed and electronic media • staff members • store or supplier product manuals • product profiles • demonstrations

	<ul style="list-style-type: none"> • labels • familiarization tours at newly developed products
Customers	<p>May include:</p> <ul style="list-style-type: none"> • new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Sales transactions	<p>May be completed:</p> <ul style="list-style-type: none"> • face to face • over the telephone and fax • online correspondence
Routine customer questions	<p>May relate to:</p> <ul style="list-style-type: none"> • price and price reductions • quality • availability • Time schedule • features and benefits
Problem solving	<p>May be affected by:</p> <ul style="list-style-type: none"> • Organisation policies and procedures • Language barriers • resource implications

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales • uses questioning, listening and observation skills to determine customer requirements • consistently applies organisation policies and procedures in regard to selling products and services • Maximizes sales opportunities according to organisation policies and procedures • consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • evaluates personal sales performance to Maximize future sale
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • organisation policies and procedures, in regard to: <ul style="list-style-type: none"> ➢ selling products and services ➢ allocated duties and responsibilities ➢ specific product knowledge for area or section ➢ relevant legislation and statutory requirements ➢ relevant industry codes of practice ➢ customer types and needs, including:

	<ul style="list-style-type: none"> ✓ customer buying motives ✓ customer behavior and cues ✓ individual and cultural differences ✓ demographics, lifestyle and income ✓ types of customer needs, e.g. functional, psychological
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • selling techniques, including: <ul style="list-style-type: none"> ➢ opening techniques ➢ recognising buying signals ➢ strategies to focus customer on specific product ➢ add-ons and complementary sales ➢ overcoming customer objections ➢ closing techniques ➢ verbal and non-verbal communication ➢ handling difficult customers ➢ negotiation ➢ sales performance appreciation ➢ questioning, listening and observation ➢ literacy in regard to: <ul style="list-style-type: none"> ✓ reading and understanding product information ✓ reading and understanding organisation policies and procedures ✓ recording information ✓ numeracy skills in regard to: ✓ handling payment for products and services
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Conduct Basic Workplace Oral Communication in a Language other than English
Unit Code	CST TUS1 13 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to understand and use a language other than English for very simple, commonly used expressions of a basic and predictable nature in tourism and hospitality workplaces. It covers activities such as welcoming and fare welling guests, providing face-to-face routine customer service and other routine workplace activities. This unit can be used for training delivery and assessment of basic oral proficiency in any language other than English. There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR).

Elements	Performance Criteria
1. Be courteous to customers and colleagues.	<p>1.1 Identify the specific language needed in order to conduct basic communications.</p> <p>1.2 Use appropriate, very simple, commonly-used courtesy expressions with customers or colleagues including greeting and welcoming, fare welling, apologizing and thanking.</p> <p>1.3 Recognize and observe any social and cultural conventions of the specific language speaker to support communication.</p> <p>1.4 Make efforts to communicate through use of gestures or use of basic vocabulary in the other person's language where language barriers exist.</p> <p>1.5 Identify and use appropriate resources and seek assistance from those with suitable language skills.</p>
2. Communicate with customers and colleagues in a language other than English to support routine workplace activities.	<p>2.1 Understand and use key words, short phrases and gestures to enhance communication.</p> <p>2.2 Use any visual techniques to enhance or replace oral communication.</p> <p>2.3 Use appropriate non verbal communication to enhance understanding among colleagues and customers.</p>

Variable	Range
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Commonly-used courtesy expressions (formulaic language)	<p>May include:</p> <ul style="list-style-type: none"> • Good Morning • How are you? • Goodbye • May I help you? • This way please • Have you had lunch? • Did you have a good trip? • May I clean your room now? • Do you need another towel? • Sorry, I don't understand. Do you speak English? etc.
Appropriate resources	<p>May include:</p> <ul style="list-style-type: none"> • language mats • phrase books • dictionaries • pamphlets written in the specific language • menus written in the specific language • signs written in the specific language • international signage, such as 'No Smoking' signs • websites with translating facilities
Communication	<p>Must include:</p> <ul style="list-style-type: none"> • listening to requests and comments • providing factual information, such as: <ul style="list-style-type: none"> ➢ location of specific facilities ➢ opening hours • procedures, e.g. check-in and tour pick-up • currency • prices • room and floor numbers • safety rules • conducting simple product and service transactions, such as: <ul style="list-style-type: none"> ➢ purchase of souvenir products ➢ payment of a restaurant bill ➢ payment for a tourism service, e.g. day tour, accommodation and ticket • references to timetable, signage and basic rules, e.g. opening hours • selection of food and beverages from a menu • advising check-in and check-out procedures and times • advising opening and closing times • answering very simple queries about products and services, including: <ul style="list-style-type: none"> ➢ in-house facilities ➢ local attractions and places of interest ➢ shopping centres ➢ tour desk ➢ pick-up and drop-off point for tours

	<ul style="list-style-type: none"> ➤ transport terminals, and taxi and other transport services • providing general assistance within the scope of responsibility • providing very simple directions
Visual techniques	<p>May include:</p> <ul style="list-style-type: none"> • marking of a map • drawing attention to pamphlets and timetables • locating specific costs and items on itineraries • signs, gesturing and appropriate body language

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to use appropriate courtesy expressions, key words, phrases, short expressions and numbers in a language other than English in order to fulfil common customer needs and wants. • ability to gesture in a socially and culturally appropriate manner
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • general knowledge of the culture, the social and cultural conventions relevant to the language being assessed, including traditions, values, customs, appropriate attire, eating habits, table manners, body language and taboo topics • general awareness of cross-cultural communication issues sufficient to avoid giving offence to customers and colleagues
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication and interpersonal to allow for positive and courteous interaction with customers • cross-cultural language to use key words, phrases, short expressions and numbers routinely required to fulfil common customer needs relevant for the particular workplace and to the language being assessed
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level I	
Unit Title	Apply First Aid
Unit Code	CST TUS1 14 0912
Unit Descriptor	This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance.

Elements	Performance Criteria
1. Assess the situation	<p>1.1 Identify assess and minimize hazards in the situation that may pose a risk of injury or illness to self and others</p> <p>1.2 Minimize immediate risk to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements</p> <p>1.3 Assess casualty and identify injuries, illnesses and conditions</p>
2. Apply first aid procedures	<p>2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness</p> <p>2.2 Use available resources and equipment to make the casualty as comfortable as possible</p> <p>2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner</p> <p>2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort</p> <p>2.5 Seek consent from casualty prior to applying first aid management</p> <p>2.6 Provide first aid management in accordance with established first aid principles and Guidelines and/or regional regulations, legislation and policies and industry requirements</p> <p>2.7 Seek first aid assistance from others in a timely manner and as appropriate</p> <p>2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures</p> <p>2.9 Use safe manual handling techniques as required</p> <p>2.10 Monitor casualty's condition and respond in accordance with effective first aid principles and procedures</p>

	2.11 Finalize casualty management according to casualty's needs and first aid principles
3. Communicate details of the incident	<p>3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant communication media and equipment</p> <p>3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel</p> <p>3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures</p> <p>3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures</p> <p>3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organization policies</p>
4. Evaluate own performance	<p>4.1 Seek feedback from appropriate clinical expert</p> <p>4.2 Recognize the possible psychological impacts on rescuers of involvement in critical incidents</p> <p>4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs</p>

Variable	Range
Contextualization to address specific requirements	<p>May include:</p> <ul style="list-style-type: none"> • Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards such as fire fighting, flood control)
Established first aid principles	<p>May include:</p> <ul style="list-style-type: none"> • Preserve life • Prevent illness, injury and condition(s) becoming worse • Promote recovery • Protect the unconscious casualty
Vital signs	<p>May include:</p> <ul style="list-style-type: none"> • Consciousness • Breathing • Circulation

A hazard is	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these.
Hazards	<p>May include:</p> <ul style="list-style-type: none"> • Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling
Risks	<p>May include:</p> <ul style="list-style-type: none"> • Risks from equipment, machinery and substances • Risks from first aid equipment • Environmental risks • Exposure to blood and other body substances • Risk of further injury to the casualty • Risks associated with the proximity of other workers and bystanders • Risks from vehicles
Casualty's condition is managed for	<ul style="list-style-type: none"> • Abdominal injuries • Airway obstruction • Allergic reactions • Altered and loss of consciousness • Bleeding • Burns - thermal, chemical, friction, electrical • Chest pain/cardiac arrest <p>Injuries:</p> <ul style="list-style-type: none"> • cold and crush injuries; • eye and ear injuries; • head, • neck and spinal injuries; • minor skin injuries; • needle stick injuries; • soft tissue injuries including sprains, strains, dislocations • Near drowning • Envenomation - snake, spider, insect and marine bites • Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke • Fractures • Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions • No signs of life • Poisoning and toxic substances (including chemical contamination) • Respiratory distress/arrest • Seizures • Shock • Stroke • Substance misuse - common drugs and alcohol, including

	illicit drugs
First aid management must take into account applicable aspects of:	<p>The setting in which first aid is provided, including:</p> <ul style="list-style-type: none"> • workplace policies and procedures • industry/site specific regulations, codes etc • OHS requirements • regional workplace health and safety legislative requirements • location and nature of the incident • situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents • location of emergency services personnel • The use and availability of first aid equipment and resources • Infection control • Legal and social responsibilities of first aider
Resources and equipment are used appropriate to the risk to be met and	<p>May include:</p> <ul style="list-style-type: none"> • Automated External Defibrillator (AED) • First aid kit • Auto-injector • Puffer/inhaler • Resuscitation mask or barrier • Spacer device
Communication media and equipment	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> • Telephones, including landline, mobile and satellite phones • HF/VHF radio • Flags • Flares • Two way radio • Email • Electronic equipment • Hand signals
Appropriate clinical expert	<p>May include:</p> <ul style="list-style-type: none"> • Supervisor/manager • Ambulance officer/paramedic • Other medical/health worker
Documentation	<p>May include:</p> <ul style="list-style-type: none"> • Injury report forms • Workplace documents as per organisation requirements
Documentation	<p>May include:</p> <ul style="list-style-type: none"> • recording • Time • Location • Description of injury • First aid management • Fluid intake/output, including fluid loss via: <ul style="list-style-type: none"> ➤ blood ➤ vomit ➤ faeces

	<ul style="list-style-type: none"> ➤ urine <p>Administration of medication including:</p> <ul style="list-style-type: none"> ➤ time ➤ date ➤ person administering ➤ dose ➤ Vital signs
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • 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 regional regulations, legislation and policies, ARC and industry guidelines
Underpinning Knowledge and Attitudes	<p>Working knowledge of:</p> <ul style="list-style-type: none"> • basic principles and concepts underlying the practice of first aid • procedures for dealing with major and minor injury and illness • priorities of management in first aid when dealing with life threatening conditions • basic occupational health and safety requirements in the provision of first aid • infection control principles and procedures, including use of standard precautions • chain of survival • first Aiders' skills and limitations • Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to <p>First aid management of:</p> <ul style="list-style-type: none"> • abdominal injuries • allergic reactions • altered and loss of consciousness • bleeding • burns - thermal, chemical, friction, electrical • cardiac arrest • casualty with no signs of life • chest pain • choking/airway obstruction <p>Injuries:</p> <ul style="list-style-type: none"> • cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations • envenomation - snake, spider, insect and marine bites • environmental impact such as hypothermia, hyperthermia,

	<ul style="list-style-type: none">dehydration, heat strokefracturesmedical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditionsnear drowningpoisoning and toxic substances (including chemical contamination)respiratory distressseizuresshockstrokesubstance misuse - common drugs and alcohol, including illicit drugsAwareness of stress management techniques and available support <p>Social/legal issues:</p> <ul style="list-style-type: none">duty of careneed to be culturally aware, sensitive and respectfulimportance of debriefingconfidentialityown skills and limitations
Underpinning Skills	<p>Ability to:</p> <ul style="list-style-type: none">Conduct an initial casualty assessmentPlan an appropriate first aid response in line with established first aid principles, policies and procedures, appropriate guidelines and/or regional regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills <p>Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit HLTCPR201A Perform CPR)</p> <ul style="list-style-type: none">Apply first aid principlesInfection control, including use of standard precautionsFollow OHS guidelines <p>Demonstrate:</p> <ul style="list-style-type: none">safe manual handlingconsideration of the welfare of the casualtyability to call an ambulancesite management to prevent further injuryProvide assistance with self-medication as per subject's own medication regime and in line with regional legislation, regulations and policies and any available medical/pharmaceutical instructionsAdminister medication in line with regional regulations, legislation and policiesPrepare a written incident report or provide information to enable preparation of an incident reportCommunicate effectively and assertively in an incident

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	<ul style="list-style-type: none"> • Make prompt and appropriate decisions relating to managing an incident in the workplace • Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition • Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols • Evaluate own response and identify appropriate improvements where required
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Demonstrate Work Values
Unit Code	CST TUS1 15 0912
Unit Descriptor	This unit of competence covers the knowledge, skills, and attitude in demonstrating proper work values.

Elements	Performance Criteria
1. Define the purpose of work	<p>1.1 One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society.</p> <p>1.2 Personal mission is in harmony with company's values</p>
2. Apply work values/ethics	<p>2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines.</p> <p>2.2 Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines</p> <p>2.3 Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.</p> <p>2.4 Company resources are used in accordance with transparent company ethical standard, policies and guidelines.</p>
3. Deal with ethical problems	<p>3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard, policies and guidelines.</p> <p>3.2 Work incidents/situations are reported and/or resolved in accordance with company protocol/guidelines.</p> <p>3.3 Resolution and/or referral of ethical problems identified are used as learning opportunities.</p>
4. Maintain integrity of conduct in the workplace	<p>4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values.</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p> <p>4.3 Company values/practices are shared with co-workers using appropriate behavior and language.</p>

Variable	Range
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Work values/ethics/ concepts	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> • Commitment/ Dedication • Sense of urgency • Sense of purpose • Love for work • High motivation • Orderliness • Reliability and Dependability • Competence • Goal-oriented • Sense of responsibility • Being knowledgeable • Loyalty to work/company • Sensitivity to others • Compassion/Caring attitude • Balancing between family and work • Sense of nationalism
Work practices	<ul style="list-style-type: none"> • Quality of work • Punctuality • Efficiency • Effectiveness • Productivity • Resourcefulness • Innovativeness/Creativity • Cost consciousness • 5S • Attention to details
Incidents/situations	<ul style="list-style-type: none"> • Violent/intense dispute or argument • Gambling • Use of prohibited substances • Pilferages • Damage to person or property • Vandalism • Falsification • Bribery • Sexual Harassment • Blackmail
Company resources	<ul style="list-style-type: none"> • Consumable materials • Equipment/Machineries • Human • Time • Financial resources
Instructions	<ul style="list-style-type: none"> • Verbal • Written

Evidence Guide

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Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Defined one's unique sense of purpose for working • Clarified and affirmed work values/ethics/concepts consistently in the workplace • Demonstrated work practices satisfactorily and consistently in compliance with industry work ethical standards, organizational policy and guidelines • Demonstrated personal behavior and relationships with co-workers and/or clients consistent with ethical standards, policy and guidelines • Used company resources in accordance with company ethical standard, policies and guidelines. • Followed company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Occupational health and safety • Work values and ethics • Company performance and ethical standards • Company policies and guidelines • Fundamental rights at work including gender sensitivity • Work responsibilities/job functions • Corporate social responsibilities • Company code of conduct/values • Balancing work and family responsibilities
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • Interpersonal skills • Communication skills • Self awareness, understanding and acceptance • Application of good manners and right conduct
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level I	
Unit Title	Receive and Respond To Workplace Communication
Unit Code	CST TUS1 16 0912
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication.

Element	Performance Criteria
1. Follow routine spoken messages	1.1. Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions 1.2. Instructions/information are properly recorded 1.3. Instructions are acted upon immediately in accordance with information received 1.4. Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear
2. Perform workplace duties following written notices	2.1. Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines 2.2. Routine written instruction are followed in sequence 2.3. Feedback is given to workplace supervisor based on the instructions/information received

Variable	Range
Written notices and instructions	It refers to: <ul style="list-style-type: none"> • Handwritten and printed material • Internal memos • External communications • Electronic mail • Briefing notes • General correspondence • Marketing materials • Journal articles
Organizational Guidelines	It may include: <ul style="list-style-type: none"> • Information documentation procedures • Company policies and procedures • Organization manuals • Service manual

Evidence Guide	Evidence Guide
Critical aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • Demonstrated knowledge of organizational procedures for handling verbal and written communications • Received and acted on verbal messages and instructions

	<ul style="list-style-type: none"> • Demonstrated competence in recording instructions/information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • Knowledge of organizational policies/guidelines in regard to processing internal/external information • Ethical work practices in handling communications • Communication process
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • Conciseness in receiving and clarifying messages/information/communication • Accuracy in recording messages/information
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Apply Quality Standards
Unit Code	CST TUS1 17 0912
Unit Descriptor	This unit of competence covers the skills and knowledge required in applying quality standards in tourism services/ operations.

Elements	Performance Criteria
1. Assess own work	<p>1.1 Completed work is checked against workplace standards relevant to the operations being undertaken</p> <p>1.2 An understanding is demonstrated on how the work activities and completed work relate to the next operation process and to the final appearance of the product</p> <p>1.3 Faulty pieces or final products are identified and isolated in accordance with company policies and procedures</p> <p>1.4 Faults and any identified causes are recorded and reported in accordance with workplace procedures</p>
2. Assess quality of received articles	<p>2.1 Received materials or final product are checked against workplace standards and specifications</p> <p>2.2 Causes of any identified faults are identified and corrective actions are taken in accordance with workplace procedures</p>
3. Record information	<p>3.1 Basic information on the quality performance is recorded in accordance with workplace procedures</p> <p>3.2 Records of work quality are maintained according to the requirements of the company</p>
4. Study causes of quality deviations	<p>4.1 Causes of deviations from final products are investigated and reported in accordance with workplace procedures</p> <p>4.2 Suitable preventive action is recommended based on workplace quality standards and identified causes of deviation from specified quality standards of services or final product</p>
5. Complete documentation	<p>5.1 Information on quality and other indicators of production performance is recorded.</p> <p>5.2 All service delivery processes and outcomes are recorded.</p>

Variable	Range
Quality check	<ul style="list-style-type: none"> • Visual inspection • Physical measurements • Check against service standards
Quality standards	<ul style="list-style-type: none"> • Materials

	<ul style="list-style-type: none"> • Intermediate product • Final product • Production/servicing processes
Quality parameters	<ul style="list-style-type: none"> • strength • setting time • Product variation • Materials • Damage and imperfections

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Checked completed work continuously against workplace standard • Identified and isolated faulty pieces or final product • Checked received services, component parts or final product against workplace standards • Identified and applied corrective actions on the causes of identified faults • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services used • Safety environment aspects of operation processes • Relevant measurement techniques and quality checking procedures • Workplace procedures • Reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Interpret work instructions, specifications, standards and patterns appropriate to the required work • Carry out relevant visual inspections of services and final products • Carry out relevant physical measurements • Maintain accurate work records in accordance with procedures • Meet work specifications • Communicate effectively within defined workplace procedures
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context for Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level I	
Unit Title	Work With Others
Unit Code	CST TUS1 18 0912
Unit Descriptor	This unit of competence covers the skills, knowledge and attitudes required to develop workplace relationship and contribute in workplace activities.

Element	Performance Criteria
1. Develop effective workplace relationship	<p>1.1 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship</p> <p>1.2 Assistance is sought from workgroup when difficulties arise and addressed through discussions</p> <p>1.3 Feedback provided by others in the team is encouraged, acknowledged and acted upon</p> <p>1.4 Differences in personal values and beliefs are respected and acknowledged in the development</p>
2. Contribute to work group activities	<p>2.1 Support is provided to team members to ensure workgroup goals are met</p> <p>2.2 Constructive contributions to workgroup goals and tasks are made according to organizational requirements</p> <p>2.3 Information relevant to work is shared with team members to ensure designated goals are met</p>

Variable	Range
Duties and responsibilities	<ul style="list-style-type: none"> • Job description and employment arrangements • Organization's policy relevant to work role • Organizational structures • Supervision and accountability requirements including OHS • Code of conduct
Work group	<ul style="list-style-type: none"> • Supervisor or manager, peers/work colleagues • Other members of the organization
Feedback on performance	<ul style="list-style-type: none"> • Formal/Informal performance appraisal • Obtaining feedback from supervisors and colleagues and clients • Personal, reflective behavior strategies • Routine organizational methods for monitoring service delivery
Providing support to team members	<ul style="list-style-type: none"> • Explaining/clarifying, Helping colleagues • Providing encouragement • Providing feedback to another team member • Undertaking extra tasks if necessary
Organizational requirements	<ul style="list-style-type: none"> • Goals, objectives, plans, system and processes • Legal and organization policy/guidelines

	<ul style="list-style-type: none"> • OHS policies, procedures and programs • Ethical standards • Defined resources parameters • Quality and continuous improvement processes and standards
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Evidence Guide	
Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Provided support to team members to ensure goals are met • Acted on feedback from clients and colleagues • Accessed learning opportunities to extend own personal work competencies to enhance team goals and outcomes
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • The relevant legislation that affects operations, especially with regards to safety • Reasons why cooperation and good relationships are important • Knowledge of the organization's policies, plans and procedures • Understanding how to elicit and interpret feedback • Knowledge of workgroup member's responsibilities and duties • Importance of demonstrating respect and empathy in dealings with colleagues • Understanding of how to identify and prioritize personal development opportunities and options
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Ability to read and understand the organization's policies and work procedures • Write simple instructions for particular routine tasks • Interpret information gained from correspondence • Communication skills to request advice, receive feedback and work with a team • Planning skills to organized work priorities and arrangement • Technology skills including the ability to select and use technology appropriate to a task • Ability to relate to people from a range of social, cultural and ethnic backgrounds.
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context for Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level I	
Unit Title	Develop Understanding of Entrepreneurship
Unit Code	CST TUS1 19 0912
Unit Descriptor	This unit of competence covers skills, knowledge and attitude required to understand the principles, functions, strategies and methods of entrepreneurship. It also covers identifying and developing the major entrepreneurial competences.

Elements	Performance Criteria
1. Describe and explain the principles, concept and scope of entrepreneurship	<p>1.1 The principles, concept and terminology of entrepreneurship are analyzed and discussed</p> <p>1.2 The different / various forms of enterprises in the community are identified and their roles understood</p> <p>1.3 The identified enterprises are categorized and classified</p> <p>1.4 The terms and elements involved in the concept of enterprising, both on a personal level and in the context of being enterprising in business are identified and interpreted</p> <p>1.5 Functions of entrepreneurship in business and how the entrepreneurs improved business and economic environment are explained</p>
2. Discuss how to become entrepreneur	<p>2.1 Self-employment as an alternative option for an individual economic independence and personal growth is discussed and analyzed</p> <p>2.2 Advantages and disadvantages of self-employment are discussed and explained</p> <p>2.3 Entrepreneurial characteristics and traits are identified and discussed</p> <p>2.4 Self-potential is assessed to determine if qualified to become future entrepreneur</p> <p>2.5 Major competences of successful entrepreneurship are identified and explained</p>
3. Discuss how to organize an enterprise	<p>3.1 The importance and role of business entrepreneurship in the society are discussed and correlated to the operations of the economy</p> <p>3.2 Facts about small and medium enterprises are discussed, clarified and understood</p> <p>3.3 Key success factor in setting up small and medium business are identified and explained</p> <p>3.4 Business opportunities are identified and assessed</p> <p>3.5 Business ideas are generated using appropriate tools,</p>

	<p>techniques and steps</p> <p>3.6 Procedures for identifying suitable market for business are discussed and understood</p> <p>3.7 Major factors to consider in selecting a location for a business are identified and discussed</p> <p>3.8 Basic types of business ownership are identified and explained</p> <p>3.9 Amount of money needed to start an enterprise estimated and distinction between pre operations and initial operation payments clarified</p> <p>3.10 Advantages and disadvantages of using various sources of capital to start an enterprise are identified</p>
4. Discuss how to operate an enterprise	<p>4.1 Disadvantages and advantages of three alternative means of becoming an entrepreneur are identified and understood</p> <p>4.2 Process of hiring and managing people is discussed and explained</p> <p>4.3 The importance and techniques of managing time are discussed and understood</p> <p>4.4 The techniques and procedures of managing sales are discussed and explained</p> <p>4.5 Factors to consider in selecting suppliers and the steps to follow when doing business with them are identified and discussed</p> <p>4.6 Awareness of how new technologies can affect small and medium business are developed</p> <p>4.7 Characteristics of appropriate technology for use in small and medium business are identified and explained</p> <p>4.8 Different types of cost that occur in a business and how to manage them are discussed and understood</p> <p>4.9 Factors and procedures in knowing the cost of the enterprise are discussed and understood</p> <p>4.10 Importance of financial record keeping and preparing simple financial statement are explained and understood</p> <p>4.11 The application of self-management skills and negotiation skills are discussed in operating a business</p> <p>4.12 Risk assessment and management of business enterprise are performed</p>
5. Develop one's own business plan	<p>5.1 Process of preparing/ writing a business plan is discussed and applied</p> <p>5.2 Standard structure and format are applied in preparing business plan</p> <p>5.3 Findings of the business plan are interpreted, assessed and</p>

	analyzed
	5.4 Feasibility of the business idea is made clear and understandable
	5.5 Problems that may arise or encounter when starting a business are identified and understand
	5.6 Techniques and procedures in obtaining and sourcing information are discussed and understood

Variables	Range
Classification	<ul style="list-style-type: none"> • Private vs. public • Profit vs. non-profit • Formal vs. Non-formal • Individual vs. Community • Local vs. Foreign • Business vs. Social • Small vs. Large • Manufacturing vs. Service • Consumer vs. Industrial
Major factors	<ul style="list-style-type: none"> • Economics (local economy) • Population • competition
Three alternative	<ul style="list-style-type: none"> • Buying an existing business • Starting a new business • Operating a franchising business

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • explained principles and concept of entrepreneurship • discussed how to become entrepreneur • discussed how to organize an enterprise • discussed how to operate an enterprise • develop business plan
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Entrepreneurship principles, concepts and terminologies • Entrepreneurial competence • Entrepreneurial motivation • Risk assessment and evaluation • Principles and process of negotiations • Self-management and self-employment • Managing sales, people and time • Factors in setting up small and medium business • Small and Medium Enterprise • Business plan development • Discussion techniques and procedures

Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Planning and Leading • Presentation skills • Using technology • Managing money • Preparing simple financial statement • Selecting suppliers
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level I	
Unit Title	Apply 5S Procedures
Unit Code	CST TUS1 20 1012
Unit Descriptor	This unit of competence covers the skills, attitudes and knowledge required by an employee or worker to apply 5S procedures (structured approach to housekeeping) to their own job and work area and maintains the housekeeping and other standards set by 5S. The unit assumes the employee or worker has a particular job and an allocated work area and that processes in the work area are known by the individual.

Elements	Performance Criteria
1. Develop understanding of quality system	1.1 Discuss quality assurance procedures of the enterprise or organization 1.2 Understand the relationship of quality system and continuous improvement in the workplace 1.3 Identify and relate to workplace requirements the purpose and elements of quality assurance (QA) system 1.4 Explain the 5S system as part of the quality assurance of the work organization
2. Sort needed items from unneeded	2.1 Identify all items in the work area 2.2 Distinguish between essential and non-essential items 2.3 Sort items to achieve deliverables and value expected by downstream and final customers 2.4 Sort items required for regulatory or other required purposes 2.5 Place any non-essential item in a appropriate place other than the workplace 2.6 Regularly check that only essential items are in the work area
3. Set workplace in order	3.1 Identify the best location for each essential item 3.2 Place each essential item in its assigned location 3.3 After use immediately return each essential item to its assigned location 3.4 Regularly check that each essential item is in its assigned location
4. Shine work area	4.1 Keep the work area clean and tidy at all times 4.2 Conduct regular housekeeping activities during shift 4.3 Ensure the work area is neat, clean and tidy at both beginning and end of shift

5. Standardize activities	5.1 Follow procedures 5.2 Follow checklists for activities, where available 5.3 Keep the work area to specified standard
6. Sustain 5S system	6.1 Clean up after completion of job and before commencing next job or end of shift 6.2 Identify situations where compliance to standards is unlikely and take actions specified in procedures 6.3 Inspect work area regularly for compliance to specified standard 6.4 Recommend improvements to lift the level of compliance in the workplace

Variable	Range
Elements of QA system	<ul style="list-style-type: none"> • corrective action • mission statements • monitoring procedures • SOPs • work instructions • PDCA concept
5S	5S is a system of work organization originally developed in Japan based around housekeeping principles. A close translation of the five stages in the housekeeping approach is: <ul style="list-style-type: none"> • sort • set in order • shine • standardize • sustain Japanese terms: <ul style="list-style-type: none"> • seiri - eliminating everything not required for the work being performed (sort) • seiton - efficient placement and arrangement of equipment and material (set in order) • seison - tidiness and cleanliness (shine) • seiketsu - ongoing, standardized, continually improving seiri, • seiton, seison • shitsuke - discipline with leadership
Items in the work area	Includes: <ul style="list-style-type: none"> • tools • jigs/fixtures • materials/components • plant and equipment • manuals

	<ul style="list-style-type: none"> • personal items (e.g. bags, lunch boxes and posters) • safety equipment and personal protective equipment • other items which happen to be in the work area
Sort	<p>Sort involves keeping only what is absolutely necessary for the processes in the work area. Sort includes:</p> <ul style="list-style-type: none"> • clearing the work area of all non-essential equipment and materials <p>Non-essential items are those not required to either produce product, conduct process or operations, or make required adjustments to equipment during process or operations</p>
Set in order	<p>After removing unnecessary materials, the remaining materials must be those that are required immediately for either the machine or the job at hand. All of these materials/change/parts etc must have an assigned location on the production floor.</p> <p>Locations should be clearly marked and labeled to show what belongs where. assigning required equipment and materials appropriate locations in the work area</p>
Shine	<p>includes:</p> <ul style="list-style-type: none"> • keeping the work area clean at all times • this should be carried out to a regular daily schedule against allowed time and, on most occasions, at the end of a job
Standardize	<p>Once 5S is established, standardizing activities help maintain the order and the housekeeping standards. Standardizing may use procedures and checklists developed from a procedure. Standardizing includes:</p> <ul style="list-style-type: none"> • activities that help maintain the order and the housekeeping standards • using procedures and checklists developed from a procedure • OHS measures such as signage, symbols / coding and labeling of work area and equipment
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer based or in some other format

Sustain	<p>includes:</p> <ul style="list-style-type: none"> • making sure that daily activities are completed every day regardless of circumstance • cleaning up after a job • undertaking inspections, including: <ul style="list-style-type: none"> – informal inspections carried out often, at least weekly – formal inspections carried out at least monthly • generating continuous improvement actions from daily activities • following up specific actions to generate continuous improvement
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Evidence Guide

Critical Aspects of Competence	<p>A person who demonstrates competence in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify own tasks and responsibilities and relate them to organization and customer requirements • identify and explain the stages of 5S • implement 5S in own work area • identify waste (muda) in the work area • routine practice of 5S as part of their job
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • operations and processes relevant to own job • basic principle of quality assurance system and its elements • quality procedures and continuous improvement (kaizen) • meaning and application of 5S steps to own job and work area • principles of efficient workplace organization • purposes of 5S • methods of making/recommending improvements
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communicating with others to clarify issues during 5S implementation, communicate results and contribute suggestions for improvement • visualizing operations in terms of flow and contribution to customer outcomes • planning own tasks in implementation of 5S • implementing 5S in own work area according to instructions • identifying waste (muda) • organizing, prioritizing activities and items • reading and interpreting documents describing procedures • recording activities and results against templates and other prescribed formats • working with others • solving problems

Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • 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 • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies
Methods of Assessment	<p>A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. Assessment of performance must be undertaken in a workplace using or implementing 5S as competitive systems and practices.</p>

NTQF Level II

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Occupational Standard: Tourism Service Level II	
Unit Title	Develop and Update Tourism Industry Knowledge
Unit Code	CST TSE2 01 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and update current and emerging information on the tourism industry, including industry structure, current technology and key environmental, community, legal and ethical issues that must be considered and applied by tourism industry personnel in their day-to-day work. The unit focuses on the ability to source and comprehend general tourism industry information and covers the initial and ongoing development of a person's required knowledge base. This information underpins effective performance in the tourism industry. More specialized and advanced tourism research and management knowledge is found in other units

Elements	Performance Criteria
1. Source and apply general information on the structure and operation of the tourism industry.	<p>1.1 Identify <i>sources of information</i> to understand the structure and operation of <i>the tourism industry</i>.</p> <p>1.2 Access and comprehend specific <i>information</i> of relevance to the tourism industry.</p> <p>1.3 Access and use knowledge of the tourism industry to <i>enhance the quality of work performance</i>.</p>
2. Source and apply information on legal and ethical issues that impact on the tourism industry.	<p>2.1 Obtain information on <i>legal issues</i> to assist effective work performance.</p> <p>2.2 Conduct day-to-day tourism organization activities according to legal obligations and <i>ethical industry practices</i>.</p>
3. Source and apply information on tourism industry technology.	<p>2.1 Source and access information on current and emerging <i>technologies that have impacts on the tourism organization process</i>.</p> <p>2.2 Identify the potential effects of different technologies on the tourism organization process.</p> <p>2.3 Apply knowledge of current and emerging technology in day-to-day work activities.</p>
4. Update personal and organizational knowledge of the tourism industry.	<p>4.1 Identify and use a range of <i>opportunities to update knowledge</i> of the tourism industry.</p> <p>4.2 Monitor <i>current issues of concern</i> to the industry.</p> <p>4.3 Share updated information with colleagues, according to organizational procedures, and incorporates into day-to-day</p>

	work activities.
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Variable	Range
Sources of information on and opportunities to update knowledge	<p>May include:</p> <ul style="list-style-type: none"> • formal and informal research • media • reference books • legislation or publications describing the law and responsibilities to comply • libraries • unions • industry associations and organizations • industry journals • computer data, including internet • personal observations and experience • informal discussions and networking with colleagues • industry seminars • training courses • familiarisation tours of tourism destinations and facilities • participation or membership in professional industry associations • participation in industry accreditation schemes • use of industry codes of conduct or ethics
The tourism industry involves a range of sectors and businesses	<p>May include:</p> <ul style="list-style-type: none"> • accommodation • attractions • transport • retail travel • tour wholesaling • inbound tour operators • outbound wholesalers • tour operations • meetings, incentives, conventions and events • tour guiding • information services and promotion: • visitor information centres, regional, state and national tourism offices • Coordination • industry associations, councils, taskforces, research bodies
Information of relevance to the tourism industry	<p>Must include:</p> <ul style="list-style-type: none"> • different tourism markets and their relevance to industry sectors • relationships between tourism and other industries, including: <ul style="list-style-type: none"> ➤ events ➤ hospitality

	<ul style="list-style-type: none"> ➤ entertainment ➤ arts ➤ sports ➤ agriculture ➤ conservation ➤ science and research ➤ retail <ul style="list-style-type: none"> • different sectors and businesses within the industry, their interrelationships and the services available in each sector • major tourism industry bodies and associations • economic and social significance of the tourism industry, which may relate to: <ul style="list-style-type: none"> ➤ employment ➤ effect on local amenities and facilities ➤ population change due to tourism development ➤ community role in tourism • role of and impacts on local communities • environmental issues for tourism, including: <ul style="list-style-type: none"> ➤ protection of natural and cultural integrity ➤ minimal impact operations ➤ environmental sustainability ➤ waste management ➤ energy-efficient operations ➤ land ownership ➤ land access and usage • industrial relations • specific features of the local and regional industry • career opportunities within the industry • roles and responsibilities of individual staff members in a successful tourism business, including ethical practices and quality assurance
Enhancing the quality of work performance	<p>May involve:</p> <ul style="list-style-type: none"> • making contacts with networks for obtaining key information to develop, deliver and improve tourism operations • suggesting new and improved ways of doing things • performing work duties within legal, ethical and social guidelines to ensure smooth tourism operations • improving skills, knowledge and productivity to improve tourism operations by accessing and attending industry professional development courses or activities
Legal issues	<p>May include:</p> <ul style="list-style-type: none"> • consumer protection • anti-discrimination • workplace relations • public liability and duty of care • licensing • land ownership, management and access • environmental management

	<ul style="list-style-type: none"> • risk management • Occupational Health and Safety (OHS) • Unethical and/or illegal activities in tourism
Ethical industry practices	<p>May relate to:</p> <ul style="list-style-type: none"> • maintaining the rights and lifestyle conditions of local community residents • agreed compliance with codes of conduct, practice or ethics • truth and honesty regarding all information given to customers • product recommendations • declaration of commissions, fees and other charges • subcontracting and provision of services as promoted • pricing • procedures for payment of commissions • bookings at venues • overbooking • confidentiality of customer information • tipping • familiarisations • gifts and services free of charge • preferred product arrangements • Ministry of Culture and Tourism: Tourism ethics guidelines
Technologies that impact on the tourism organization process	<p>May relate to:</p> <ul style="list-style-type: none"> • current and emerging industry technology, including e-business • internal and industry wide reservation, operations and financial and tracking systems • project management systems • computer-aided design (CAD) systems
Issues of concern to the industry	<p>May relate to:</p> <ul style="list-style-type: none"> • maintaining organizational and industry profitability by productivity and pricing flexibility • industry initiatives • government initiatives • emerging markets • environmental and social issues • labour issues • industry expansion or retraction

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • ability to source initial and updated tourism industry information and apply this to day-to-day activities to maximise effective performance in specific tourism sector contexts • general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues that relate to a specific 		
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	sector or workplace <ul style="list-style-type: none"> • general knowledge of the key environmental, socio cultural, economic, community, legal and ethical issues for the tourism industry
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • sources of general information on the tourism industry • structure of the tourism industry; the functions, key characteristics and business interrelationships of the different sectors of the tourism industry including the distribution roles of the following sectors: <ul style="list-style-type: none"> ➤ accommodation ➤ attractions and theme parks ➤ tour operators ➤ inbound and outbound tour wholesalers ➤ retail travel agents • the general nature of allied and crossover industries including hospitality, meetings, incentives, conferences and events • the existence and primary functions of the major cross-industry and sector-specific industry associations especially those with which the business has a relationship • the existence and primary functions of trade unions in the industry • the existence and primary functions of local, regional, state and national tourism information service and marketing organizations • the existence and primary functions of tourism research bodies • the existence and key characteristics of occupational licensing, codes of conduct or ethics and industry accreditation schemes in the tourism industry, the impacts of compliance and non-compliance and the roles and responsibilities of individual staff members in these quality assurance processes • the existence and basic aspects of federal, regional and local council laws that impact on tourism operations and actions that must be adhered to by tourism businesses, in particular laws that cover: <ul style="list-style-type: none"> ➤ equal employment opportunity (EEO) ➤ anti-discrimination ➤ occupational health and safety and workers' compensation ➤ workplace relations ➤ child sex tourism ➤ the delivery of tourism products as per the federal, regional and local government legislation and industry codes of conduct ➤ legal liability and duty of care of customers ➤ environmental protection (This would include requirements that must be met by tourism operators when delivering services)

	<ul style="list-style-type: none"> ➤ local community protection (This would include land ownership, management and access requirements that must be met by tourism operators when delivering services) ➤ consumer protection (This would include refund requirements that must be met by tourism businesses, terms and conditions of quotations and cancellation fees) ➤ responsible service of alcohol ➤ food safety • current and emerging technology used in the tourism industry, including e-business
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • research skills to identify, interpret and sort relevant information • communication skills including active listening and questioning to obtain information and to provide a verbal summary of information • literacy skills to read and comprehend the content of plain English information documents about legal issues, industry accreditation schemes and codes of conduct • writing skills to note take, summarise and record information in basic documents such as information sheets, portfolios and files
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Work with Colleagues and Customers
Unit Code	CST TSE2 02 0912
Unit Descriptor	<p>This unit describes the performance outcomes, interpersonal, communication and customer service skills and knowledge required to work in the service industries. This is a core unit underpinning all other units involving interaction with colleagues and customers.</p> <p>Key required skills and knowledge for this role include meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums.</p>

Elements	Performance Criteria
1. Communicate with colleagues and customers	<p>1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.</p> <p>1.2 Use language and tone appropriate to a given situation in both written and spoken communication.</p> <p>1.3 Source relevant information about products and services and provide information clearly to customers.</p> <p>1.4 Use appropriate non-verbal communication in all situations.</p> <p>1.5 Observe and take into consideration non-verbal communication of colleagues and customers.</p> <p>1.6 Show sensitivity to cultural and social differences.</p> <p>1.7 Use active listening and questioning to facilitate effective two-way communication.</p> <p>1.8 Select an appropriate medium of communication for the particular audience, purpose and situation, taking into consideration the characteristics of each medium and the relevant factors involved.</p> <p>1.9 Use communication medium correctly and according to standard protocols and organization procedures.</p>
2. Maintain personal presentation standards.	<p>2.1 Practise high standards of personal presentation according to organization requirements, work location, impacts on different types of customers and specific requirements for particular work functions.</p>

3. Provide service to colleagues and customers.	<p>3.1 Identify colleague and customer needs and expectations correctly, including customers with special needs, and provide appropriate products, services or information.</p> <p>3.2 Meet all reasonable colleague and customer needs and requests within acceptable organization timeframes.</p> <p>3.3 Identify and take all opportunities to enhance service quality.</p>
4. Respond to conflicts and customer complaints.	<p>4.1 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.</p> <p>4.2 Recognize customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organization procedures.</p> <p>4.3 Respond to customer complaints positively, sensitively and politely and in consultation with the customer.</p> <p>4.4 Refer escalated complaints to the appropriate person according to individual level of responsibility and organization policy and procedures.</p> <p>4.5 Maintain a positive and cooperative manner at all times.</p>
5. Work in a team	<p>5.1 Demonstrate trust, support and respect towards team members in day-to-day work activities.</p> <p>5.2 Recognize and accommodate cultural differences within the team.</p> <p>5.3 Identify work-team goals jointly with colleagues and relevant others.</p> <p>5.4 Identify, prioritize and complete individual tasks within designated timeframes.</p> <p>5.5 Seek assistance from other team members, supervisors and managers when required.</p> <p>5.6 Offer assistance to colleagues when required to ensure designated work goals are met.</p> <p>5.7 Acknowledge and respond to feedback and information from other team members.</p> <p>5.8 Negotiate changes to individual responsibilities to meet reviewed work goals.</p>

Variable	Range
Communication	<p>May be:</p> <ul style="list-style-type: none"> • verbal • written format, such as electronic (e.g. email) or hard copy (e.g. letter) • by telephone

	<ul style="list-style-type: none"> • in languages other than English, including local languages • visual, such as sign language • via an interpreter
Customers and colleagues	<p>May be:</p> <ul style="list-style-type: none"> • workmates and colleagues • external customers and clients • members of other tourism and hospitality industry sectors • individuals or groups, such as consultants and committees • government or other organizations • visitors • media
Non-verbal communication	<p>May include:</p> <ul style="list-style-type: none"> • body language • dress and accessories • gestures and mannerisms • voice tonality and volume • use of space • culturally specific communication customs and practices
Cultural and social differences	<p>May include:</p> <ul style="list-style-type: none"> • modes of greeting, fare welling and conversation • body language, including use of body gestures • formality of language
Medium of communication	<p>May include</p> <ul style="list-style-type: none"> • fax • email or other electronic communication • simple written messages, such as restaurant bookings or phone messages • face-to-face • telephone • two-way communication systems • standard forms and pro formas • through interpreters
Factors affecting the selection of appropriate medium	<p>May include</p> <ul style="list-style-type: none"> • technical and operational features • access of the sender and receiver to necessary equipment • technical skills required to use the medium • required format • degree of formality required • urgency and timeframes
Protocols and organization procedures	<p>May include:</p> <ul style="list-style-type: none"> • modes of greeting and fare welling • addressing the person by name • timeframe for required response • style manual requirements • standard letters and pro formas
Personal	May include

presentation	<ul style="list-style-type: none"> • dress • hair and grooming • hands and nails • jewellery and etc.
Customers with special needs	<p>May include</p> <ul style="list-style-type: none"> • those with a disability • those with special cultural or language needs • parents with young children • pregnant women • aged people
Customer complaints	<p>May relate to:</p> <ul style="list-style-type: none"> • problems with the service • problems with the product • communication barriers or misunderstandings

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • ability to communicate effectively with customers and colleagues (including those with special needs) within a range of situations required for the relevant job role • ability to work effectively in a team • ability to respond effectively to a range of customer service situations • understanding of communication and customer service and its importance in a tourism or hospitality context
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • protocol and service rituals of the industry, sector and organization • ethics of professional hospitality and tourism behaviour • characteristics, uses and conventions of different types of communication mediums • teamwork principles
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills in relation to listening, questioning and non-verbal communication • basic written communication skills, including writing clear and concise messages, notes, emails and faxes • basic literacy skills to read messages, notes, emails and faxes • basic telephone skills • identifying and responding to different cultural, language and special needs and expectations • meeting personal presentation standards according to organization requirements • identifying and dealing with conflict situations, complaints and misunderstandings within scope of responsibility • customer service skills, including meeting customer

	requirements, handling customer complaints and requests, developing rapport and promoting suitable products and services
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Perform Office and Field Procedures
Unit Code	CST TSE2 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to complete a range of routine office and field procedures and activities, including writing simple correspondence.

Elements	Performance Criteria
1. Process office and field documents.	<p>1.1 Process office and field documents according to organization procedures and within designated timelines.</p> <p>1.2 Use office and field equipment safely and correctly to process documents.</p> <p>1.3 Identify, rectify or report office and field equipment malfunctions promptly and according to organization procedures.</p> <p>1.4 Apply appropriate office and field procedure in documenting files according to the standard of the organization.</p>
2. Draft written communication.	<p>2.1 Select appropriate format and style for correspondence according to purpose, audience and situation.</p> <p>2.2 Draft documents according to organization formats and protocols.</p> <p>2.3 Use clear and concise language appropriate to purpose, audience and situation to avoid mis-communication.</p> <p>2.4 Use correct spelling, punctuation and grammar to ensure understanding by receiver.</p> <p>2.5 Check information for accuracy prior to sending.</p> <p>2.6 In case of ambiguities when drafting correspondence consult with top management</p>
3. Maintain document systems.	<p>3.1 File or store documents according to organization security procedures.</p> <p>3.2 Modify and update reference and index systems according to organization procedures.</p>

Variable	Range
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Office and field documents to be processed	<p>May include:</p> <ul style="list-style-type: none"> • guest mail • passport and visa • health certificate • customer records • incoming and outgoing correspondence • files • letters • facsimiles • memos • reports • menus • banquet orders • financial records • invoices • receipts
Office and field equipment	<p>May include:</p> <ul style="list-style-type: none"> • photocopiers • facsimiles • computers • paging equipment • calculators • audio-transcribing machines • telephone answering machines
Processing of documents	<p>May include:</p> <ul style="list-style-type: none"> • recording sent or received documents • filing, including electronic filing • mailing, including bulk mailing • photocopying • faxing • emailing • collating • binding
Correspondence to be drafted must include a selection from each of the following:	<p>May include:</p> <ul style="list-style-type: none"> • letters • emails • faxes • memos

Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to draft multiple pieces of clear, concise and correct written communication, with different purposes, appropriate to the audience and situation • ability to process a range of office documentation accurately
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	<p>and undertake a range of office tasks using different equipment ideally across a complete shift or operating period to address a range of office tasks</p> <ul style="list-style-type: none"> • completion of office administrative activities within typical workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • organization practices and procedures for preparing and processing documents • layout, format and features of typical business documents and alternative formats for special needs groups, such as large print • features and usage of typical office equipment • safe work practices for using office equipment and any related chemicals
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to convey meaning clearly and concisely • basic literacy and written communication skills to produce workplace documentation and correspondence • basic numeracy skills to do simple clerical tasks and count
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level II	
Unit Title	Source and Present Information
Unit Code	CST TSE2 04 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to conduct basic research and present information in response to an identified need.</p> <p>The development and presentation of more complex or strategic reports is covered in written business documents. Complex market research for the development of products is covered by the range of Planning and Product Development units.</p>

Elements	Performance Criteria
1. Find information	<p>1.1 Identify a range of current and accurate information sources appropriate to the information to be sourced.</p> <p>1.2 Access a range of information sources and assess for relevance and applicability.</p> <p>1.3 Obtain information within designated timelines.</p>
2. Prepare and present information	<p>2.1 Review information and select content to suit the specific need.</p> <p>2.2 Draft text if required, including all appropriate information.</p> <p>2.3 Express information within the draft text clearly, concisely and accurately.</p> <p>2.4 Present information according to organization guidelines and in a format appropriate to the circumstances.</p> <p>2.5 Deliver information to the appropriate person within designated timelines.</p>

Variable	Range
Information to be sourced	<p>May include:</p> <ul style="list-style-type: none"> information from product suppliers, e.g. for sourcing a new supplier or product information from other departments in the organization, e.g. about available products or services customer service research, e.g. getting feedback from customers about a particular product or service product and service styles that would meet certain customer and market requirements availability of training courses information on new workplace systems or equipment
Information sources	<p>May include:</p> <ul style="list-style-type: none"> other colleagues and personnel

	<ul style="list-style-type: none"> • product suppliers • general and trade media • trade shows and exhibitions • industry associations • industry marketing or research bodies • customer feedback • lectures and presentations • could be print-based or electronic, including: • reference books • internet
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • ability to find and review current and correct information on various topics related to the particular information need • ability to present information in a logical, well-organized and appropriate manner • sourcing and providing information within typical workplace time constraints that meet determined deadlines
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • types of information resources available for a range of topics and how to access them • methods of presenting information in a logical sequence and of an appropriate depth • alternative presentation formats for special needs groups, such as large print • organizational policies and procedures that relate to the presentation of information
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • basic research skills, encompassing: <ul style="list-style-type: none"> ➤ identifying sources of required information, such as internet and industry journals ➤ questioning and active listening skills to elicit information ➤ note taking ➤ sorting and processing information • written and oral communication skills for conveying information clearly and concisely
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level II	
Unit Title	Arrange and Provide Visitor Information
Unit Code	CST TSE2 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide and arrange visitors with appropriate and accurate information about a local area.

Elements	Performance Criteria
1. Access, arrange and update visitor information.	<p>1.1 Identify, assess and arrange appropriate source of visitor's information.</p> <p>1.2 Incorporate information into day-to-day working activities to support quality of service and standards within the organization.</p> <p>1.3 Share information with colleagues and suppliers to support the efficiency and quality of service.</p> <p>1.4 Identify and use opportunities to update and maintain local knowledge.</p>
2. Provide information.	<p>2.1 Proactively identify information and needs of different customers, including those with special needs.</p> <p>2.2 Provide accurate and unbiased information in a clear, concise, courteous, sensible and culturally appropriate manner.</p> <p>2.3 Where appropriate, assist or instruct visitors in the use of equipment and facilities or refer to relevant colleagues.</p> <p>2.4 Consider health and safety requirements when providing information and assistance.</p> <p>2.5 Promote internal products and services using appropriate customer service skills.</p>
3. Seek feedback on services.	<p>3.1 Proactively seek feedback on services from visitors.</p> <p>3.2 Observe visitor behavior to inform future service developments and correctly follow procedures for any formal customer evaluation.</p> <p>3.3 Provide information on visitor feedback to relevant colleagues and officials.</p>

Variable	Range
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Sources of visitor information	<p>May include:</p> <ul style="list-style-type: none"> • brochures • timetables • local visitor guides • library and local council • local people including local identities with specialised knowledge • coffee makers and other coffee experts • organizational information • room directories • documentary films • electronic and printed media • tourism service suppliers • maps • internet
Visitor information	<p>Must include:</p> <ul style="list-style-type: none"> • talking and listening to colleagues and customers • participating in local familiarisation tours • visiting the local information centre • personal observation or exploration • watching television, videos and films • listening to radio • Print and electronic media • reading local newspapers, staff notice boards, leaflets, brochures and internal newsletters • attending reflection sessions and meetings
Culturally appropriate manner	<p>May involve:</p> <ul style="list-style-type: none"> • using gestures • using simple words in English or other person's language • provide written material • providing information in different formats to suit the individual
Internal products and services	<p>May include:</p> <ul style="list-style-type: none"> • restaurant products • accommodation • airlines • Products made by the organization (e.g. coffee, food) • tours (e.g. transport means, attraction) • general retail products (e.g. souvenirs)

Evidence Guide

Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • ability to source and arrange accurate and current information on the local area • general knowledge of the local area sufficient to answer commonly asked customer questions relevant to job role • demonstration of skills on multiple occasions or in response to
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	<p>multiple requests reflecting breadth of knowledge and ability to respond to different situations</p> <ul style="list-style-type: none"> collecting, organizing and reporting feedbacks
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> sources of information for organization and local area knowledge general knowledge of organization, local attractions and events, transport options and general visitor facilities, including shopping, currency exchanges, post offices, banks and emergency services (the focus of this knowledge will vary according to organizational needs) understanding of the need to provide advice in an unbiased and ethical manner available sources of advice and referral for more complex requests safety and emergency procedures for visitors, colleagues and self sources of customers in the relevant industry context
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> communication and interpersonal to interact in a friendly and courteous way with customers basic research to source information on a predictable range of customer requests Information technology skills. literacy skills to understand, interpret and orally communicate local information and promotional material
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> Interview / Written Test / Oral Questioning Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level II	
Unit Title	Apply Point-Of-Sale Handling Procedures
Unit Code	CST TSE2 06 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale of tourism services and procedures to a range of transactions, interact with customers, and package tourism products for sale.

Elements	Performance Criteria
1. Operate point-of-sale tourism products	<p>1.1 Operate point-of-sale of tourism services according to service standard.</p> <p>1.2 Open and close point-of-sale terminal according to organization policy and procedures.</p> <p>1.3 Handle cash according to organization security procedures.</p> <p>1.4 Maintain supplies of change in point-of-sale according to organization policy.</p> <p>1.5 Attend active point-of-sale according to store policy.</p> <p>1.6 Complete records for transaction errors according to organization policy.</p> <p>1.7 Maintain adequate supplies of dockets, vouchers and point-of-sale documents.</p> <p>1.8 Inform customers of delays in the point-of-sale operation.</p>
2. Use numbers in the workplace	<p>2.1 Accurately list a range of possible retail workplace numerical problems.</p> <p>2.2 Collect numerical information from various sources and calculate accurately with or without the use of a calculator.</p>
3. Perform point-of-sale transactions	<p>3.1 Complete point-of-sale transactions according to organisation policy.</p> <p>3.2 Identify and apply organization procedures in respect of cash and non-cash transactions.</p> <p>3.3 Identify and apply organization procedures in regard to exchanges and returns.</p> <p>3.4 Deliver service through point-of-sale area efficiently.</p> <p>3.5 Accurately state information entered into point-of-sale service.</p>

	3.6 State price or total and amount of cash received verbally and/or issue vouchers to customer.
4. Complete sales	<p>4.1 Complete customer request, invoices and receipts accurately.</p> <p>4.2 Accurately identify and process customer delivery requirements according to set timeframes.</p> <p>4.3 Process sales transactions or direct customers to point-of-sale delivery according to organization policy without undue delay.</p>
5. package services	<p>5.1 Maintain and request adequate supplies for packaging services.</p> <p>5.2 Select appropriate packaging method.</p> <p>5.3 Package services effectively where required.</p> <p>5.4 Arrange transfer of service for relevant <i>delivery methods</i>.</p>

Variable	Range
Point-of-sale service	<p>May include:</p> <ul style="list-style-type: none"> • cash register • cash drawer • scanner • electronic scales
organization policy and procedures in regard to:	<ul style="list-style-type: none"> • operation of point-of-sale services • security • sales transactions • handling techniques of services • financial transactions • cash handling
Point-of-sale documents	<p>May include:</p> <ul style="list-style-type: none"> • order forms • lay-by slips • credit slips • product return slips • message pads • promotional materials
Customers	<p>May include:</p> <ul style="list-style-type: none"> • new or repeat contacts • internal and external contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities

Numerical problems	<p>May include:</p> <ul style="list-style-type: none"> • calculations of cash amounts and change • addition and subtraction • multiplication and division • percentages • measurement • estimation of quantities
Point-of-sale transactions	<p>May include:</p> <ul style="list-style-type: none"> • cheques • travellers cheques • credit cards and store cards • smart cards • returns • exchanges • gift vouchers
Delivery methods	<p>May include:</p> <ul style="list-style-type: none"> • Modes of transport. • face to face contact

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • consistently operates point-of-sale service according to organization policy and procedures • consistently applies organization policy and procedures in regard to cash handling and point-of-sale transactions • interprets, calculates and records numerical information accurately • processes sales transaction information responsibly and accurately according to organization policy and procedures • constantly applies organization policy and procedures in regard to the handling, packaging, and delivery of services 		
Underpinning Knowledge and Attitudes	<p>Organisation policy and procedures in relation to:</p> <ul style="list-style-type: none"> • customer service • point-of-sale transactions • allocated duties and responsibilities • exchanges and refund • handling, packaging and delivering services <p>The range of services provided by the organization in relation to relevant legislation and statutory requirements, including:</p> <ul style="list-style-type: none"> • Trade Practices Act and consumer law • industry codes of practice • OHS <p>cash and non-cash handling procedures, including:</p> <ul style="list-style-type: none"> • opening and closing point-of-sale • counting cash 		
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	<ul style="list-style-type: none"> • calculating non-cash documents • balancing point-of-sale services • record takings • security of cash and non-cash transactions • change required and denominations of change <p>numeracy skills in regard to workplace functions:</p> <ul style="list-style-type: none"> • addition • subtraction • multiplication • division • percentages • use of a calculator
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • functions and procedures for operating point-of-sale service including: <ul style="list-style-type: none"> ➤ registers ➤ calculators ➤ electronic scales ➤ scanners
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Create and Use Databases
Unit Code	<u>CST TSE2 07 0912</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to create simple two table relational databases with reports and queries, for the storage and retrieval of information.

Elements	Performance Criteria
1. Create a simple database	<p>1.1. Design a simple database, with at least two tables, using a database application, basic design principles, software functions and simple formulae</p> <p>1.2. Develop a table with fields and attributes according to database usage, as well as data considerations and user requirements</p> <p>1.3. Create a primary key for each table</p> <p>1.4. Modify table layout and field attributes as required</p> <p>1.5. Create a relationship between the two tables</p> <p>1.6. Check and amend data entered, in accordance with organizational and task requirements</p>
2. Create reports and queries	<p>2.1. Determine information output, database tables to be used and report layout to meet task requirements</p> <p>2.2. Determine data groupings, search and sort criteria to meet task requirements</p> <p>2.3. Run reports and queries to check that results and formulae provide the required data</p> <p>2.4. Modify reports to include or exclude additional requirements</p>
3. Use database	<p>3.1. Ensure data input meets designated time lines and organizational requirements for speed and accuracy</p> <p>3.2. Use manuals, user documentation and online help to overcome problems with database design and production</p> <p>3.3. Preview, adjust and print database reports or forms in accordance with organizational and task requirements</p> <p>3.4. Name and store databases, in accordance with organizational requirements, and exit application without data loss or damage</p> <p>3.5. Prepare and distribute reports to appropriate person in a suitable format</p>

Variable	Range
Database applications	May include: <ul style="list-style-type: none"> • commercial database applications • organizational specific database applications
Basic design principles	May include: <ul style="list-style-type: none"> • naming conventions • data layout • formatting • database use • required output • reporting and presentation requirements
Software functions	May include: <ul style="list-style-type: none"> • adding, deleting, moving, re-labelling fields • altering field widths • calculating, using formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • repeating (if available) • table, form and report wizards
Simple formulae	May include: <ul style="list-style-type: none"> • average • count • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Data	May include: <ul style="list-style-type: none"> • numbers • text
Checking and amending data	May include: <ul style="list-style-type: none"> • accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • outcome of sorting or filtering • proofreading

	<ul style="list-style-type: none"> • spelling, electronically and manually
Report layout	<p>May include:</p> <ul style="list-style-type: none"> • alignment on page • enhancements to format - borders, patterns and colours • enhancements to text • formatting provided through use of a wizard or other automated process • headers/footers • logical ordering of data • tables
Designated time lines	<p>May include:</p> <ul style="list-style-type: none"> • time line agreed with internal or external client • time line agreed with supervisor or person requiring database
Printing	<p>May include:</p> <ul style="list-style-type: none"> • forms • queries • records • reports • tables
Storing databases	<p>May include:</p> <ul style="list-style-type: none"> • authorised access • filing locations • naming conventions • organizational policy for backing up files • organizational policy for filing hard copies of databases • security • storage in electronic folders and sub-folders • storage on disk drives, CD-ROM, back-up tapes

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • creating simple databases and queries • manipulating data using queries • Formatting data into a final version.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p>

	<ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety • organizational requirements relating to data entry, storage and presentation
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • numeracy skills to create simple queries and to use simple formulae • planning and organising skills to develop effective databases • problem-solving skills to address inconsistencies in data and issues in database, and to query structures
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Use Business Technology
Unit Code	CST TSE2 08 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organize information and data.

Elements	Performance Criteria
1. Select and use technology	<p>1.1. Select appropriate technology and software applications to achieve the requirements of the task</p> <p>1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements</p> <p>1.3. Use technology according to organizational requirements and in a way which promotes a safe work environment</p>
2. Process and organize data	<p>2.1. Identify, open, generate or amend files and records according to task and organizational requirements</p> <p>2.2. Operate input devices according to organizational requirements</p> <p>2.3. Store data appropriately and exit applications without damage to or loss of, data</p> <p>2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications</p>
3. Maintain technology	<p>3.1 Identify and replace used technology consumables in accordance with manufacturer's instructions and organizational requirements</p> <p>3.2. Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organizational requirements</p> <p>3.3. Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person</p>

Variable	Range
Technology	<p>May refer to:</p> <ul style="list-style-type: none"> • computer technology, such as laptops and personal computers • digital cameras • modems • printers

	<ul style="list-style-type: none"> • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters
Software applications	May include: <ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organizational requirements	May refer to: <ul style="list-style-type: none"> • correctly identifying and opening files • legal and organization policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
Input devices	May refer to: <ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
Storage of data	May include: <ul style="list-style-type: none"> • appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems
Technology consumables	May include: <ul style="list-style-type: none"> • back-up tapes • CD-ROM • floppy disks • print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance	May include: <ul style="list-style-type: none"> • in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables

Identifying equipment faults	<p>May include:</p> <ul style="list-style-type: none"> • checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation • ethical principles: <ul style="list-style-type: none"> ➤ codes of practice ➤ privacy laws ➤ occupational health and safety (OHS) • organizational policies, plans and procedures, especially in regard to file-naming and storage conventions • organizational IT procedures including back-up and virus protection procedures • basic technical terminology in relation to reading help-files and manuals
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine technology problems
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level II	
Unit Title	Create and Use Spreadsheets
Unit Code	CST TSE2 09 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software.

Elements	Performance Criteria
1. Select and prepare resources.	<p>1.1. Adjust workspace, furniture and equipment to suit user ergonomic, work organization and occupational health and safety (OHS) requirements</p> <p>1.2. Use energy and resource conservation techniques to minimize wastage in accordance with organizational and statutory requirements</p> <p>1.3. Identify spreadsheet task requirements and clarify with relevant personnel as required</p>
2. Create simple spreadsheets	<p>2.1. Ensure data is entered, checked and amended in accordance with organizational and task requirements, to maintain consistency of design and layout</p> <p>2.2. Format spreadsheet using software functions, to adjust page and cell layout to meet information requirements, in accordance with organizational style and presentation requirements</p> <p>2.3. Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required</p> <p>2.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production</p>
3. Produce simple charts.	<p>3.1. Select chart type and design that enables valid representation of numerical data and meets organizational and task requirements</p> <p>3.2. Create chart using appropriate data range in the spreadsheet</p> <p>3.3. Modify chart type and layout using formatting features</p>
4. Finalize spreadsheets	<p>4.1. Ensure spreadsheet and any accompanying charts are previewed, adjusted and printed in accordance with organizational and task requirements</p> <p>4.2. Ensure data input meets designated time lines and organizational requirements for speed and accuracy</p> <p>4.3. Name and store spreadsheet in accordance with</p>

	organizational requirements and exit the application without data loss/damage
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Variable	Range
Ergonomic requirements	May include: <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimization • posture • screen position • workstation height and layout
Work organization requirements	May include: <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Conservation techniques	May include: <ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Spreadsheet task requirements	May include: <ul style="list-style-type: none"> • data entry • output • presentation • storage
Data	May include: <ul style="list-style-type: none"> • numbers • text
Checking	May include: <ul style="list-style-type: none"> • accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • proofreading • spelling, electronically and manually
Formatting	May include: <ul style="list-style-type: none"> • alignment on page • efficiency of formulae • enhancements to format - borders, patterns and colours

	<ul style="list-style-type: none"> • enhancements to text • headers/footers • use of absolute and relative cell addresses • use of cell addresses in formulae
Software functions	May include: <ul style="list-style-type: none"> • adding/deleting rows • formatting cells • formatting text • headers/footers • sizing /rows
Formulae	May include: <ul style="list-style-type: none"> • absolute cell referencing and/or mixed references • average • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Chart types	May include: <ul style="list-style-type: none"> • area • bar • column • exploded pie • line • pie and 3-D pie • scatter/bubble • stacked/multiple bar • stacked, 3-D column
Features	May include: <ul style="list-style-type: none"> • axes • axis title • borders • chart title • colours • data labels • data tables • fills • gridlines • legend • lines • patterns
Printing	May include: <ul style="list-style-type: none"> • fit on one page • fit specific number of pages • with formulae

	<ul style="list-style-type: none"> • with values
Designated time lines	May include: <ul style="list-style-type: none"> • organizational time line e.g. financial requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring spreadsheet
Storing data	May include: <ul style="list-style-type: none"> • authorised access • filing locations • organizational policy for backing up files • organizational policy for filing hard copies of spreadsheets • security • storage in electronic folders/sub-folders • storage on CD-ROM, zip drives, USB memory

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • designing a minimum of two spreadsheets • using cell-based formulae • creating charts using relevant data • knowledge of purpose and range of use of spreadsheet functions
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • formatting of workplace documents • organizational requirements for ergonomic standards, work periods and breaks, and conservation techniques • organizational guidelines on spreadsheet manipulation and processing • purpose and range of use of spreadsheet functions
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • communication to clarify requirements of spreadsheet • editing and proofreading to check own work for accuracy • keyboarding to enter text and numerical data • literacy to read and understand organization's procedures, and to use basic models to produce a range of spreadsheets • numeracy to create and use spreadsheet formulae
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Participate in Environmentally Sustainable & Conservation Work Practices
Unit Code	CST TSE2 10 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to participate in environmentally sustainable work practices and conservation. It requires the ability to measure utilisation of resources effectively individually and/or in a group, follow predetermined environmentally sustainable work practices and conservation, identify and report on breaches and suggest improvements to work activities that will contribute to environmental sustainability and reduce negative environmental impacts.

Elements	Performance Criteria
1. Identify current resources used within the workplace.	<p>1.1 Identify workplace environmental and resource efficiency issues.</p> <p>1.2 Identify and conserve resources used in own work role.</p> <p>1.3 Measure and document current usage of resources using appropriate techniques.</p> <p>1.4 Identify and report workplace environmental hazards to appropriate personnel.</p>
2. Comply with environmental regulations.	<p>2.1 Follow procedures to ensure compliance.</p> <p>2.2 Report breaches or potential breaches to appropriate personnel.</p>
3. Seek opportunities to improve resource efficiency through conservation.	<p>3.1 Follow enterprise plans to improve environmental practices and resource efficiency through conservation.</p> <p>3.2 Make suggestions for improvements to workplace practices in own work area.</p>

Variable	Range
Environmental and resource efficiency issues	<p>May include:</p> <ul style="list-style-type: none"> minimization of environmental risks and maximisation of opportunities to improve business environmental performance, including: <ul style="list-style-type: none"> ➤ minimization of waste through implementation of the waste management hierarchy ➤ efficient energy use, seeking alternative sources of energy ➤ efficient water use ➤ modeling environmentally efficient workplace practices

Appropriate techniques	<p>May include:</p> <ul style="list-style-type: none"> • examination of invoices from suppliers • analysis of resource orders placed and resource audits • observation of usage • measurements made under different conditions • examination of relevant information and data • monitoring equipment • conservation of resources
Compliance	<p>May include:</p> <ul style="list-style-type: none"> • meeting relevant federal, regional and local government laws, by-laws and regulations • meeting the requirements of industry codes of conduct to which the organization subscribes • meeting the requirements of industry accreditation schemes to which the organization subscribes
Enterprise plans	<p>May include:</p> <ul style="list-style-type: none"> • documented policies and procedures • work plans to minimize waste and increase efficiency of the use of water, energy and other resources • endorsement of accepted industry codes of practice developed by responsible government bodies, industry associations and local communities
Suggestions may include ideas that help to:	<ul style="list-style-type: none"> • prevent and minimize risks and maximise opportunities, such as use of solar or other alternative forms of energy where appropriate • reduce emissions of greenhouse gases • reduce use of non-renewable resources • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources
Workplace practices	<p>May involve:</p> <ul style="list-style-type: none"> • administrative, purchasing and product planning activities • personal services • purchasing stock, equipment and supplies • disposal of waste, which can include waste disposal associated with large events as well as that from the workplace • communicating with suppliers, clients and colleagues • catering and provision of food and beverage • encourage conservation activities among colleagues and customers • organising and managing activities relevant to the operations of the enterprise • providing advice to customers and local communities on risks to the environment and how to reduce these

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Critical aspects of Competence	<p>Assessment requires:</p> <ul style="list-style-type: none"> project or work activities that show candidates' ability to identify and integrate environmentally sustainable principles into their work practices and to follow predetermined procedures ability to participate in the improvement of environmental and resource-efficient work practices at own level of responsibility knowledge of the principles of environmental sustainability and means by which they can be incorporated into the workplace
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> broad understanding of environmental sustainability and conservation issues and the means by which it can be implemented by organizations, responsible associations, customers and local communities in the workplace awareness of legislation and regulations imposed by relevant land management agencies and federal, regional and local governments and their relevance to the particular industry sector and workplace how to access industry codes of practice, standards and accreditation scheme requirements, and working knowledge of their contents and organizational compliance requirements working knowledge of environmental and resource hazards, risks and inefficiencies associated with the particular industry sector and workplace relevant environmental and resource-efficiency systems and organizational procedures for own work area reporting procedures
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> ability to recognise procedures, follow instructions and respond to change communication skills to enable questions and seek clarification relating to environmentally sustainable work practices and to propose and report on suggested improvements to work practices that promote environmental sustainability literacy and numeracy skills to interpret workplace policies, plans, procedures, signs and symbols that relate to use of resources and the organization's environmental sustainability practices ability to relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> Interview / Written Test / Oral Questioning

	<ul style="list-style-type: none"> • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Tourism Service Level II	
Unit Title	Process and Monitor Event Registrations
Unit Code	CST TSE2 11 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to facilitate, process and monitor registration concerning tourism events.

Elements	Performance Criteria
1. Process and registration information.	<p>1.1 Identify and confirm facilitation of tourism events and use appropriate mechanism for recording registration information in consultation with appropriate colleagues.</p> <p>1.2 Receive, interpret and accurately process registration information according to agreed procedures and timelines.</p> <p>1.3 Use appropriate features of technology to maximize work efficiency and speed.</p> <p>1.4 Organize all registration information in a clear and logical way.</p> <p>1.5 Provide accurate and relevant event information to clients and colleagues as required.</p> <p>1.6 Prepare and issue documents and other materials according to tourism event requirements.</p> <p>1.7 Identify and follow up on missing information within appropriate timelines.</p>
2. Review and report registration information.	<p>2.1 Monitor registration information and provide attendance reports to appropriate colleagues, clients and suppliers as required.</p> <p>2.2 Proactively identify issues or challenges emerging from attendance information and report accordingly.</p> <p>2.3 Take action to address attendance issues according to instructions and in consultation with colleagues.</p>
3. Finalize registration documentation.	<p>3.1 Check and finalize registration documentation within agreed timelines.</p> <p>3.2 Produce accurate and complete final attendance documentation in agreed formats and styles.</p> <p>3.3 Distribute final registration documentation according to agreed procedures and within required timelines.</p> <p>3.4 Minimize use of printed materials and maximize electronic transmission of all documents and materials during the</p>

	registration process to reduce negative environmental impacts.
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Variable	Range
Mechanism for processing registrations	May be: <ul style="list-style-type: none"> • automated • manual
Registration information	May relate to: <ul style="list-style-type: none"> • payment status • details of pre-booked sessions • travel and touring arrangements • accommodation details • special requests • medical information • further action required at site or venue
Documents and other materials to be issued	May include: <ul style="list-style-type: none"> • paper-based or electronically transmitted materials • invoices • credit notes • receipts • service vouchers • tickets • confirmation letters • information or promotional packs • sponsor advertisements
Attendance reports	May include information on: <ul style="list-style-type: none"> • numbers • characteristics of attendees • source of attendees • progress towards attendance expectations
Action to address attendance issues	May include: <ul style="list-style-type: none"> • additional promotional activity • targeting of specific groups • holding of space for particular individuals or groups • advice of change of venue
Final attendance documentation	May be: <ul style="list-style-type: none"> • attendance lists with basic details of attendees • attendance lists with additional information, such as payment status and special requests • name tags • information satchel

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Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to accurately facilitate tourism events and process registration information and to produce accurate attendance reports and related documentation • knowledge of administration systems and procedures for recording and reporting event attendance • demonstration of skills in registration processing and monitoring for more than one event • production of work within commercial workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • overview knowledge of tourism event management process, such as key components for any type of event • event attendance procedures and systems, including current technological developments in the relevant industry context • impact and importance of accurate registration information for operational and services quality • issues and problems that arise in the event registration process • type of information and reports that assist in the event management process • different types of clients for different types of events and the associated impact on attendance administration
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • organizational skills to collate, organize and process a wide range of information from varied sources • problem-solving to address typical registration requirements, discrepancies and anomalies • communication to liaise with event attendees and colleagues on registration issues • literacy to interpret general event and specific registration documentation • numeracy to determine attendance numbers and relationship to venue or event capacity
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level II	
Unit Title	Process Financial Transactions
Unit Code	CST TSE2 12 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	<p>1.1 Receive and check cash float accurately where appropriate using correct documentation.</p> <p>1.2 Check payments received from the customer and give correct change where appropriate.</p> <p>1.3 Prepare and issue accurate receipts including all relevant tax details.</p> <p>1.4 Process and record transactions according to organization and financial institution procedures.</p> <p>1.5 When cash payments are required, check documents and issue cash according to organization procedures.</p> <p>1.6 Conduct transactions using appropriate software applications.</p> <p>1.7 Conduct transactions to meet organization speed and customer service standards.</p>
2. Reconcile takings	<p>2.1 Perform balancing procedures at the designated times according to organization policy and in consultation with colleagues.</p> <p>2.2 Where appropriate, separate any cash floats from takings prior to balancing procedure and secure according to organization procedures.</p> <p>2.3 Determine register or terminal reading or printout where appropriate.</p> <p>2.4 Remove payments received and transport according to organization security procedures.</p> <p>2.5 Count and calculate payments accurately.</p> <p>2.6 Determine balance between register or terminal reading and sum of payments accurately.</p> <p>2.7 Investigate or report discrepancies in the reconciliation within scope of individual responsibility.</p> <p>2.8 Record takings according to organization procedures.</p>

Variable	Range
Transactions	<p>May include:</p> <ul style="list-style-type: none"> • cash • credit cards • cheques • deposits • advance payments • vouchers • company charges • refunds • travellers cheques • foreign currency.
Balancing procedures	<p>May be:</p> <ul style="list-style-type: none"> • manual • electronic
Security procedures	<p>May relate to:</p> <ul style="list-style-type: none"> • 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • 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	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • 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 HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Develop and Update Food and Beverage Knowledge
Unit Code	CST TSE2 13 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and maintain the general product knowledge required in food and beverage attending, bar service and catering.</p> <p>The unit brings together much of the product knowledge that underpins effective work performance in a range of food service roles. It addresses food knowledge and the relationship between different foods and beverages. It focuses on the need for ongoing updating of knowledge by all food and beverage staff. Types of food for which knowledge may be required include traditional or contemporary items and may be of varying ethnic origins.</p>

Elements	Performance Criteria
1. Research general information on food and beverages	<p>1.1 Identify information required to fulfill daily activities associated with the job role.</p> <p>1.2 Identify suitable <i>sources of required information</i> on <i>food and beverages</i>.</p> <p>1.3 Develop and maintain <i>current knowledge of food and beverages</i> as required for the job role.</p>
2. Share information with customers.	<p>2.1 Provide assistance to customers on selection of food and beverage items.</p> <p>2.2 Offer advice on suitable <i>combinations</i> of food and beverages where appropriate.</p> <p>2.3 Respond courteously and correctly to customer questions on menus and drinks lists.</p> <p>2.4 Provide advice on menu items in response to special <i>dietary or cultural requirements</i> of customers.</p>

Variable	Range
Sources of required information on food and beverages	<p>May include:</p> <ul style="list-style-type: none"> • chefs, cooks and other food service personnel • product suppliers • general and trade media, including print and electronic • food and beverage reference books • recipes and menus

	<ul style="list-style-type: none"> • internet • trade shows and exhibitions • food and cooking demonstrations
Types of food for which knowledge is required	<p>May include:</p> <ul style="list-style-type: none"> • appetizers • soups • meat, fish and seafood • vegetables • desserts and sweets • snacks • cheeses • fruit • salads • pre-packaged food items • specialist cuisine items
Types of beverages for which knowledge is required	<p>May include:</p> <ul style="list-style-type: none"> • wines • spirits • liqueurs • beers • non-alcoholic drinks
Current knowledge of food and beverages	<p>May include:</p> <ul style="list-style-type: none"> • current market trends • traditional foods and local beverages of the local area • seasonal produce • enterprise menus and specials • enterprise trends • current food and beverage festivals • promotional activities
Appropriate combinations of food and beverages are based on the following factors:	<ul style="list-style-type: none"> • customer preferences • traditional combinations of foods and food and beverages • achieving balance of textures, color and nutrition
Dietary or cultural requirements	<p>May include:</p> <ul style="list-style-type: none"> • kosher • sensitivity to cultural backgrounds and religions • halal • food exclusions for allergies and food intolerance • vegetarian

Evidence Guide	
Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to update and maintain current and relevant knowledge and apply this to the workplace

	<ul style="list-style-type: none"> project or work activities that allow the candidate to demonstrate the application of knowledge to specific industry contexts and situations
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> characteristics of food and beverage items commonly served in hospitality enterprises and cultural premises features of commonly prepared dishes appropriate to the industry sector traditional accompaniments for different types of food compatibility of common food and beverage items common cultural and dietary issues and options general overview of special dietary requirements, including food exclusions for allergies and food intolerance
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> safe work practices and specific food safety issues for different types of food service styles for different types of food communication to identify information, provide advice to customers and answer questions literacy to research information on food and beverages
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 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: Tourism Service Level II	
Unit Title	Drive Vehicle
Unit Code	CST TSE2 14 0912
Unit Descriptor	This unit involves the skills and knowledge required to drive commercial light vehicles and cars safely, including the systematic, safe and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition, and performance and effective management of hazardous situations. Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant Federal and regional Road Traffic Authority.

Elements	Performance Criteria
1. Drive the vehicle	<p>1.1 Vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer's instructions</p> <p>1.2 Engine power is managed to ensure efficiency and performance and to minimize engine and transmission damage</p> <p>1.3 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving</p> <p>1.4 The vehicle is driven in reverse, maintaining visibility and achieving accurate positioning</p> <p>1.5 Vehicle lights and indicators are used in accordance with traffic regulations and manufacturer's instructions</p> <p>1.6 The vehicle is parked, shut down and secured in accordance with manufacturers specifications, traffic regulations and workplace procedures</p> <p>1.7 Appropriate procedures are followed in the event of a driving emergency</p>
2. Monitor traffic and road conditions	<p>2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations</p> <p>2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities</p>

3. Monitor and maintain vehicle performance	<p>3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle</p> <p>3.2 Performance and efficiency of vehicle operation is monitored during use</p> <p>3.3 Defective or irregular performance or malfunctions are reported to the appropriate authority</p> <p>3.4 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures</p>
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Variable	Range
Type of vehicle includes:	<ul style="list-style-type: none"> cars and vehicles equal to or less than 4.5 tonnes and seating up to 12 adults, including the driver, and all types of transmission
Driving may be carried out in typical road transport situations, including:	<ul style="list-style-type: none"> operations conducted at day or night typical weather conditions on the open road while at a depot, base or warehouse while at a client's workplace or work site paved/gravel roads
Vehicle handling procedures	<p>May include:</p> <ul style="list-style-type: none"> starting a vehicle steering and manoeuvring a vehicle accelerating and braking positioning and stopping a vehicle reversing a vehicle operating vehicle controls, instruments and indicators using defensive driving techniques managing engine performance
Pre-operational checks	<p>May include:</p> <ul style="list-style-type: none"> visual check of vehicle checking and topping up of fluid levels checking of gasoline checks of tyre pressures checks of operation of vehicle lights and indicators checks of brakes
Minor routine repairs	<p>May include:</p> <ul style="list-style-type: none"> replacement of blown globes in vehicle lights replacement of broken fan belt replacement of blown fuse replacement of door mirrors repairs to rear tail-light lens changing of tyres repair of tyre punctures replacement of broken coolant hose

Driving hazards may include (examples only):	<ul style="list-style-type: none"> • wet roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions • around hospitals, schools and parks.
Factors that can cause traffic delays and diversions may include (examples only)	<ul style="list-style-type: none"> • traffic accidents • flooded sections of road • road damage • bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc. • road closures for special events such as marches, parades, etc. • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Depending on the type of organization concerned and the local terminology used, workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures
Documentation/ records	<p>May include:</p> <ul style="list-style-type: none"> • Federal/Regional driving licence requirements • Federal/Regional road rules • workplace driving instructions and procedures • vehicle manufacturers instructions, specifications and recommended driving procedures including pre-operational checks of vehicle • emergency procedures • vehicle log book or record book (where required)
Applicable procedures and codes	<p>May include:</p> <ul style="list-style-type: none"> • relevant Federal/Regional roads and traffic authority driving regulations and licence requirements pertaining to the class of vehicle • relevant Federal/Regional road rules • relevant Federal/Regional permit regulations and

	<p>requirements</p> <ul style="list-style-type: none"> • relevant Federal/Regional OHS legislation • relevant Federal/Regional fatigue management regulations • relevant Federal/Regional environmental protection legislation
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Evidence Guide	
Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant road rules, signs regulations, permit and licence requirements of the relevant state/territory road traffic authority • Relevant OHS and environmental procedures and regulations • Vehicle controls, instruments and indicators and their use • Vehicle handling procedures • Workplace driving and operational instructions • Driving hazards and related defensive driving techniques • Procedures to be followed in the event of a driving emergency • Engine power management and safe driving strategies • Efficient driving techniques • Pre-operational checks carried out on vehicle and related action • Differences between transmission types • Map reading and road navigation techniques • Factors which may cause traffic delays and diversions and related action that can be taken by a driver • Principles of stress management when driving a vehicle • Causes and effects of fatigue on drivers • Factors which increase fatigue-related accidents • Fatigue management strategies including on-road techniques • Lifestyles which promote the effective long-term management of fatigue

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when driving a commercial vehicle • Read and interpret instructions, procedures, information and signs relevant to the driving of a commercial vehicle • Interpret and follow operational instructions and prioritise work • Complete documentation related to the driving of a commercial vehicle • Operate electronic communication equipment to required protocol • Work collaboratively with others when driving a commercial vehicle • Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when driving a commercial vehicle in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may occur when driving a commercial vehicle • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the driving of a commercial vehicle • Monitor and anticipate traffic hazards and take appropriate action • Modify activities depending on differing operational contingencies, risk situations and environments • Apply fatigue management knowledge and techniques • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Operate and adapt to differences in equipment in accordance with standard operating procedures • Monitor performance of vehicle and take appropriate action where required • Check and replenish fluids and carry out lubrication processes in the course of work activities
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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 Operation Level III	
Unit Title	Conduct Workplace Oral Communication in one International Languages in Addition to English
Unit Code	CST TSE2 15 0912
Unit Descriptor	<p>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 one international language 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.</p> <p>This unit can be used for training delivery and assessment of oral proficiency in any international languages other than English.</p>

Elements	Performance Criteria
1. Converse with customers and colleagues.	<p>1.1 Use appropriate <i>courtesy expressions to extend interactions</i> by references to customers' and colleagues' wellbeing, comfort and satisfaction.</p> <p>1.2 Use non-verbal communication to convey an acceptance of and sensitivity towards customers or colleagues.</p> <p>1.3 Provide any required appropriate information about personal job roles and responsibilities.</p> <p>1.4 Provide explanations of problems and their cause, and elaborate on detail and offer apologies when required.</p> <p>1.5 Offer further assistance according to the business of the workplace to ensure full service is provided.</p> <p>1.6 Courteously request further information from customers or colleagues in order to satisfy their needs.</p> <p>1.7 Provide full and clear information to customers and colleagues.</p> <p>1.8 Support communication with comments on topical familiar matters, workplace business and events.</p>
2. Provide detailed information and advice.	<p>2.1 Identify and understand the need for <i>detailed information and advice</i>.</p> <p>2.2 Convey detailed information and advice using narrative and descriptive statements as necessary to <i>communicate</i>.</p> <p>2.3 Repeat, paraphrase and clarify all communications to avoid misunderstanding and to explain difficult points.</p>

	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:	<ul style="list-style-type: none"> questioning about needs and preferences of customers and colleagues conversations about topical matters offers of additional assistance
Detailed information and advice	May relate to: <ul style="list-style-type: none"> 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 Travel tips shopping locations, including post office medical and emergency services timetables and itineraries
Communicate	Must include: <ul style="list-style-type: none"> providing information about the workplace conducting product and service transactions answering queries about products and services

	<ul style="list-style-type: none"> providing specialised assistance within the scope of responsibility
Workplace documents, materials and other references	<p>May include:</p> <ul style="list-style-type: none"> brochures, magazines, newspapers and price lists signs, maps, diagrams, forms, labels and tickets pamphlets, timetables, charts, and menus tour documentation and tickets booking conditions invoices and vouchers
Unpredictable situations and problems	<p>May include:</p> <ul style="list-style-type: none"> 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	<p>May relate to arrangements for:</p> <ul style="list-style-type: none"> conferences and functions tours, guiding, visits to attraction sites accommodation, restaurant services, including food and beverage entertainment and shopping

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> 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 one international languages other than English to solve problems and conflict, and reassure customers and colleagues in a particular workplace
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> 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	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • 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 HRM practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Advise on Products and Services
Unit Code	CST TSE2 16 0912
Unit Descriptor	It describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Elements	Performance Criteria
1. Develop product and service knowledge	<p>1.1 Develop and maintain product knowledge according to organization policy and legislative requirements.</p> <p>1.2 Convey product knowledge to other staff as required.</p> <p>1.3 Research and apply comparisons between products and services.</p> <p>1.4 Demonstrate knowledge of competitors' product and service range and pricing structure.</p>
2. Recommend specialized products or services	<p>2.1 Evaluate services according to customer requirements.</p> <p>2.2 Demonstrate features and benefits of products and services to customer to create a buying environment.</p> <p>2.3 Apply detailed specialized knowledge of product to provide accurate advice to customers.</p>

Variable	Range
Product knowledge	<p>May include:</p> <ul style="list-style-type: none"> • brand options • product and service features and benefits • warranties • safety features • use-by dates • handling requirements • service availability • price
Product knowledge may be developed and maintained by:	<ul style="list-style-type: none"> • accessing the internet • attending product launches • attending product seminars • discussions with staff • accessing product information booklets and pamphlets

Store policy and procedures in regard to:	<ul style="list-style-type: none"> interaction with customers selling products and services
Legislative requirements	<p>May include:</p> <ul style="list-style-type: none"> Trade Practices and Fair Trading Acts tobacco laws liquor laws lottery legislation industry codes of practice OHS sale of second-hand goods trading hours transport
Staff	<p>May include:</p> <ul style="list-style-type: none"> full-time, part-time or casual under contract people with varying degrees of language and literacy people from a range of cultural, social and ethnic backgrounds people with a range of responsibilities and job descriptions
Customer requirements	<p>May include:</p> <ul style="list-style-type: none"> specific brand sizing quality quantity price range usage
Customers	<p>May include:</p> <ul style="list-style-type: none"> new or repeat contacts external and internal contacts customers with routine or special requests people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Pricing structure	<p>May include:</p> <ul style="list-style-type: none"> sales reductions pricing procedures and techniques, including GST requirements mark-downs

Evidence Guide			
Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> consistently applies organisation policies and procedures and industry codes of practice in regard to customer service and selling products and services develops, maintains and conveys product knowledge to 		
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	<p>customers and other staff</p> <ul style="list-style-type: none"> • applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • specialised product knowledge, including: • warranties • benefits and features • use-by date • service requirements • identify type of service • product and service origins • care and handling of products • corresponding or complementary products and services • service availability • industry manuals and documentation • service range • procedures for taking orders • pricing procedures and techniques, including GST requirements • other relevant policies and procedures • relevant legislation and statutory requirements • relevant industry codes of practice.
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • interpersonal communication skills to: <ul style="list-style-type: none"> ➤ convey product knowledge to staff ➤ apply knowledge to provide advice to customers ➤ handle difficult customers through clear and direct communication ➤ ask questions to identify and confirm requirements ➤ share information ➤ use language and concepts appropriate to cultural differences ➤ use and interpret non-verbal communication ➤ using a range of communication and electronic equipment ➤ accessing relevant product and service information • literacy skills in regard to: <ul style="list-style-type: none"> ➤ reading and understanding product information ➤ reading and understanding store policies and procedures ➤ recording information ➤ numerical skills in regard to: <ul style="list-style-type: none"> ➤ estimating and calculating costs relevant to pricing products
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>

Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Load Touring Equipment and Conduct Pre-Departure Checks
Unit Code	CST TSE2 17 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 organization 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 organization and statutory requirements. 4.2 Report any identified problems and suggest improvements.

Variable	Range
Operational tour documentation may	<ul style="list-style-type: none"> passenger lists rooming lists

include	<ul style="list-style-type: none"> 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	<p>May include:</p> <ul style="list-style-type: none"> 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 <p>May be loaded on:</p> <ul style="list-style-type: none"> vehicles vessels Animal transportation any other form of transportation
Manual handling techniques	<p>May involve</p> <ul style="list-style-type: none"> lifting shifting using equipment to assist lifting or shifting seeking assistance from others
Hazardous items	<p>May include:</p> <ul style="list-style-type: none"> sharp tools or equipment glass containers or bottles gas containers aerosols, which are heat-sensitive medication petrol, fuel or inflammable materials
Pre-departure documentation	<p>May include:</p> <ul style="list-style-type: none"> completed checklists basic fault reports supply lists

Evidence Guide	
Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> knowledge of the fundamental features of hazardous

	<p>items and safe methods of packing in various forms of transportation to minimize injury</p> <ul style="list-style-type: none"> • 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	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • basic product knowledge of the tours being operated • 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	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • vehicle , vessel or animal transport loading techniques appropriate to workplace • safe handling techniques for hazardous items • safe manual handling techniques • numeracy skills to calculate, count and load appropriate numbers of required touring equipment and supplies • literacy skills 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 skills to be able to complete pre-departure documents such as checklists, basic fault reports and supply lists
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level II	
Unit Title	Provide a Briefing or Scripted Commentary
Unit Code	CST TSE2 18 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to provide a briefing or scripted commentary for customers. It requires basic group communication and presentation techniques and the ability to deliver information effectively in a group situation. Often the information would have been prepared or scripted by others.</p> <p>The unit does not include the skills to develop and present commentaries or activities to the level required by a fully competent guide. Those skills are found in Preparation and presentation of tour commentaries or activities.</p>

Elements	Performance Criteria
1. Present information to group	<p>1.1 Welcome participants to the briefing, information session or tour according to organization procedures.</p> <p>1.2 Provide participants with comprehensive, accurate and relevant information, including any special requirements or directions.</p> <p>1.3 Outline health and safety requirements according to organization procedures and specific restrictions.</p> <p>1.4 Prepare participants appropriately for potential changes to the environment.</p> <p>1.5 Answer questions in a courteous and friendly manner.</p>
2. Enhance the presentation of information	<p>2.1 Use communication and presentation techniques to enhance participant experience.</p> <p>2.2 Ensure that personal presentation, appearance and grooming are appropriate to the environment.</p> <p>2.3 Use positive and welcoming body language.</p> <p>2.4 Show cultural and social sensitivity during the presentation.</p> <p>2.5 Correctly use relevant technical presentation resources.</p>
3. Liaise with team members.	<p>3.1 Maintain communication and cooperation with other team members and operators to ensure safe and efficient operations.</p> <p>3.2 Give correct and accurate signals where appropriate.</p>

Variable	Range
Briefing, information session or tour may be	<ul style="list-style-type: none"> • safety briefing • site familiarisation tour • shows or entertainment session • ride • demonstration • crowd information session • Do and don'ts
Health and safety requirements	May relate to: <ul style="list-style-type: none"> • dress restrictions • areas that are off-limits • guidance on using equipment • emergency procedures • restrictions on talking or making noise in an area
Changes to the environment	May relate to: <ul style="list-style-type: none"> • warning about extraneous noise or other unusual activity • change in temperature, e.g. climate controlled facility • special effects on a tour • possible safety restrictions, e.g. if group entering a high risk area
Presentation resources	May include: <ul style="list-style-type: none"> • microphone • loud speaker • video presentation • monitors • actors presenting a scripted show • Maps

Evidence Guide	
Critical Aspects of Competence	A person must be able to provide evidence: <ul style="list-style-type: none"> • ability to communicate information clearly to customers • ability to use simple group presentation techniques to enhance briefing or commentary • knowledge of health, safety and emergency procedures relevant to the venue or site • demonstration of skills on multiple occasions
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • health and safety requirements for specific events and locations • emergency procedures for specific events and locations • basic group presentation techniques, including: <ul style="list-style-type: none"> ➢ voice projection ➢ body language ➢ tonal variety • how to tailor language to meet different group needs

	<ul style="list-style-type: none"> • Do and don'ts
Underpinning Skills	<ul style="list-style-type: none"> • presentation and communication skills to present cohesive and audible group presentations and interact effectively with participants • literacy skills to read and interpret information scripts or other briefing information • numeracy skills to address required safety considerations, such as not exceeding numbers in a given location
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Load and Unload a Ride
Unit Code	CST TSE2 19 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to load and unload passengers safely onto and from a ride and to observe the operation of the ride.

Elements	Performance Criteria
1. Load the ride	<p>1.1 Perform loading procedures correctly, safely, promptly and according to organization requirements and procedures.</p> <p>1.2 Load ride to the maximum number of persons approved to ride.</p> <p>1.3 Check that all riders are secured according to requirement of the ride.</p> <p>1.4 Advise all riders to secure any articles that may come loose while riding.</p> <p>1.5 Treat all customers in a courteous and friendly manner during loading.</p> <p>1.6 Check all load requirements prior to the start of the ride.</p> <p>1.7 Inform passengers about seat rotation procedure before the commencement of travel.</p>
2. Observe the ride	<p>2.1 Continuously observe the ride according to safety procedures.</p> <p>2.2 Identify quality control issues or problems during the ride advising appropriate supervisor immediately for action.</p>
3. Unload the ride	<p>3.1 Ensure the ride is fully completed before unloading.</p> <p>3.2 Follow unloading procedures correctly, safely, promptly and according to organization requirements and procedures.</p> <p>3.3 Unload customers in a courteous and friendly manner.</p>

Variable	Range
Loading procedures	<p>May relate to:</p> <ul style="list-style-type: none"> • numbers of riders • height of riders • overall physical capacity of riders • placement of riders on the ride (e.g. balance of weight). • perform a head count of passengers to load and unload

	ride
Ride	<p>May be:</p> <ul style="list-style-type: none"> • mechanical • computerised • manual • surface • air • train • water-based • part of a show
Quality control issues or problems	<p>May relate to:</p> <ul style="list-style-type: none"> • inappropriate customer behaviour • rider disco • any equipment malfunction • negative impact of weather.

Evidence Guide	
Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to consistently follow procedures in loading and unloading rides to ensure safety of customers and colleagues • understanding of the health, safety and emergency issues associated with ride operations • demonstration of skills across multiple operations of the ride and for an appropriate range of rides (as required by attraction) • specific demonstration of safety procedures • completion of loading and unloading rides within typical workplace time constraints
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • health and safety procedures in relation to loading and unloading rides • emergency procedures for specific rides • specific ride instructions
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • problem-solving skills to identify problems within a defined range and report appropriately • communication skills to allow for friendly and courteous interaction with customers • literacy skills to interpret basic procedural documentation • numeracy skills to count accurately, and compare numbers or riders against capacity
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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
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Occupational Standard: Tourism Service Level II	
Unit Title	Participate in Workplace Communication
Unit Code	CST TSE2 20 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Elements	Performance Criteria
1. Obtain and convey workplace information	<p>1.1 Specific and relevant information is accessed from appropriate sources</p> <p>1.2 Effective questioning , active listening and speaking skills are used to gather and convey information</p> <p>1.3 Appropriate medium is used to transfer information and ideas</p> <p>1.4 Appropriate non- verbal communication is used</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed</p> <p>1.6 Defined workplace procedures for the location and storage of information are used</p> <p>1.7 Personal interaction is carried out clearly and concisely</p>
2. Participate in workplace meetings and discussions	<p>2.1 Team meetings are attended on time</p> <p>2.2 Own opinions are clearly expressed and those of others are listened to without interruption</p> <p>2.3 Meeting inputs are consistent with the meeting purpose and established protocols</p> <p>2.4 Workplace interactions are conducted in a courteous manner</p> <p>2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to.</p> <p>2.6 Meetings outcomes are interpreted and implemented</p>
3. Complete relevant work related documents	<p>3.1 Range of forms relating to conditions of employment are completed accurately and legibly</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents</p> <p>3.3 Basic mathematical processes are used for routine calculations</p> <p>3.4 Errors in recording information on forms/ documents are identified and properly acted upon</p>

	3.5 Reporting requirements to supervisor are completed according to organizational guidelines
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Variable	Range
Appropriate sources	<ul style="list-style-type: none"> • Team members • Suppliers • Trade personnel • Local government • Industry bodies
Medium	<ul style="list-style-type: none"> • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions • Face to face communication
Storage	<ul style="list-style-type: none"> • Manual filing system • Computer-based filing system
Forms	<ul style="list-style-type: none"> • Personnel forms, safety reports
Workplace interactions	<ul style="list-style-type: none"> • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Protocols	<ul style="list-style-type: none"> • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions

Evidence Guide	
Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Prepared written communication following standard format of the organization • Accessed information using communication equipment • Made use of relevant terms as an aid to transfer information effectively • Conveyed information effectively adopting the formal or informal communication

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Basic mathematical processes of addition, subtraction, division and multiplication • Ability to relate to people of social range in the workplace • Gather and provide information in response to workplace Requirements
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Work in Team Environment
Unit Code	CST TSE2 21 0912
Unit Descriptor	This unit of competence covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	<p>1.1 The role and objective of the team is identified from available sources of information.</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified.</p> <p>2.2 Roles and responsibility of other team members are identified and recognized.</p> <p>2.3 Reporting relationships within team and external to team are identified.</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives.</p> <p>3.2 Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and workplace context.</p> <p>3.3 Observed protocols in reporting using standard operating procedures.</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<ul style="list-style-type: none"> Work activities in a team environment with enterprise or specific sector Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
Sources of information	<ul style="list-style-type: none"> Standard operating and/or other workplace procedures Job procedures

	<ul style="list-style-type: none"> • Machine/equipment manufacturer's specifications and instructions • Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Operated in a team to complete workplace activity • Worked effectively with others • Conveyed information in written or oral form • Selected and used appropriate workplace language • Followed designated work plan for the job • Reported outcomes
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context for Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Tourism Service Level II	
Unit Title	Develop Business Practice
Unit Code	CST TSE2 22 0912
Unit Descriptor	This unit of competence specifies the outcomes required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced.

Elements	Performance Criteria
1. Identify business opportunity	<p>1.1 Business opportunities are investigated and identified</p> <p>1.2 Feasibility study is undertaken to determine likely business viability</p> <p>1.3 Market research on product or service is undertaken</p> <p>1.4 Assistance with feasibility study of specialist and relevant parties is sought as required</p> <p>1.5 Impact of emerging or changing technology including e-commerce, on business operations are evaluated</p> <p>1.6 Practicability of business opportunity assessed in line with perceived risks, returns sought and resources available</p> <p>1.7 Business plan for operation is completed</p>
2. Identify personal business skills	<p>2.1 Financial and business skills available are identified and taken into account when business opportunities are researched</p> <p>2.2 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity</p> <p>2.3 Business risks are identified and assessed according to resources available and personal preferences</p>
3. Plan for establishment of business operation	<p>3.1 Business structure and operations are determined and documented</p> <p>3.2 Procedures to guide operations are developed and documented</p> <p>3.3 Financial backing for business operation is secured</p> <p>3.4 Business legal and regulatory requirements are identified and complied</p> <p>3.5 Human and physical resources required to commence</p>

	business operation are determined
	3.6 Recruitment strategies are developed and implemented
4. Implement establishment plan	<p>4.1 Marketing of business operation is undertaken</p> <p>4.2 Physical and human resources to implement business operation are obtained</p> <p>4.3 Operational unit to support and coordinate business operation is established</p> <p>4.4 Monitoring process for managing operation is developed and implemented</p> <p>4.5 Legal documents are carefully maintained and relevant records are kept and updated to ensure validity and accessibility</p> <p>4.6 Contractual procurement rights for goods and services including contracts with relevant people, negotiated and secured as required in accordance with the business plan</p> <p>4.7 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan</p>
5. Review implementation process	<p>5.1 Review process for implementation of business operation is developed and implemented</p> <p>5.2 Improvements in business operation and associated management process are identified</p> <p>5.3 Identified improvements are implemented and monitored for effectiveness</p> <p>5.4 Necessary documentation are completed and records organized and kept securely.</p>

Variable	Range
Business opportunities maybe influenced by:	<ul style="list-style-type: none"> • expected financial viability • skills of operator • amount and types of finance available • returns expected or required by owners • likely return on investment • finance required • lifestyle issues
Business viability may include:	<ul style="list-style-type: none"> • opportunities available • market competition • timing/ cyclical considerations • skills available • resources available • location and/ or premises available

	<ul style="list-style-type: none"> • risk related to a particular business opportunity, especially • in regard to Occupational Health and Safety and • environmental considerations
Specialist and relevant parties	<ul style="list-style-type: none"> • Chamber of commerce • Financial planners and financial institution representatives, business planning specialists and marketing specialists • accountants • lawyers and providers of legal advice • government agencies • industry/trade associations • online gateways • business brokers/business consultants
Human and physical resources may include:	<ul style="list-style-type: none"> • software and hardware • office premises • communications equipment • specialist services through outsourcing, contracting and consultancy • staff • vehicles
Personal skills/attributes may include:	<ul style="list-style-type: none"> • technical and/ or specialist skills • business knowledge and skills • entrepreneurship • willingness to take risks
Business risks may be affected by and may include but are not restricted to:	<ul style="list-style-type: none"> • occupational health and safety and environmental considerations • relevant legislative requirements • security of investment • market competition • security of premises/ location • supply and demand • resources available
Resources may include:	<ul style="list-style-type: none"> • staff • money • time • equipment • space
Operational unit refers to:	<ul style="list-style-type: none"> • office location staffed with required personnel and equipped to service and support business • home-based site or other location such as leased or owned property
Legal documents may include:	<ul style="list-style-type: none"> • partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records • recordkeeping including personnel, financial, taxation, OHS and environmental

Contracts with relevant people may include:	<ul style="list-style-type: none"> owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship
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Evidence Guide	
Critical Aspects of Competence	<p>A person must be able to provide evidence:</p> <ul style="list-style-type: none"> that a business operation has been planned and implemented from initial research into feasibility of the business and completion of the plan, through to implementing the plan and commencing operations the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> Federal and regional government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity (EEO), industrial relations and anti-discrimination Technical or specialist skills relevant to the business operation Financing options Business systems and operations Relevant marketing, management, sales and financial concepts Methods for researching business opportunities Principles of risk management relevant to the business Methods of identifying relevant specialist services to complement the business Forms and administrative systems Services available and charges Planning and control systems (sales, Advertising and promotion, distribution and logistics Financial recording systems Legal rights and responsibilities Record keeping duties Operational factors relating to the business (provision of professional services, products)
Underpinning Skills	<ul style="list-style-type: none"> Literacy skills to interpret legal requirements, company policies and procedures and immediate, day-to-day demands Marketing skills Business planning skills Entrepreneurial skills Problem-solving skills OHS skills Time management skills Belief in services and products offered by the business Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback

	<ul style="list-style-type: none"> • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Literacy skills to enable interpretation of business information, numeracy skills for data analysis to aid research • Research skills to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Tourism Service Level II	
Unit Title	Apply Continuous Improvement Processes (Kaizen)
Unit Code	CST TSE2 23 1012
Unit Descriptor	This unit of competence covers the exercise of good workplace practice and effective participation in quality improvement teams. Personnel are required to ensure the quality and integrity of their own work, detect non-conformances and work with others to suggest improvements in productivity and quality.

Elements	Performance Criteria
1. Satisfy quality system requirements in daily work	1.1 Access information on quality system requirements for own job function 1.2 Record and report quality control data in accordance with quality system 1.3 Follow quality control procedures to ensure products, or data, are of a defined quality as an aid to acceptance or rejection 1.4 Recognize and report non-conformances or problems 1.5 Conduct work in accordance with sustainable energy work practices 1.6 Promote sustainable energy principles and work practices to other workers
2. Analyze opportunities for corrective and/or optimization action	2.1 Compare current work practices, procedures and process or equipment performance with requirements and/or historical data or records 2.2 Recognize variances that indicate abnormal or sub-optimal performance 2.3 Collect and/or evaluate batch and/or historical records to determine possible causes for sub-optimal performance 2.4 Use appropriate quality improvement techniques to rank the probabilities of possible causes
3. Recommend corrective and/or optimization actions	3.1 Analyze causes to predict likely impacts of changes and decide on the appropriate actions 3.2 Identify required changes to standards and procedures and training 3.3 Report recommendations to designated personnel
4. Participate in the implementation	4.1 Implement approved actions and monitor performance following changes to evaluate results

of recommended actions	<p>4.2 Implement changes to systems and procedures to eliminate possible causes</p> <p>4.3 Document outcomes of actions and communicate them to relevant personnel</p>
5. Participate in the development of continuous improvement strategies	<p>5.1 Review all relevant features of work practice to identify possible contributing factors leading to sub-optimal performance</p> <p>5.2 Identify options for removing or controlling the risk of sub-optimal performance</p> <p>5.3 Assess the adequacy of current controls, quality methods and systems</p> <p>5.4 Identify opportunities to continuously improve performance</p> <p>5.5 Develop recommendations for continual improvements of work practices, methods, procedures and equipment effectiveness</p> <p>5.6 Consult with appropriate personnel to refine recommendations before implementation of approved improvement strategies</p> <p>5.7 Document outcomes of strategies and communicate them to relevant personnel</p>

Variable	Range
Quality control procedures	<p>Quality control procedures may include:</p> <ul style="list-style-type: none"> • standards imposed by regulatory and licensing bodies • enterprise quality procedures • working to a customer brief or batch card and associated quality procedures • checklists to monitor job progress against agreed time, costs and quality standards • preparation of sampling plans • the use of hold points to evaluate conformance • the use of inspection and test plans to check compliance
Methods for statistical analysis	<p>Methods for statistical analysis may include:</p> <ul style="list-style-type: none"> • means • median • mode • ranges • standard deviations • statistical sampling procedures

Problem solving techniques	<p>Problem solving techniques may include:</p> <ul style="list-style-type: none"> • identifying inputs and outputs • sequencing a process • identifying and rectifying a problem step • root cause analysis • implementing preventative strategies
Quality improvement tools and techniques	<p>Quality improvement tools and techniques may include:</p> <ul style="list-style-type: none"> • run charts, control charts, histograms and scattergrams to present routine quality control data • plan, do, check, act (PDCA) • Ishikawa fishbone diagrams and cause and effect diagrams • logic tree • similarity/difference analysis • Pareto charts and analysis • force field/strength weakness opportunities threats (SWOT) analysis
Sustainable energy principles and work practices	<p>Sustainable energy principles and work practices may include:</p> <ul style="list-style-type: none"> • examining work practices that use excessive electricity • switching off equipment when not in use • regularly cleaning filters • insulating rooms and buildings to reduce energy use • recycling and reusing materials wherever practicable • minimizing process waste
Relevant personnel	<p>Communication to relevant personnel may involve:</p> <ul style="list-style-type: none"> • supervisors, managers and quality managers • administrative, laboratory and production personnel • internal/external contractors, customers and suppliers
Reporting	<p>Reporting may include:</p> <ul style="list-style-type: none"> • verbal responses • data entry into laboratory or enterprise database • brief written reports using enterprise proformas
Quality improvement opportunities	<p>Quality improvement opportunities could include improved:</p> <ul style="list-style-type: none"> • production processes • hygiene and sanitation procedures • reductions in waste and re-work • laboratory layout and work flow • safety procedures • communication with customers • methods for sampling, testing and recording data
Occupational health and safety (OHS) and environmental management	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be

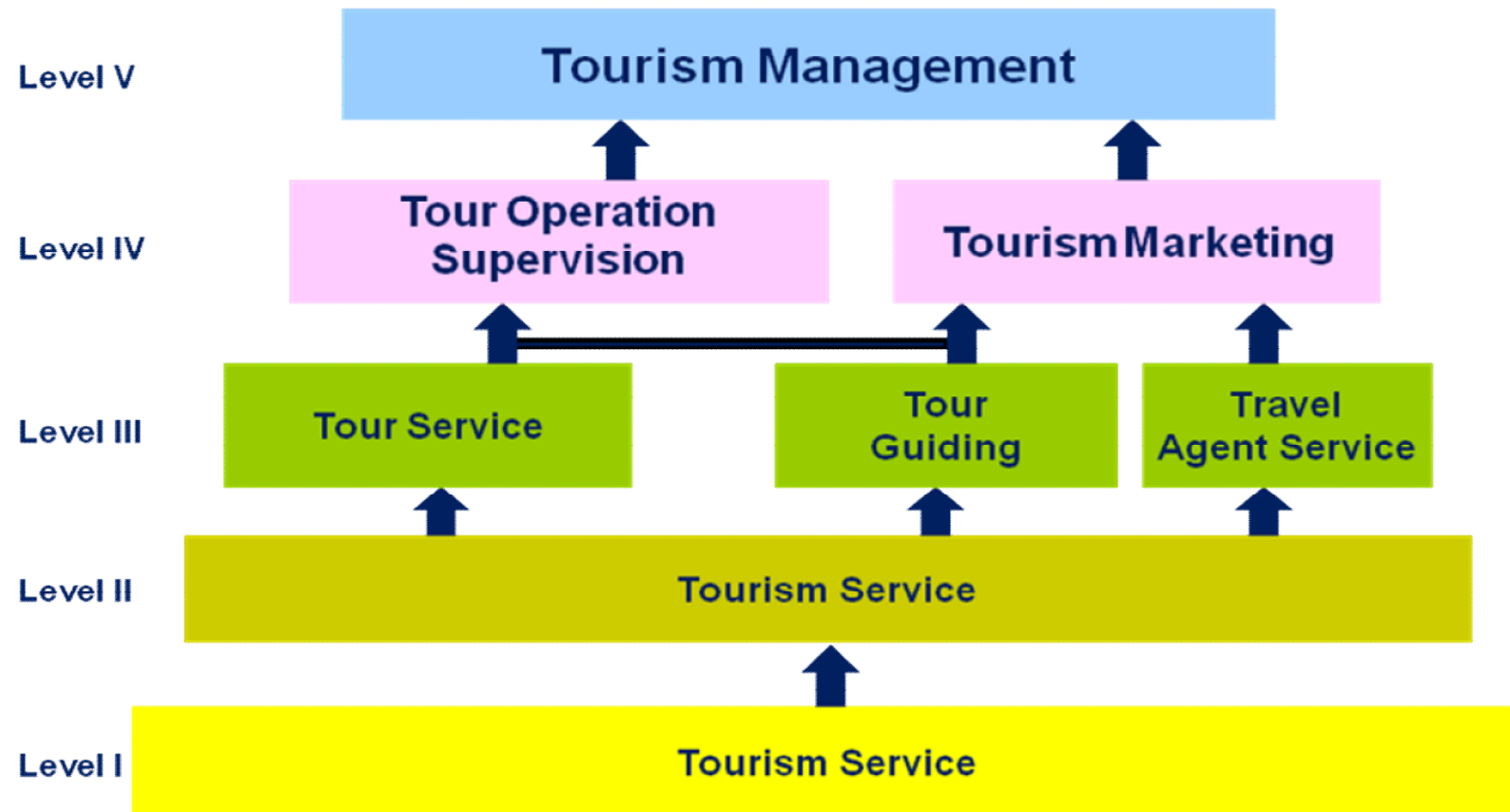
requirements	<p>imposed through regional or federal legislation - these requirements must not be compromised at any time</p> <ul style="list-style-type: none"> • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the Ministry of Health
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Evidence Guide	
Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • use the enterprise's quality systems and business goals as a basis for decision making and action • apply all relevant procedures and regulatory requirements to ensure the quality and integrity of the products/services or data provided • apply and promote sustainable energy principles and work practices • detect non-conforming products or services in the work area • follow enterprise procedures for documenting and reporting information about quality • contribute effectively within a team to recognize and recommend improvements in productivity and quality • apply effective problem solving strategies • implement and monitor improved practices and procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • specifications for laboratory products and services in the candidate's work area • quality requirements associated with the individual's job function and/or work area • scientific and technical knowledge underpinning the processes, procedures, equipment and instrumentation associated with the candidate's work tasks and duties • workplace procedures associated with the candidate's regular technical duties • sustainable energy principles • relevant health, safety and environment requirements • layout of the enterprise, divisions and laboratory • organizational structure of the enterprise • lines of communication • role of laboratory services to the enterprise and customers • methods of making/recommending improvements • Standards, procedures and/or enterprise requirements

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • applying problem solving techniques and strategies • applying statistical analysis and statistical sampling procedures • detecting non-conforming products or services in the work area • documenting and reporting information about quality • contributing effectively within a team to recognize and recommend improvements in productivity and quality • implementing and monitoring improved practices and procedures • organizing, prioritizing activities and items • reading and interpreting documents describing procedures • recording activities and results against templates and other prescribed formats • working with others
Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • 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 • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies • enterprise quality manual and procedures • quality control data/records • customer complaints and rectifications
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • verified reports of improvements suggested and implemented by the candidate individually <p>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.</p> <p>In all cases, practical assessment should be supported by questions to assess essential knowledge and those aspects of competence which are difficult to assess directly.</p>

Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.
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Sector: Culture, Sports and Tourism
Sub-Sector: Travel and Tours



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