



TECHNICAL &
VOCATIONAL
EDUCATION &
TRAINING
AUTHORITY

National Competency Standard for Front Office Services Standard Code: T0U04S17V3

[Endorsed by the MALDIVES QUALIFICATIONS AUTHORITY (MQA)]



KEY FOR CODING

Coding Competency Standards and Related Materials

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

1. Endorsement Application for Qualification 01**2. NATIONAL CERTIFICATE III IN FRONT OFFICE SERVICES****2. Qualification code:** TOU04SQ1L317**Total Number of Credits:** 40**3. Purpose of the qualification**

The holders of this qualification are expected to work as a Receptionist mainly in a resort and will be working under the supervision of a Front Office Supervisor

4. Regulations for the qualification

National Certificate III in Front Office Services will be awarded to those who are competent in units 1 to 18.

5. Schedule of Units

Unit Title	Unit Title	Code
1.	Develop and update tourism industry knowledge	TOU02S1U01V2
2.	Observe personal and work place hygiene practices	TOU02S1U02V2
3.	Practice health, safety and security Practices	TOU02S1U03V2
4.	Provide effective customer care	TOU02S1U04V2
5.	Practice effective workplace communication	TOU02S1U05V2
6.	Prepare for work	TOU04S1U01V2
7.	Handle Hotel Telephone, Mail, Messages and Faxes	TOU04S1U02V2
8.	Hotel Markets and profiles	TOU04S1U03V2
9.	Demonstrate understanding of Front Office System and Functions	TOU04S1U04V2
10.	Welcome Guest	TOU04S1U05V2
11.	Control Room Keys	TOU04S1U06V2
12.	Handle Guest Luggage	TOU04S1U07V2
13.	Handle Hotel Voucher	TOU04S1U08V2
14.	Handle Guest Enquiries	TOU04S1U09V2
15.	Handle Guest Valuables	TOU04S1U10V2
16.	Handle complaints	TOU04S1U11V2
17.	Check-out Guests	TOU04S1U12V2
18.	Handover at End of the shift	TOU04S1U13V2

6. Accreditation requirements

The training provider should have a Front Desk area or similar training facility to provide the trainees the hands-on experience related to this qualification

7. Recommended sequencing of units

2. Endorsement Application for Qualification 02**2. NATIONAL CERTIFICATE IV IN FRONT OFFICE****2. Qualification code:** TOU04SQ2L417**Total Number of Credits:** 160**3. Purpose of the qualification**

The holders of this qualification are expected to work as a Front Office Supervisor mainly in a resort and will be working under the supervision of a Front Office Manager

4. Regulations for the qualification

National Certificate IV in Front Office Services will be awarded to those who are competent in units 1 to 34.

5. Schedule of Units

Unit Title	Unit Title	Code
1.	Develop and update tourism industry knowledge	TOU02S1U01V2
2.	Observe personal and work place hygiene practices	TOU02S1U02V2
3.	Practice health, safety and security Practices	TOU02S1U03V2
4.	Provide effective customer care	TOU02S1U04V2
5.	Practice effective workplace communication	TOU02S1U05V2
6.	Prepare for work	TOU04S1U01V2
7.	Handle Hotel Telephone, Mail, Messages and Faxes	TOU04S1U02V2
8.	Hotel Markets and profiles	TOU04S1U03V2
9.	Demonstrate understanding of Front Office System and Functions	TOU04S1U04V2
10.	Welcome Guest	TOU04S1U05V2
11.	Control Room Keys	TOU04S1U06V2
12.	Handle Guest Luggage	TOU04S1U07V2
13.	Handle Hotel Voucher	TOU04S1U08V2
14.	Handle Guest Enquiries	TOU04S1U09V2
15.	Handle Guest Valuables	TOU04S1U10V2
16.	Handle complaints	TOU04S1U11V2
17.	Check-out Guests	TOU04S1U12V2
18.	Handover at End of the shift	TOU04S1U13V2
19.	Receive and Process Reservations	TOU04S2U01V2
20.	Operate computerized and reservation system	TOU04S2U02V2
21.	Conduct Events & Excursions	TOU04S2U03V2
22.	Provide visitor information	TOU04S2U04V2
23.	Demonstrate sales techniques and product knowledge	TOU04S2U05V2
24.	Enhance customer service experiences	TOU04S2U06V2
25.	Arrange departure and bid farewell	TOU04S2U07V2
26.	Conduct night audit	TOU04S2U08V2
27.	Address protocol requirements	TOU04S2U09V2
28.	Respond to a customer in crisis	TOU04S2U10V2
29.	Roster staff	TOU04S2U11V2
30.	Participate in cooperative online marketing initiatives	TOU04S2U12V2
31.	Participate in environmentally sustainable work practices	TOU04S2U13V2
32.	Lead and manage people	TOU04S2U14V2
33.	Manage diversity in the workplace	TOU04S2U15V2
34.	Practice career professionalism	TOU04S2U16V2

6.Accreditation requirements	The training provider should have a Front Desk area or similar training facility to provide the trainees the hands-on experience related to this qualification
7.Recommended sequencing of units	

UNITS DETAILS

Unit Title	Unit Title	Code	Level	No of credits
1	Develop and update tourism industry knowledge	TOU02S1U01V2	3	2
2	Observe personal and work place hygiene practices	TOU02S1U02V2	3	2
3	Practice health, safety and security Practices	TOU02S1U03V2	3	2
4	Provide effective customer care	TOU02S1U04V2	3	2
5	Practice effective workplace communication	TOU02S1U05V2	3	2
6	Prepare for work	TOU04S1U01V2	3	2
7	Handle Hotel Telephone, Mail, Messages and Faxes	TOU04S1U02V2	3	2
8	Hotel Markets and profiles	TOU04S1U03V2	3	2
9	Demonstrate understanding of Front Office System and Functions	TOU04S1U04V2	3	3
10	Welcome Guest	TOU04S1U05V2	3	3
11	Control Room Keys	TOU04S1U06V2	3	2
12	Handle Guest Luggage	TOU04S1U07V2	3	2
13	Handle Hotel Voucher	TOU04S1U08V2	3	2
14	Handle Guest Enquiries	TOU04S1U09V2	3	2
15	Handle Guest Valuables	TOU04S1U10V2	3	2
16	Handle complaints	TOU04S1U11V2	3	2
17	Check-out Guests	TOU04S1U12V2	3	3
18	Handover at End of the shift	TOU04S1U13V2	3	3
19	Receive and Process Reservations	TOU04S2U01V2	4	6
20	Operate computerized and reservation system	TOU04S2U02V2	4	6
21	Conduct Events & Excursions	TOU04S2U03V2	4	9
22	Provide visitor information	TOU04S2U04V2	4	6
23	Demonstrate sales techniques and product knowledge	TOU04S2U05V2	4	9
24	Enhance customer service experiences	TOU04S2U06V2	4	6
25	Arrange departure and bid farewell	TOU04S2U07V2	4	6
26	Conduct night audit	TOU04S2U08V2	4	12
27	Address protocol requirements	TOU04S2U09V2	4	6
28	Respond to a customer in crisis	TOU04S2U10V2	4	6
29	Roster staff	TOU04S2U11V2	4	9
30	Participate in cooperative online marketing initiatives	TOU04S2U12V2	4	12
31	Participate in environmentally sustainable work practices	TOU04S2U13V2	4	6
32	Lead and manage people	TOU04S2U14V2	4	9
33	Manage diversity in the workplace	TOU04S2U15V2	4	6
34	Practice career professionalism	TOU04S2U15V2	4	6

Packaging of National Qualifications:

National Certificate III in Front Office Services will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18

Qualification Code: TOU04SQ1L317

National Certificate IV in Front Office Services will be awarded to those who are competent in units

1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24+25+26
+27+28+29+30+31+32+33+34

Qualification Code: TOU04SQ2L417

Competency Standard for**FRONT OFFICE**

Unit No	Unit Title
1.	Develop and update tourism industry knowledge
2.	Observe personal and work place hygiene practices
3.	Practice health, safety and security Practices
4.	Provide effective customer care
5.	Practice effective workplace communication
6.	Prepare for work
7.	Handle Hotel Telephone, Mail, Messages and Faxes
8.	Hotel Markets and profiles
9.	Demonstrate understanding of Front Office System and Functions
10.	Welcome Guest
11.	Control Room Keys
12.	Handle Guest Luggage
13.	Handle Hotel Voucher
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26.	Conduct night audit
27.	Address protocol requirements
28.	Respond to a customer in crisis
29.	Roster staff
30.	Participate in cooperative online marketing initiatives
31.	Participate in environmentally sustainable work practices
32.	Lead and manage people
33.	Manage diversity in the workplace
34.	Practice career professionalism

Description of a RECEPTIONIST

Receptionist in the Maldivian context is a service provider in the field of hospitality industry. The Receptionist is expected to work under the supervision of a Front Office Supervisor or any other professional person in the hospitality industry who could provide guidance and supervision. The Receptionist shall provide customer-oriented service to all the levels of the hospitality industry.

Description of a FRONT OFFICE SUPERVISOR

Front Office Supervisor position is an entry level supervisory position that is responsible for leading the Front Desk operation ensuring and maintaining a consistently high standard of customer service. This position will be responsible for checking guests in and out at the front desk and maintaining the smooth flow of front desk services according to the standards of the Hotel or Resort.

Competency Standard Development Process

The competencies were determined based on the analysis of the tasks expected to perform by the Receptionist and a Front Office Supervisor. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of Receptionist training in Maldives. Competency standards used for similar type of training in other countries were also examined

Unit 01

UNIT TITLE	Develop tourism industry knowledge				
DESCRIPTOR	This unit of competency deals with the knowledge, skills required to access, increases and update industry knowledge.				
CODE	TOU02S1U01V2	LEVEL	3	CREDIT	3

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

Range Statement

Information sources;

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

Information to assist effective work performance;

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

Informal and formal research;

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

Promotional initiatives;

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

Tools, equipment and materials required may include:

Nil

ASSESSMENT GUIDE

Form of assessment

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

Assessment context

Assessment may be done in a classroom or interview scenario.

Critical aspects

Assessment requires evidence that the candidate;

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

Assessment conditions

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

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Overview of quality assurance in the industry• Role of individual staff members• Industry information sources	<ul style="list-style-type: none">• Time management• Ready skills needed to access industry information• Basic competency skills needed to access the internet

Unit 02

UNIT TITLE	Observe personal and workplace hygiene practices				
DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard.				
CODE	TOU02S1U02V2	LEVEL	3	CREDIT	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and enterprise procedures 1.2. Adequate level of personal cleanliness observed throughout the work 1.3. Effects of poor personal hygiene understood and avoided in all practices
2. Follow hygiene procedures	2.1 Workplace hygiene procedures followed in line with enterprise procedures and legal requirements 2.2 Eating, drinking, smoking, spitting, scratching or other such practices avoided while on the job 2.3 Hygiene standards of workplace maintained in line with enterprise procedures
3. Identify and avoid hygiene risks	3.1 Hygiene risks understood and avoided in line with general standards and guidelines 3.2 Legislations on hygiene understood and properly followed

Range Statement

Hygiene procedures;

- Safe and hygienic handling of food and beverage
- Regular hand washing
- Correct food storage
- Appropriate and clean clothing
- Avoidance of cross-contamination

- Appropriate handling and disposal of garbage
- Cleaning and sanitizing procedures
- Personal hygiene

Hygiene risk;

- Bacterial and other contamination arising from poor handling of food
- Poor personal hygiene practices
- Poor work practices
- cleaning
- housekeeping
- food handling
- airborne dust
- Cross-contamination through cleaning inappropriate cleaning practices
- Inappropriate handling of potentially infectious linen
- Contaminated wastes such as blood and body secretions
- Disposal of garbage and contaminated or potentially contaminated wastes

Minimizing or removing risk;

- Auditing staff skills and providing training
- Ensuring policies and procedures are followed strictly
- Audits or incidents with follow up actions

Tools, equipment and materials required may include:

Nil

ASSESSMENT GUIDE

Form of assessment

Competency in this unit may be assessed through:

- Written examination
- Practical demonstration

Assessment context

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

Critical aspects

Assessment requires evidence that the candidate:

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

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Typical hygiene and control procedures in the hospitality and tourism industries• Overview of legislation and regulation in relation to food handling, personal and general hygiene• Knowledge on factors which contribute to workplace hygiene problems• General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection• Sources of and reasons for food poisoning	<ul style="list-style-type: none">• Ability to follow correct procedures and instructions• Ability to handle operating tools/ equipment• Application to hygiene principles

Unit 03

UNIT TITLE	Practice occupational health and safety procedures				
DESCRIPTOR	This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety				
CODE	TOU02S1U03V2	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Follow workplace health, safety and security procedures	1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV) 2.2 Effects of the hazards are determined 2.3 Occupational Health and Safety (OHS) issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OHS legislation
3. Control hazards and risks	3.1 OHS procedures for controlling hazards/risks in workplace are consistently followed 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OHS policies 3.3 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices 3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol

4. Maintain OHS awareness	4.1 Emergency-related drills and trainings are participated in as per established organization guidelines and procedures 4.2 OHS personal records are completed and updated in accordance with workplace requirements
5. Perform basic first-aid procedures	5.1 Situation is assessed in accordance with accepted practice 5.2 Basic first-aid techniques are applied in accordance with established first-aid procedures and enterprise policy 5.3 Details of the incident is communicated in a timely manner according to enterprise policy
6. Perform basic fire-fighting procedures	6.1 Fire type and classification are determined. 6.2 Fire extinguishers are selected to attack different fires. 6.3 Safe use of fire extinguishers is demonstrated according to manufacturers' instructions and relevant OHS and workplace policies and procedures. 6.4 Safe use of fire blankets is demonstrated according to manufacturers' instructions and relevant OHS and workplace policies and procedures.

Range Statement

Safety regulations;

- Waste management rules
- Other regulations related to the workplace

Hazards/Risks;

- Environmental hazards – weather, tsunami warnings
- Physical hazards – fire, temperature, radiation
- Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects
- Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors
- Ergonomics
 - Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles
 - Physiological factors – monotony, personal relationship, work out cycle

Contingency measures;

- Evacuation
- Isolation
- Decontamination
- (Calling designed) emergency personnel

PPE;

- Mask
- Gloves
- Goggles
- Hair Net/cap/bonnet

- Face mask/shield
- Ear muffs
- Apron/Gown/coverall/jump suit

Emergency-related drills and training;

- Fire drill
- Tsunami warning drill
- Basic life support/CPR
- First aid
- Spillage control
- Decontamination of chemical and toxic
- Disaster preparedness/management

OHS personal records;

- Medical/Health records
- Incident reports
- Accident reports
- OHS-related training completed

Fire types:

- combustible metals
- cooking oils and fats
- energised electrical equipment
- flammable and combustible liquids
- flammable gases
- ordinary combustibles.

Classifications of fires:

- classes A, B, C, D, E and F.

Fire extinguishers :

- carbon dioxide
- foam
- powder
- vaporising liquid
- water
- wet chemical.

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

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

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

Assessment conditions

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

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

Resources required for assessment

The following should be made available:

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• General knowledge on safe practices• Communication procedures• Relevant workplace procedures and guidelines• basic methods of locating a fire• correct use of fire extinguishers• basic first aid	<ul style="list-style-type: none">• Undertake safe manual handling jobs• Competent to follow safety regulations• Competent to work safely with workplace equipment, materials and colleagues

UNIT 04

UNIT TITLE	Provide effective customer care				
DESCRIPTOR	This unit addresses the importance of caring for customers in the hospitality industry. It shows how customer care relates to quality service and the best methods of anticipating and meeting customer's need.				
CODE	TOU02S1U04V2	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Greet customers and colleagues	1.1. Customers and colleagues greeted according to standard procedures and social norms 1.2. Sensitivity to cultural and social differences demonstrated
2. Identify and attend to customer needs	2.1 Appropriate interpersonal skills are used to ensure that customer needs are accurately identified 2.2 Customer needs are assessed for urgency so that priority for service delivery can be identified 2.3 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor 2.4 Customers informed correctly 2.5 Personal limitation identified and assistance from proper sources sought when required
3. Deliver service to customers	3.1 Customer needs are promptly attended to in line with organizational procedure 3.2 Appropriate rapport is maintained with customer to enable high quality service delivery 3.3 Opportunity to enhance the quality of service and products are taken wherever possible
4. Handle inquiries	4.1 Customer queries handled promptly and properly 4.2 Personal limitations identified and assistance from proper sources sought when required
5. Handle complaints	5.1 Responsibility for handling complaints taken within limit of responsibility 5.2 Personal limitations identified and assistance from proper sources sought when required 5.3 Operational procedures to handling irate or difficult customers followed correctly 5.4 Details of complaints and comments from customers properly recorded
6. Speak English and Dhivehi at an operational level	6.1 Conversations are carried on with customers 6.2 Verbal instructions or requests are responded to at an operational level 6.3 Simple requests are made 6.4 Routine procedures are described 6.5 Different forms of expression in English and Dhivehi is identified and used

Range Statement

Procedures included:

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

Includes but are not limited to:

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

Interpersonal skills:

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

Customer with limitation may include:

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

Tools, equipment and materials required may include:

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

ASSESSMENT GUIDE

Form of assessment

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

Assessment context

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

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

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

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Knowledge of the property and its services.	<ul style="list-style-type: none">• Inter personal skills• Communication skills• Telephone handling skills

Unit 05

UNIT TITLE	Practice effective workplace communication				
DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements				
CODE	TOU02S1U05V2	Level	3	Credit	2
ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA				
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely				
2. Speak English and Dhivehi at an operational level	2.1 Conversations are carried on with colleagues 2.2 Verbal instructions or requests are responded to at an operational level 2.3 Simple requests are made 2.4 Routine procedures are described 2.5 Different forms of expression in English and Dhivehi is identified and used as appropriate				
3. Participate in workplace meetings and discussions	3.1 Team meetings are attended on time 3.2 Own opinions are clearly expressed and those of others are listened to without interruption 3.3 Meeting inputs are consistent with the meeting purpose and established protocols 3.4 Workplace interactions are conducted in a courteous manner 3.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 3.6 Meetings outcomes are interpreted and implemented				
4. Complete relevant work-related documents	4.1 Range of forms relating to conditions of employment are completed accurately and legibly 4.2 Workplace data is recorded on standard workplace forms and documents 4.3 Basic mathematical processes are used for routine calculations 4.4 Errors in recording information on forms/ documents are identified and properly acted upon				

	4.5 Reporting requirements to supervisor are completed according to organizational guidelines
5. Maintain inter-departmental information and communication	<p>5.1 General function of different departments is explained.</p> <p>5.2 General and specific customer requirements and reservation details are communicated to appropriate departments and colleagues</p> <p>5.3 Follow up on customer request and ensure that all specific requirements in his reservation details are addressed prior to guest arrival.</p>

Range Statement

Appropriate sources:

- Team members
- Suppliers
- Trade personnel
- Local government
- Industry bodies

Medium:

- Memorandum
- Circular
- Notice
- Information discussion
- Follow-up or verbal instructions
- Face to face communication

Storage:

- Manual filing system
- Computer-based filing system

Forms:

- Personnel forms, telephone message forms, safety reports

Workplace interactions:

- 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:

- Observing meeting

- Compliance with meeting decisions
- Obeying meeting instructions

ASSESSMENT GUIDE

Forms of assessment

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

- Direct Observation
- Oral interview and written test

Assessment context

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

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Prepared written communication following standard format of the organization
- Accessed information using communication equipment
- Spoken English at a basic operational level
- Made use of relevant terms as an aid to transfer information effectively
- Conveyed information effectively adopting the formal or informal communication

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Communication skills • Numeracy skills

Unit 06

UNIT TITLE	Prepare for work				
DESCRIPTOR	After completing this unit, the participants should be able to Identify items needed for reception duty Organize reception desk and work environment Explain the importance of being presentable and start the duty as per the standard procedures.				
CODE	TOU04S1U01V2	Level	3	Credit	2
ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA			
1. Follow Check list for opening duty task		1.1	Various items, equipment and supplies used by receptionist identified <ul style="list-style-type: none"> • Equipment described • Guest Stationery explained • Essential information included • Reception counter & back office function described 		
2. Prepare for guest arrival		2.1	Reception area prepared for service		
		2.2	Equipment checked prior to use		
		2.3	Arrival list details checked and reviewed prior to guests arrival		
		2.4	Documents and forms prepared		
		2.5	Rooms allocated as per reservation detail		
		2.6	Procedure for last minute arrivals and reservations followed		
		2.7	Arrival list compiled and distributed to relevant personnel/ departments		
		2.8	Guest requests informed to colleagues and other departments on time		
3. Maintain equipment & Suppliers		3.1	Reception desk & surrounding work area organized as per the standards of the establishments		
		3.2	Duty started as per the SOP of the establishment		

Range Statement

Preparation may include:

- Personnel preparation for duty
- Pre-planning of guest information and stationeries
- Lobby environment
- Essential information
- Reception area and the counter

Arrival list details may include but are not limited to

- Name/company
- Contact details
- Arrival and departure times
- Length of stay
- Type of accommodation required/bed configuration
- Payment details
- Special requests
- Rates/discounts

Tools, equipment and material used may include

- Different forms
- Registration cards
- Keys / key cards
- Pens
- Luggage tags
- Welcome drinks
- Face towels
- Computer system
- Telephone
- Fax machines
- Arrivals

ASSESSMENT GUIDE

Form of assessment

Competency may be assessed through:

- Choose a reception area and write a checklist of the task the reception staff has to perform. Categorize the tasks according to how often each one has to be done, for instance
 - As required/ after completing an operation or task
 - Daily/ weekly/periodically, every six months
- Case studies to complete arrival or departure processes and documentation for different customer scenarios.
- Review of front office records, reports and computer data completed by the candidate.

Assessment context

Assessment may be done in the workplace or simulated workplace setting

Critical aspects

Assessment requires evidence that the candidates:

- Demonstrated skills in
 - Processing arrivals for different types of guests within enterprise acceptable time frames
 - To check arrival details, allocate rooms and inform concerned departments on special arrangements in accordance with established standards
 - Within an environment that includes industry-current front office equipment and technology in accordance with enterprise requirements
 - Interpersonal communication with others in accordance with established standards
 - to complete guest registration, and complete documentation accurately in accordance with established standards

Assessment Conditions

Assessments will take place under the direct supervision of assessors. Trainees will be permitted adequate time and they will be provided required materials and privacy.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• General knowledge of personnel hygiene procedures• General knowledge of handling new arrivals• General knowledge of handling unexpected arrivals• General computer knowledge• General knowledge of handling guest files and documents	<ul style="list-style-type: none">• Skills of written and oral communication• Computer skills• Interpersonal skill• Record keeping skill• Skills in processing items and equipment's needed for different types of tasks of Front Office

Unit 07

UNIT TITLE	Handle Hotel Telephone, Mail, Messages & Faxes				
DESCRIPTOR	This unit covers general cleaning of telephone, use of telephone directories, answering, holding, message taking and transferring telephone calls. Also, it covers procedure for handling incoming/outgoing mails, record and processing of guest messages and charging for related services				
CODE	TOU04S1U02V2	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Handle incoming calls	1.1 Telephone system cleaned and maintained 1.2 Telephone systems described <ul style="list-style-type: none"> ○ Key and lamp system ○ Private Exchange system
2. Make outgoing calls	2.1 Telephone directories used 2.2 Phonetic Alphabet used
1. Handle incoming messages and mail	1.1 Types of mail & messages explained <ul style="list-style-type: none"> ○ Incoming mail ○ Outgoing mail ○ Messages 1.2 Incoming & outgoing mail categorized 1.3 Incoming & outgoing mail distribution explained
2. Handle outgoing mails	2.1 Guest messages handling process described <ul style="list-style-type: none"> ○ Mail for in-house guest ○ Mail for departure guest ○ Mail for Future guest ○ Mail for no record found
3. Handle Fax Machine	3.1 Fax sent to a local and international number 3.2 Fax journal generated 3.3 Fax delivery confirmation identified & explained

RANGE STATEMENT

Procedures included:

- Clean and maintain telephone equipment
- Use Telephone directories
- Hold Calls and take messages
- Answer, make and transfer calls

Aspects evaluated:

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

Types of mail and messages

- Incoming mails
- Outgoing mails
- Messages

Procedure for handling mail and messages

Dealing with guest mails

- Mail for in-house guest
- Mail for departure guest
- Mail for future guest
- Mail for which no record of a guest found

Tools, equipment and material used in this unit may include

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

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

It is essential that competency is fully observed and there is ability to transfer competency to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work.

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• General knowledge of English and Divehi grammar• General knowledge of common telephone equipment• General knowledge on effective communication• General knowledge of oral communication• General knowledge of hotel safety procedures• Procedure followed on recording and processing the guest messages.	<ul style="list-style-type: none">• Undertake effective customer relation communications• Competent in communicating basic with customers• Fluency in English and Dhivehi language usage

Unit 08

UNIT TITLE	Hotel markets and customer profile				
DESCRIPTOR	This unit explains the use of customer profile and identifies the ideal customers for the hotel.				
CODE	TOU04S1U03V2	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Market segments	1.1 Unique selling points of the establishment explained 1.2 Customer sectors identified 1.3 Establishment's target market explained. 1.4 Customer's market criteria categorized.
2 Create Customer profile	2.1 Customer profile information identified. 2.2 Customers demography explained 2.3 Customer preferences identified

RANGE STATEMENT

Hotel may attract many different types of markets, such as business, holiday, pleasure, family. Knowing different types of customers will enable to provide more personalized services appropriate to particular needs.

- Identify guest of different markets
- Market segmentation criteria
- What do guest needs
- Customer Profile information
- Maintain guest history
- Provide courteous service

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit could be class room or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects a range of opportunities for understating hotels markets and types of customer that the establishment is catering for.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to identify the range of services and packages that can be offered to meet the needs of the customers.

Assessment conditions

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

Tools, equipment and material used in this unit may include

- Telephone
- Note pads
- Pens
- Computer

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• General knowledge of Oral communication• Identify the target markets of the hotel• Understand Customer profile information• Procedure followed on providing courteous service	<ul style="list-style-type: none">• Undertake effective customer relation communications• Competent in communicating basic with customers• Provide service which are prompt, efficient, friendly and courteous.

Unit 09

UNIT TITLE	Demonstrate understanding of Front Office Systems and functions				
DESCRIPTOR	This unit describes the standard Front Office Systems used by a small or medium size hotel.				
CODE	TOU04S1U04V2	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Perform basic front office tasks	1.1 Organization chart explained 2.1 Framework of Front Office system explained
2. Handle Reservations	2.1 Front Office work sites explained 2.2 Reservations Office 2.3 Hotel diary 2.4 Advance reservations chart 2.5 The chart works 2.6 Density Chart 2.7 Reception Office 2.8 Registration 2.9 Room Board 2.10 Arrival & departure list
3. Work with Electronic PMS	3.1 General function of Front Office computer system explained. 3.2 Front Office related tasks on PMS identified 3.3 PMS Guest information generated for arrival/departure and guest in-house 3.4 Needed information and data for PMS entered without error

RANGE STATEMENT

Framework of processing the task related to

- Reservations
- Room Assignment
- Guest Check in and registration
- Guest accounting
- Credit verification
- Guest check outs and verification of accounts
- Maintain records
- Prepare reports and statistics
- Maintaining control procedure
- Front Office system covers computer systems that include personal computers, printers, scanners, keyboard and mouse, and storage media such as pen drives and other forms of storage. Software used must include PMS system but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

Tools, equipment and materials required may include:

- Storage device
- Different software and hardware (Eg: Opera)
- Personal computers system
- Laptop computers
- Printers
- Scanners
- Keyboard
- Mouse
- Compressed storage devices

ASSESSMENT GUIDE

Forms of assessment

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

- Observation
- Questioning
- Practical demonstration

Assessment contents

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

Critical aspects (for assessment)

Assessment must show that the candidate:

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

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Office ergonomics of keyboard and computer use • Main functions of computers and basic features of Hotel Operating Systems • Main parts of a computer • Storage devices and basic categories of memory • Relevant software • General security and computer Viruses 	<ul style="list-style-type: none"> • Reading skills required to interpret work instruction • Communication skills • Keyboard skills

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Unit 10

UNIT TITLE	Welcome guest				
DESCRIPTOR	This unit covers the steps of creating a good first impression and the basics of receiving and welcoming guest to hotel.				
CODE	TOU04S1U05V2	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Create First Impression	1.1 Main points of creating a good first impression explained. <ul style="list-style-type: none"> ○ Welcoming phrases ○ Politeness & etiquette ○ Cultural considerations
2. Prepare for guest arrival	2.1 Check in process and activities demonstrated <ul style="list-style-type: none"> ○ Receiving and registration ○ Allocating room ○ Secure advance payment ○ Provide information ○ Complete check-in ○ Open guest bill
3. Follow Check-in Procedure	3.1 Guest received as per the procedure of the establishment 3.2 Meet and greeted as per the standard of the establishment
4. Demonstrate Hotel Credit Policy	4.1 Method of payment explained 4.2 Payment preference confirmed 4.3 Credit arrangement described 4.4 Advance payment collected

RANGE STATEMENT

A prospective customer can be won or lost by their first impression of how you treat. There is only one chance to create a good first impression, so its is vital that you create a good one

- Tips for making a positive first impression
- Create a warm welcome
- Welcome phrases
- Politeness and etiquette
 - Good manners
 - Pleasantness
- Cultural considerations
- Welcoming VIPS and CIPs

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit could be class room or simulated workplace activities

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects on creating a good first and last impression of the hotel (establishment)

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to win or lose a customer due to the way we approach to customer on the initial contact.

Assessment conditions

It is preferable that assessment reflects a process rather than an event and implement basic procedures for receiving and welcoming guest to the hotel

Tools, equipment and material used in this unit may include

- None

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• General knowledge of Oral communication• Identify the target markets of the hotel• Understand Customer profile information• Procedure followed on providing courteous service	<ul style="list-style-type: none">• Undertake personnel presentation• Promote “can do” attitude towards helping customers• Adopt techniques which makes favorable first impressions of the hotel.

Unit 11

UNIT TITLE	Control room keys				
DESCRIPTOR	This unit describes procedure for controlling room key, explain the function of master key and understand the security of handling room keys				
CODE	TOU04S1U06V2	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Hotel key system	1.1 Hotel key system explained <ul style="list-style-type: none">○ Manual key○ Electronic keys
2 Issue room key	2.1 Key issuing policy explained <ul style="list-style-type: none">○ Issue key for individual○ Issue key for groups
3 Demonstrate Key Control	3.1 Hotel Safety measures explained 3.2 Key issuing procedure demonstrated 3.3 Key encoded as per hotel procedures. 3.4 Key collected from departing guest 3.5 Suspicious guest movements explained 3.6 Hotel safety threats identified

RANGE STATEMENT

Regardless of who carries out the hotel key system, there is a need to implement some control system to ensure keys are issued to authorized persons only.

- Hotel key systems
 - Manual keys
 - Electronic keys or key cards
- Issuing Room keys
 - To groups
 - To individual guest
- Hotel policy on controlling room keys

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit could be class room or simulated workplace activities

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which describes on the procedure for issuing and controlling guest room keys. Explain the function and use of hotel Master key.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to understand that good security starts from Front Desk or Reception.

Assessment conditions

It is preferable that assessment reflects the events on importance of security procedures in handling room keys.

Tools, equipment and material used in this unit may include

- Room Key or key cards
- Mater key
- Key encored Machine

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Know the security procedure of the hotel• Identify the hotel guest• Understand Customer profile information• Procedure followed on providing courteous service	<ul style="list-style-type: none">• Undertake security measures of the establishment• Able to follow security check of the guest before issuing the key• Adopt techniques to be careful on taking personnel responsibilities towards the safety of the guest

Unit 12

UNIT TITLE	Handle guest luggage				
DESCRIPTOR	This unit covers the receiving of guest luggage for both arrival and departure and storing them.				
CODE	TOU04S1U07V2	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Receiving of Luggage	1.1 Luggage collecting procedure explained <ul style="list-style-type: none">○ Incoming (new arrival) luggage○ Identify & tagging○ Collecting departure guest luggage 1.2 Lost luggage receiving from airline procedure explained
2 Distribute guest luggage	2.1 Luggage distribution performed according to the organizational procedures
3 Demonstrate the process of Luggage Storage (recording /tagging)	3.1 Luggage information recorded in logbook/sheet/or PMS system 3.2 Luggage for individual or group of guest separated as per arrival or departure time of guest 3.3 Luggage delivered to appropriate guest.

RANGE STATEMENT

Collecting and distributing of guest luggage are an important customer relations exercise. Candidate who undertakes this job should be aware of its importance. Having a standard procedure to handle guest belongings will ensure that every candidate knows what to do and how to do it.

- Introduction
- Handle luggage
- Give Directions
- Interdepartmental communication
- Entering of guest rooms
- Thanking guest
- Accompanying guest to transport
- Record keeping of guest luggage

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit could be class room or simulated workplace activities

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which describes on the procedure for handling guest luggage.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to understand that carelessness will lead to damage and lost of guest property and the image of the hotel.

Assessment conditions

It is preferable that assessment reflects the events on importance of handling guest luggage.

Tools, equipment and material used in this unit may include

- Note pads or log book
- Pens
- Arrival/ Departure list
- Buggy or luggage cart
- Luggage tag

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Know the security procedure of the hotel• Identify guest belongings• Procedure followed on tagging the luggage• Procedure followed on entering occupied and vacant rooms.	<ul style="list-style-type: none">• Undertake security measures of the establishment• Able to follow security check of the guest before issuing the key• Adopt techniques to be careful on taking personnel responsibilities towards the safety of the guest

Unit 13

UNIT TITLE	Handle hotel voucher				
DESCRIPTOR	This unit covers the documentation of confirming the hotel booking for third party reservations.				
CODE	TOU04S2U08V2	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Read Hotel Voucher	1.1 Arriving guest groups or categories identified. 1.2 Hotel Voucher acceptance explained 1.3 Agents who should submit voucher identified as per establishments procedures.
2 Check information on Voucher	2.1 Voucher information obtained and compared to the information on arrival list
3 Inform discrepancies to guest	3.1 Information auditing of voucher demonstrated 3.2 Voucher information recorded.

Range Statement

Preparation may include:

- Identify reservations detail of guest and agents who need to submit the vouchers
- Prepare arrival list
- Identify the correct vouchers for the services booked.

Information on voucher may include but are not limited to

- Name/company
- Contact details
- Arrival and departure of guest
- Length of stay
- Type of accommodation required/bed configuration
- Special requests

Tools, equipment and material used may include

- Registration cards
- Sample voucher
- Pen and note pads

ASSESSMENT GUIDE

Form of assessment

Competency may be assessed through:

- Case studies to collect voucher and process the documentation for different customer scenarios.
- Review of front office records, reports

Assessment context

Assessment may be done in the workplace or simulated workplace setting

Critical aspects

Assessment requires evidence that the candidates:

- Demonstrated skills in checking the information on vouchers
- Demonstrated ability to check arrival details, allocate rooms and inform concerned departments on special arrangements in accordance with service voucher detail

Demonstrated ability to complete guest registration, and reporting documentation accurately in accordance with established standards

Assessment Conditions

Assessments will take place under the direct supervision of assessors whose expertise is recognized by the Maldives Accreditation Board. Trainees will be permitted adequate time and they will be provided required materials and privacy.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• General knowledge of reservations detail• General knowledge of handling vouchers• General knowledge of handling unexpected arrivals• General knowledge of handling guest files and documents	<ul style="list-style-type: none">• Skills of written and oral communication• Computer skills• Interpersonal skill• Record keeping skill• Skills in processing items and equipment's needed for different types of tasks of Front Office

Unit 14

UNIT TITLE	Handle guest enquiries				
DESCRIPTOR	This unit covers the competencies required to provide information and services to customers <ul style="list-style-type: none"> ○ General inquires of the establishment ○ Current affairs of the country (tourism industry knowledge) ○ Communicate on emergency situations 				
CODE	TOU04S1U09V2	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Greet customer	1.1 Customer greeting demonstrated 1.2 Telephone answered as per establishment procedures
2 Identify requirement	2.1 Opened ended questions asked 2.2 Information needed identified and recorded.
3 Provide hotel information	3.1 Information sources identified 3.2 Telephone enquiries (internal/external) answered as per establishment procedures 3.3 Reservations inquires answered as per establishment procedures 3.4 Activities of the establishment explained 3.5 Establishment policy on providing Information for third party explained
4 Deal with guest enquiry	4.1 Types of guest inquiry identified 4.2 Information accuracy assed 4.3 Establishments procedure on dealing with general enquiries explained
5 Response for emergency	5.1 Meaning of emergencies scenarios described 5.2 Emergency situations identified and appropriate actions taken promptly as per standard operating procedure 5.3 Follow up on emergency scenarios demonstrated

Range Statement

Competencies in this unit may be performed in a front office / specified area where customers are received and information provided relevant to the organization or person contacted. This work may be performed individually or as a member of a team.

Tools, equipment and materials required may include:

- Organizational manuals (circulars/ organizational charts/ list of site maps)
- Leaflets, brochures
- Company advertisements
- Communication equipment
- Computer, printer with relevant accessories
- Telephone
- Sign boards
- Registers
- Annual reports
- Organizational guidelines
- Circulars
- Memorandum (memo)
- Checklist
- Telephone directories (internal / external)
- Standard operating procedure (SOP)
- International Organization for Standardization (ISO)

ASSESSMENT GUIDE

Form of assessment

Assessment for this competency unit needs to be holistic and must include real or simulated workplace activities

Assessment context

The assessment of practical skills must take place on the job or in a simulated work environment

Critical aspects

Assessment requires evidence that the candidates:

- Demonstrated skills and abilities
 - in giving information to different types of guests within enterprise acceptable time frames
 - in handling telephone calls in accordance with established standards
 - on environment that includes industry-current news and information

Assessment conditions

This assessment contains knowledge as well as competence that reflects on oral written examination

Assessments will take place under the direct supervision of assessors Trainees will be permitted adequate time and they will be provided required materials and privacy.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• General knowledge of establishment• General knowledge on safety and privacy of guest• General knowledge on Tourism industry information	<ul style="list-style-type: none">• Communication skill; read, write and speak• Interpersonal skills

Unit 15

UNIT TITLE	Handle guest valuables				
DESCRIPTOR	This unit identifies different types of hotel safekeeping. Receiving goods for safe deposit and how to handle lost & found property as per the establishment procedures.				
CODE	TOU04S1U10V2	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Accept goods for safe keeping	1.1 Common systems of safekeeping explained <ul style="list-style-type: none"> ○ Safe deposit box ○ Deposit envelopes ○ In-room Safe
2 Policy on Safe keeping of Valuables	2.1 Establishment policy on safe deposit box and lost & found explained 2.2 A lost and found register is established and maintained 2.3 A description and relevant details of the lost or found item are recorded and verified with appropriate person(s) 2.4 Found items are tagged and filed in order in a designated location in accordance with organisational requirements
3 Handle Lost & found items	3.1 Lost & found procedure of the establishment explained to guest at check-in 3.2 Lost items are investigated and traced in accordance with organisational policies and procedures. 3.3 Claimed items are signed for and dated by claimant and identification verified in accordance with organisational requirements

Range Statement

Organisational requirements may relate to:

- Legal and organisational policy and procedures including personnel practices and guidelines
- Legislation relevant to the operation, incident and / or response
- Employer and employee rights and responsibilities
- Quality and continuous improvement processes and standards
- Occupational Health and Safety policies, procedures and programs
- Duty of care, code of conduct, code of ethics
- Records keeping systems and processes
- Communication channels and reporting procedures

Relevant details may include:

- Location
- Date
- Time
- Color and shape

Appropriate persons may include:

- Supervisors, managers
- Colleagues
- Members of the staff
- Clients
- Designated human resource personnel

Designated locations may include:

- Cupboard / storage facility
- Safe facilities

Tools, equipment and materials required may include:

- Lost and found forms
- Register

ASSESSMENT GUIDE

Forms of assessment

Assessment for this competency unit needs to be holistic and must include real or simulated workplace activities

Assessment context

- Continuous assessment in the workplace, taking into account the Range Statement affecting performance
- Self-assessment on the same terms as those described above

Critical aspects (for assessment)

Assessment must show that the candidate:

- Effectively communicate and record information regarding lost and found items and establishment's procedure followed
- Receive and record information as per the Standard procedures
- Identify prohibited or hazardous items take appropriate action

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Basic problem-solving strategies• Safety & security procedures• Rules for the identification and handling of dangerous and prohibited goods• Organisational procedures and guidelines appropriate to own role, responsibility and delegation• Reporting procedures and documentation requirements and processes•	<ul style="list-style-type: none">• Accurately record and report information• Apply active listening and questioning techniques• Collate and organise information and items• Communicate effectively with people from different social, cultural and ethnic backgrounds and various physical and mental abilities• Communicate in a clear and concise manner• Prepare statements and write reports

Unit 16

UNIT TITLE	Handle complaints				
DESCRIPTOR	This unit covers the causes of guest complaint, dealing with difficult customers and record keeping of complaints.				
CODE	TOU04S2U11V2	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Understand the nature of complaint	1.1 Causes of complaints identified. 1.2 Customer requests attended to as per organizational procedures 1.3 Responsibility for handling complaints explained
2 Receive complaint	2.1 Different techniques and skills of handling complain explained <ul style="list-style-type: none"> ○ Lisening skills ○ Identfyng important points ○ Sympathise ○ Thanking customer ○ Cause of action identified 2.2 Record keeping followed as per establishment procedure
3 Record keeping	3.1 Facts and figures explained 3.2 Supporting documents gathered as per establishment procedures 3.3 Related inquiries identified and completed 3.4 Suggestions and recommendations communicated to the concerned areas of the organization.

Range Statement

This unit looks at complaints as a way of improving services and opportunities to build customer relationship. It discusses the reasons for guest complaints and practices methods of handling complaints as per organizational procedures.

Tools, equipment and materials required may include:

- Log books
- Pen and note pads
- Standard Operational Procedures of the organization

ASSESSMENT GUIDE

Form of assessment

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

Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, and environmental constraints.

Critical aspects (for assessment)

It is essential that competence in this unit signify the ability to transfer competence of different personnel skills on changing circumstances and to respond appropriately.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances.
- Specifications and work instructions followed

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Knowledge of complaints• Knowledge of complaints and best practice of handling complaints	<ul style="list-style-type: none">• Competent in dealing with customer complaints and ability to understand and interpret communications• Ability to deal with complaints of different natures and handle disputes as per organizational procedures• Interpersonal skills

Unit 17

UNIT TITLE	Check out guests				
DESCRIPTOR	This unit covers the preparation, presenting, explanation of guest bill and accepting payments				
CODE	TOU04S1U12V2	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Prepare for guest check out	1.1 Checkouts organized for different types of guest <ul style="list-style-type: none"> ○ Individual check outs ○ Group Check outs 1.2 Bill prepared, presented and explained to guests 1.3 Supporting bills copies gathered for inspection of the guest 1.4 Payment collected as per hotel procedures
2 Accept the payments	2.1 Cash accepted counted in front of the customer 2.2 Legality of the cash Identified 2.3 Cash balance identified and delivered 2.4 Due amount on guest bill announced 2.5 Credit Card accepted by the establishment explained 2.6 Credit cards security features identified 2.7 Signature on card checked 2.8 Foreign currency buy and sell
3 Guest check out from the system	3.1 Balance on guest folio explained 3.2 Messages and information on guest account completed 3.3 Final payment on guest folio posted. 3.4 Express checkouts explained 3.5 Group checkout followed in accordance with establishment procedures

Range Statement

Procedures:

- Check out procedures
- Money handling procedures

Accounting procedures may include but are not limited to

- Credit card payments
- Pre-payments (full payment)
- Deposits (partial payment)
- Vouchers and discount rates
- Group rates
- Issuing of receipts
- Refunds
- Checking of final guest accounts
- Payments for additional services such as phone calls, meals, mini-bar
- Issuing of receipts
- Send-bill arrangements

Guest folio balances altering may include:

- Transfer of guest balances to second party
- Transfer guest balances to city ledger
- Waive error charges from guest folio
- Settling deposit in guest folio

Tools, equipment and materials required may include:

- Cash float
- Computers
- Credit card machines
- Printers
- Credit cards
- KOT and BOT
- Resort stamp with paid
- Safe deposit box
- Money count machine
- Money checking machines
- Travelers' cheques
- PMS.

ASSESSMENT GUIDE

Form of assessment

- Assessment for this competency unit needs to be holistic and must include real or simulated workplace activities
- Evidence of performance can be obtained from supervisors of the trainees or if a hotel is being used the guests can also provide this information

Assessment context

The assessment of practical skills must take place on the job or in a simulated work environment

Assessment conditions

Assessments will take place under the direct supervision of assessors. Trainees will be permitted adequate time and they will be provided required materials and privacy.

Critical aspects

- Identification of legality of currency
- Use of applicable exchange rates
- Accuracy of checking the calculations and numbers
- Establishment of identity of the holder in case of travellers cheques
- Record keeping and updating of accounts

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Hotel procedures for cashiering, • Different currencies and their special marks to identify the legality • Exchange rates • Basic knowledge on accounting • General knowledge of using credit card and card machines • General knowledge of all types of payment • General knowledge of cashiering in line with international rules and regulations • General knowledge of check out, individual, group, express check out 	<ul style="list-style-type: none"> • Written and oral communication skills • Ability to do accurate calculations • Ability to use card machines • Ability to use cash counting machines • Ability to prepare cash balances and reports • Computer skills • Interpersonal skills

Unit 18

UNIT TITLE	Hand over at End of the shift				
DESCRIPTOR	This unit covers performing end of the shift handing over and follow up tasks.				
CODE	TOU04S1U13V2	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Prepare Shift task list	1.1 Unfinished work of the shift Identified <ul style="list-style-type: none">○ Special request○ Late arrival/departures○ Urgent messages○ Special incidents○ Tidying up
2 Prepare To-do list	2.1 To-do list function described 2.2 To-do list priority categorized
3 Prepare Hand over check list	3.1 Information on activities of the duty shift gathered for handing over meeting 3.2 Task completed record maintained

Range Statement

Competencies related to this unit may be performed by an individual working alone or as a member of a team, and may perform at different times of the day. This unit explains the handing over process at the end of the shift.

Tools, equipment and materials required may include:

- Handover sheets
- Guest activities sheets
- Any other documents

ASSESSMENT GUIDE

Form of assessment

Assessment for this competency unit needs to be holistic and must include real or simulated workplace activities

Assessment context

The assessment of practical skills must take place on the job or in a simulated work environment

Critical aspects

This unit may be assessed after the student has fully achieved the assigned task of a duty.

Assessment conditions

Assessments will take place under the direct supervision of assessors. Trainees will be permitted adequate time and they will be provided required materials and privacy.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• General knowledge of the reception work• Hotel procedures for shift handover• Task completion and follow up	<ul style="list-style-type: none">• Communication skill; read, write and speak• Interpersonal skills• Record keeping skills

Unit 19

UNIT TITLE	Operate computerized reservations system				
DESCRIPTOR	This unit of competency deals with the skills and knowledge required in using a computerized reservations system to create bookings for a range of tourism or hospitality services.				
CODE	TOU04S2U01V2	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Computerize reservation system is operated based on property standards.	1.1 Reservation system is accessed and accurately interpreted 1.2 All system features are used to access a range of information
2. Create and process reservations	2.1 Availability of the required booking is checked in accordance with the system functions and requirements 2.2 New reservations are encoded using the format required by the computer system 2.3 Bookings are retrieved as required, using the format required by the computer system 2.4 Updates and amendments to reservations are made and stored in the system 2.5 Any required reservation details are downloaded and printed
3. Send and receive reservation communications	3.1 Internal communications are created-using the required features of the system 3.2 Communications from industry colleagues are accessed and correctly interpreted at the appropriate time

Range Statement

Information:

- Costs of any tourism service
- Airfares
- Airport taxes
- Availability of products or services
- Size of vehicles
- Product information
- Product rules
- Payment requirements
- Health requirements
- Customs and immigration requirements
- General industry information

Updates and amendments to reservations:

- Adding additional customers
- Splitting an existing reservation
- Canceling the booking
- Changing the itinerary by adding or deleting products or services
- Changing customer names
- Changing arrival/departure dates
- Cross referencing multiple bookings
- Entering invoicing details
- Entering payment details
- Entering ticketing or voucher details

Industry colleagues:

- Any product or service provider with whom the reservation is being made
e.g. airline, travel agent, tour operator
- Other establishment departments which need access to reservations information

ASSESSMENT GUIDE

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

- Evaluation of integrated activities completed by the candidate.
- Direct observation of the candidate using the various features of a computerized reservations system.
- Evaluation of booking data generated by the candidate in response to different customer situations
- Written and oral questioning or interview to test knowledge of the role of computerized reservations systems within the industry
- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
- Third party reports completed by supervisor
- Project and assignment work

Assessment context

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

Critical aspects

Evidence of the ability to:

- Demonstrated ability in operating a computerized reservations system to process multiple product booking.
- Demonstrated ability to accurately make, process and update reservations for a range of tourism products and services
- Demonstrated ability to send and receive reservations communication to relevant industry colleagues
- Demonstrated completion of reservation activities within timeframes and constraints that reflect typical industry practice

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Role of Computerized Reservations System (CRS) within the tourism industry• Range of products and services offered by CRS• Procedures and codes required to enter and exit a system• Mandatory fields• Requirements for specific formatted entries	<ul style="list-style-type: none">• Basic keyboarding skills• Encoding and decoding common CRS entries• Procedures for confirming, storing and retrieving reservations• Procedures for amending and canceling reservations• Procedures for sending and receiving messages• Operating a computerized reservations system to process multiple product bookings

Unit 20

UNIT TITLE	Receive and process reservations				
DESCRIPTOR	This unit of competency deals with the skills, knowledge and attitude required to receive and process reservations for a tourism or hospitality product or service offered for sale through agents or direct to the consumer.				
CODE	TOU04S2U02V2	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Receive reservation request	<p>1.1 Customer making a reservation is acknowledged using property standards</p> <p>1.2 Availability of room requested is determined</p> <p>1.3 Alternatives, including waitlist options, are offered if requested booking is not available</p> <p>1.4 Inquiries regarding rates and other product features are accurately answered</p>
2. Record details of reservation	<p>2.1 Complete customer details are accurately recorded in the system</p> <p>2.2 Guest profile or history if available, is checked and used to in making the reservation</p> <p>2.3 Special requests are clearly recorded in accordance with established requirements</p> <p>2.4 Reservation details of customer bookings are completed, explained and confirmed to the customer</p> <p>2.5 Reservations are filed according to property standards</p> <p>2.6 Documents and other materials are prepared and issued to the customer in accordance with the requirements of the specific reservation</p>
3. Update reservations	<p>3.1 Payments and deposits of the reservation is accurately recorded or updated in accordance with property standards</p> <p>3.2 Amendments or cancellations of reservations are received, processed and recorded in accordance with customer request and property standards.</p>
4. Advise others on reservation details	<p>4.1 General and specific customer requirements and reservation details are communicated to appropriate departments and colleagues</p>

	4.2 Follow up on customer request and ensure that all specific requirements in his reservation details are addressed prior to guest arrival.
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Range Statement

Reservation:

Reservations may be received and processed by a range of tourism sectors such as:
Tour operators

- Travel agencies
- Travel websites
- Reservations may be received and processed by a range of tourism sectors such as:
 - Tour operators
 - Travel agencies
 - Travel websites
- Reservation systems may be:
 - Manual
 - Computerized
- Reservations may be made by:
 - Telephone
 - Website
 - E-mail
 - Face-to-face
 - Internet
- Reservations may be for:
 - Individuals
 - Groups
 - Corporate
 - Government Agencies
 - VIP's
 - Conference delegates

1.5 Completed reservation includes:

- Documents issued which may include:
 - Credit notes
 - Invoices
 - Confirmation letter
 - Confirmation number
 - Receipts
 - Vouchers
- Deposits attained from customers
- Form of settlement

ASSESSMENT GUIDE

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

- Direct observation of the candidate using reservations systems, including the ability to process different types of reservations confirm bookings, and update or reservations.
- Oral questioning or interview to test knowledge of the principles which underpin reservations procedures and the relationships among the different operating departments of the establishment.
- Third-party workplace reports of on-the-job performance by the candidate, which may include destinations, products, quotations, ticketing, reservations documentation, booking data, and special guest requirements
- Demonstration/role play on handling guest inquiries and special requests, confirming reservations, and offering alternatives when requested booking is not available

Assessment context

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

Critical aspects

Evidence of the ability to:

- Demonstrated skills in receiving and processing reservations for multiple product booking according to property standards
- Demonstrated ability to offer alternatives according to guest needs
- Demonstrated ability to decline or cancel reservation.
- Demonstrated ability to record, confirm and file customer details including special requests or requirements in accordance with established systems and procedures
- Demonstrated ability to advise other departments of the establishment on relevant reservation details

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">○ Product knowledge as appropriate to the specific industry sector.○ Reservations and bookings terminology○ Relationships between different sectors of the tourism industry in relation to reservations and bookings including sources of reservations○ Principles which underpin reservation procedures	<ul style="list-style-type: none">○ Communication Skills○ Telephone skills○ Negotiation skills○ Skills in receiving and processing reservations for multiple product bookings and in response to differing customer needs○ Skills in reservation documentation○ Processing reservation requests, and issuing of documentation within timeframes and constraints that reflect typical industry practice

Unit 21

UNIT TITLE	Conduct Events & Excursions				
DESCRIPTOR	This unit covers arrangement of all carrying out services for different events, excursions and dining. The unit will also cover how to handle necessary arrangements required for cancelled bookings for excursions and dining				
CODE	TOU04S2U03V2	Level	4	Credit	9

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Deal with Enquiries	1.1 Information provided for events and excursions 1.2 Booking enquiries are recorded and communicated to related departments 1.3 Special request made by guest are identified and informed to relevant department
2. Plan & execute extra activities	2.1 Events & excursion arrangements requirement identified 2.2 Events and excursion itinerary prepared. 2.3 Booking terms and conditions identified 2.4 Safety concerns identified 2.5 Booking reservation documents prepared
3. Demonstrate the process for Terms and conditions of activities	3.1 Disclaimer on participating events and excursion explained. 3.2 Written documents produced for participants signatory 3.3 Risk of accidents avoided

Range Statement

- Arrangements may include Spa, Excursion, Diving, Water Sports or Food & Beverage or any other special arrangement
- Necessary information can be defined as the prices for various excursions, information of all the excursions, cancellation procedure of excursions and destination dining, types of destination dining, rates of destination dining.
- Follow up selling procedures of the company

Tools, equipment and materials required may include:

- Rates sheet of excursions
- F&B Menus
- Policy & procedures for cancelling reservations for excursions
- Excursion Booking sheets, Information of all the excursions

ASSESSMENT GUIDE

Form of assessment

Continuous and holistic assessment is suitable for this unit.

Assessment context

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

Critical aspects

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

- Possess effective sales technique when offering excursions and dining.
- Be able to customize excursion and dining in accordance with the company procedure
- Able communicate with departments with the arrangements required to the excursions and dining.

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Knowledge of dealing with customers requests• Knowledge of all the activities which can be prearrange or all the service available for guest• Knowledge of up selling techniques	<ul style="list-style-type: none">• Competent to perform the effective sales technique• Communicate effectively with guests during excursions• Interpersonal skills• Customer service skills• Up selling skills

Unit 22

UNIT TITLE	Provide visitor information				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to access general information on facilities, products and services available in the local area and to provide this to visitors.				
CODE	TOU04S2U04V2	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Access and update visitor information	<p>1.1 Sources of visitor information are identified and accessed</p> <p>1.2 General information is obtained on local facilities, products and services to meet different visitor needs.</p> <p>1.3 Information is shared with colleagues to support the efficiency and quality of service</p> <p>1.4 Opportunities to update and maintain local area knowledge are identified and used</p>
2. Provide information to visitors.	<p>2.1 Specific information and assistance needs of visitors, including those with special needs are identified.</p> <p>2.2 Provided appropriate scope and depth of information to meet visitor needs.</p> <p>2.3 Identified and used opportunities to promote internal products and services.</p>
3. Seek feedback on information provision.	<p>3.1 Proactively seek visitor feedback to ensure required information has been provided.</p> <p>3.2 Procedures are followed for any formal visitor evaluation.</p> <p>3.3 Provided information on visitor feedback to relevant colleagues.</p>

Range Statement

Sources may include:

- brochures
- library
- local people, including local identities with specialised knowledge
- local visitor guide booklets
- maps
- online reservations systems
- organisation information
- principal supplier of the product
- product library
- social media websites
- state or territory government tourism authority information systems
- supplier of the product
- the Internet
- timetables.

Visitor information may include:

- accommodation options
- visitor attractions

reading:

- brochures
- leaflets
- local newspapers
- staff noticeboards
- talking and listening to colleagues and customers
- using personal observation or exploration

ASSESSMENT GUIDE

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

- direct observation, using role plays, to assess the individual s ability to use local knowledge to answer a variety of customer questions
- projects and activities to source and obtain current, accurate and relevant local information

- written or oral questioning to assess knowledge of sources of information on the local area, facilities and general products available
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context

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

Critical aspects

Assessment conditions

Evidence of the ability to:

- respond to multiple and diverse customer requests and provide local area information to meet their needs
- source accurate and current information on the local area
- integrate knowledge of the local area when providing general information.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • sources of information on the local area, facilities and general products available • sources of information on organisational products and services • major local attractions and events, transport options and general visitor facilities. 	<ul style="list-style-type: none"> • communication skills to interact in a friendly and courteous way with customers and to promote local products and services • learning skills to continuously update local area knowledge • literacy skills to read and comprehend product and local area information • problem-solving skills to identify knowledge deficiencies and seek information to satisfy visitor enquiries • teamwork skills to share local area information with colleagues and provide internal feedback.

Unit 23

UNIT TITLE	Demonstrate sales technique and product knowledge				
DESCRIPTOR	This unit explains different elements of selling process. Describe hotel products and services to make sales.				
CODE	TOU04S2U05V2	Level	4	Credit	9

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Demonstrate the purpose and methods of selling	1.1 Different elements of selling process explained a. Personnel selling b. ABC of selling c. Telephone sales d. Correspondence for sales e. Selling Aids. 1.2 Sales technique effectively applied
2 Demonstrate product knowledge	2.1 Uniqueness of hotel product identified a. Accommodation b. Room facilities c. Food & beverage d. Entertainment e. Other facilities
3 Give directions	3.1 Local service providers identified and located 3.2 Local transport system and direction explained 3.3 Appropriate guidance provided for local attractions

Range Statement

Types of selling;

- Personnel selling
- ABC of selling
- Telephone sales
- Correspondence for sale
- Selling Aids

Products;

- Accommodation
- Room facilities
- Food & beverage

- Entertainment
- Other facilities

ASSESSMENT GUIDE

Form of assessment

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

Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, and environmental constraints.

Critical aspects (for assessment)

It is essential that competence in this unit signify the ability to transfer competence of different personnel skills on changing circumstances and to respond appropriately.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances.
- Specifications and work instructions followed

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Knowledge of sales and products 	<ul style="list-style-type: none"> • Competent in dealing with customer and ability to understand and interpret communications • Ability to deal with complaints of different natures and handle disputes as per organizational procedures • Interpersonal skills

Unit 24

UNIT TITLE	Enhance customer service experiences				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to provide professional and personalized customer service experiences. It requires the ability to determine and meet customer preferences, develop customer relationships, respond to difficult service situations and take responsibility for resolving complaints.				
CODE	TOU04S2U06V2	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Provide a quality service experience.	1.1 Determined and confirmed customer preferences, needs and expectations. 1.2 Advised customers about appropriate products and services to meet their needs. 1.3 Anticipated customer preferences, needs and expectations throughout the service experience. 1.4 Promptly provided products and services with professional and personalized service to meet individual preferences. 1.5 Offered extras and add-ons and provided tailored and additional products and services. 1.6 Liaised with team members and suppliers to ensure efficient service delivery. 1.7 Shared customer information with team members to ensure quality service.
2. Proactively respond to difficult service situations	2.1 Identified problems with products and services and took immediate action to address before provision to customer. 2.2 Anticipated delays in product and service provision and regularly updated customer on expected outcomes. 2.3 Advised customers of alternative products and services. 2.4 Proactively compensated for service difficulty in line with own level of responsibility and organisational policy. 2.5 Provided ongoing internal feedback on service issues and suggest improvements.
3. Resolve customer complaints.	3.1 Used questioning techniques to establish and agreed on nature, possible cause, and details of the complaint. 3.2 Assessed impact on customer.

	<p>3.3 Took responsibility for resolving complaints in a professional manner and used communication techniques to assist in their management.</p> <p>3.4 Determined options to resolve complaints and promptly analyzed and decided on optimal solutions, took organisational constraints into account.</p> <p>3.5 Acted swiftly to resolve complaints and prevented escalation, in consultation with customer and to customer satisfaction.</p> <p>3.6 Turned complaints into opportunities to demonstrate high quality customer service.</p> <p>3.7 Provided internal feedback on customer complaints and feedback and required follow-up in order to avoid future occurrence.</p> <p>3.8 Reviewed and evaluated complaints and solutions to enhance response to future issues</p>
<p>4. Develop customer relationships.</p>	<p>4.1. Promoted repeat business by offering promotional services according to individual empowerment and organisational policy.</p> <p>4.2. Maintained customer profiles to enhance service delivery.</p> <p>4.3. Provided personalized service to customers in a professional manner that builds repeat business.</p> <p>4.4. Provided tailored products and services based on customer profile.</p>

Range Statement

Customer preferences, needs and expectations:

may be determined by:

- active listening
- observation
- questioning
- recognition of non-verbal signs

may include:

- assistance
- comfort
- courtesy
- empathy and support
- emergency support
- friendliness
- new experiences

- prompt service
- special requests
- value for money

may be related to:

- age
- gender
- prior knowledge
- social and cultural characteristics
- special needs.

Customers may include:

- business to business
- corporate
- online
- the media
- retail

internal:

- colleagues
- managers
- members of a team
- staff from other departments
- new or regular
- visitors

Extras and add-ons may include:

products not requested by the customer but identified as a good fit, including:

- special offers or packages
- storage for luggage after check-out

Compensate for the situation may involve:

considering the:

- financial constraints of the organisation
- profitability of the sale

provision of some or all services:

- free of charge
- at reduced rate

provision of:

- special attention during the service period
- special customer service delivery on next attendance.
-

ASSESSMENT GUIDE

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

- direct observation, using role plays, to assess the individual's ability to determine different customer service needs and expectations, liaise with team members to ensure efficient service delivery.
- resolve customer complaints
- use of problem-solving exercises so the individual can identify reasons for difficult service situations and provide suggested solutions
- written or oral questioning to assess knowledge of:

Assessment context

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

Critical aspects

Evidence of the ability to:

- provide professional and personalised customer service experiences on multiple occasions to meet the expectations of a variety of customers
- communicate with a diverse range of customers including those with special needs to provide a total quality service experience
- resolve difficult service situations and customer complaints within designated times
- demonstrate knowledge of professional service standards expected of service industry personnel
- complete service within commercial time constraints and designated response times so that all customers are served effectively.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • principles and benefits of enhanced customer service experiences and positive communication • techniques to anticipate customer preferences, needs and expectations throughout the service experience • conflict resolution techniques 	<ul style="list-style-type: none"> • communication skills to determine customer needs and preferences through observation, questioning and active listening • discuss service difficulties with team members and suppliers • use probe questioning to gain information, clarify ambiguities

<ul style="list-style-type: none">• value of staff and customer feedback in enhancing service delivery• for the specific industry sector:• professional service standards expected of service industry personnel• attitudes and attributes expected by the service industries to work with customers• accepted service standards and rituals•• different customer service needs and expectations• types of customer loyalty programs• the essential features and usage of the customer data base• for the particular organisation:• designated response times for providing service and resolving complaints• customer service policies and procedures including those for complaint handling• promotional services offered.	<p>and adequately understand customer complaints</p> <ul style="list-style-type: none">• initiative and enterprise skills to:• offer additional services and products• proactively compensate for service difficulties• literacy skills to:• read and interpret policies and procedures• write entries into customer service data bases• numeracy skills to calculate the cost of products and services, estimate profitability and consider the cost of customer compensation• problem-solving skills to identify and resolve difficult service situations and customer complaints• self-management skills to take responsibility for customer service outcomes• teamwork skills to share customer information with team members to ensure efficient service delivery• technology skills to use computers and data bases that manage customer profiles and promotional activities.
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Unit 25

UNIT TITLE	Arrange departure and bid farewell				
DESCRIPTOR	This unit covers the organizing of appropriate transportation; follow procedure on thanking the guest, getting feedback and bid farewell for guest.				
CODE	TOU04S2U07V2	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Arrange Departure transfer	1.1 Departure lists prepared and checked for accuracy 1.2 Departure list send to relevant departments 1.3 Mode of transport and identified and arranged. 1.4 Porters responsibility explained 1.5 Keys/electronic cards recovered from guests and processed correctly 1.6 Requests for assistance with departure attended
2 Appreciate guest	2.1 Thanking guest demonstrated. 2.2 Appropriate language used for appreciation of guest stay
3 Guest comments collected	3.1 Questions asked guest satisfaction identified 3.2 Hotel policy on soliciting guest comments (good or bad) explained.
4 Guest escorted to jetty and bid farewell	4.1 Guests escorted to jetty and farewell as per establishments procedure 4.2 Personnel assistance provided on boring guest to transport vessels. 4.3 Transport safety information session conducted.

Range Statement

Competencies related to this unit may be performed by an individual working alone or as a member of a team, and may perform at different times of the day.

Assistance with departure may include but are not limited to:

- Organizing transport
- Collecting feedback

Tools, equipment and materials required may include:

- Departure list
- Boat/ launch/
- Sea plane

ASSESSMENT GUIDE

Form of assessment

Assessment for this competency unit needs to be holistic and must include real or simulated workplace activities

Assessment context

The assessment of practical skills must take place on the job or in a simulated work environment

Critical aspects

Assessment requires evidence that the candidates:

- Demonstrated skills and ability
 - In arranging departures for different types of guests
 - To demonstrate interpersonal communication with others departments
 - To complete guest check-out, reporting documentation accurately in accordance with established standards

Assessment conditions

Assessments will take place under the direct supervision of assessors Trainees will be permitted adequate time and they will be provided required materials and privacy.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• General knowledge about manual handling of heavy items such as bags• Hotel procedures for escorting and bidding farewell	<ul style="list-style-type: none">• Communication skill; read, write and speak• Customer care skills• Manual handling skill• Interpersonal skills

Unit 26

UNIT TITLE	Conduct night audit				
DESCRIPTOR	This unit deals with the skills and knowledge required to check and reconcile daily financial transactions and records, and produce reports relating to establishment operations and revenue				
CODE	TOU04S2U08V2	Level	4	Credit	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Process internal financial transactions	<p>2.1 Transactions are double checked to ensure that they have posted in the property's computerized system.</p> <p>2.2 Financial and system discrepancies is identified and reconciled according to property standards.</p> <p>2.3 Room rates and room status are verified and reconciled to guest of the property.</p> <p>2.4 Internal financial system and control is suggested for improvements in the property's operation.</p>
2. Complete routine records and reports	<p>2.5 Routine records and reports are accurately completed within designated timelines</p> <p>2.6 Reports are promptly forwarded to the appropriate person/department</p>

Range Statement

Transactions:

- Food and beverage
- Mini-bar
- Laundry and other services
- Inter-departmental vouchers

Financial Discrepancies:

- Incorrect posting
- Errors in guest folios
- Computer errors
- System glitches
- Interface errors between systems
- Errors in source documentation

Records and reports:

- Room rates
- Occupancy
- Arrivals and departures

- Sales performance
- Breakdown by department
- Commission earnings
- Supplier activity
- Sales returns
- Commercial account activity
- Foreign currency activities

Financial systems:

- Petty cash
- Floats
- Debtor control
- Cashiering
- Banking procedures

ASSESSMENT GUIDE

- Copies of records checked by the candidate
- Review of reports and documentation produced by the candidate
- Oral or written questions to assess knowledge of processes and procedures
- Review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- Problem solving
- Role plays
- Simulation

Assessment context

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

Critical aspects

- 1.1 Demonstrated ability to check and balance a range of transactions following the standards procedures
- 1.2 Demonstrated ability to identify and rectify discrepancies in accordance with established standards
- 1.3 Articulated the night audit process impacts on overall financial management in accordance with established standards
- 1.4 Demonstrated skills on the use of current front office technology and equipment in accordance with enterprise requirements

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
2.1 Financial reporting cycles and procedures in a front office context 2.2 Importance of financial checking and reporting processes in the overall financial management of an establishment	<ul style="list-style-type: none">• Typical financial control processes and procedures as they apply to front office operations• Identification and rectification of typical variances and discrepancies• Auditing of transactions from several operating periods•

Unit 27

UNIT TITLE	Address protocol requirements				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to source and access information on protocol requirements to fulfil any sales or operational need. It requires the ability to identify appropriate information sources, access and interpret specific details of protocol requirements, and coordinate the use of protocol.				
CODE	TOU04S2U09V2	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Source information on appropriate protocol requirements	1.1. Assessed the need for protocol to be followed for the particular situation. 1.2. Identified relevant sources of protocol information. 1.3. Liaised with customers to determine appropriate protocol. 1.4. Interpreted relevant protocol information to inform work practice.
2. Coordinate the use of protocol.	2.1. Identified specific work activities requiring a particular protocol to be observed. 2.2. Provided protocol briefings to staff 2.3. Coordinated the use of correct protocol for the delivery of product or service.
3. Update knowledge of protocol.	3.1. Identified and use opportunities to update protocol knowledge. 3.2. Shared updated knowledge with customers and colleagues as required

Range Statement

Particular situation may involve:

event organisation, including:

- private functions
- general business administration
- issuing marketing materials reflecting correct titles of dignitaries
- meeting the requirements of dignitaries and officials

- meeting the requirements of entertainers and masters of ceremony.

Sources of protocol information may include:

- customers, clients, their agents and personal assistants
- government protocol departments
- Internet
- libraries

Specific work activities may involve:

- addressing and introducing dignitaries and officials
- correspondence to dignitaries and officials
- issuing invitations
- liaison with dignitaries and officials

preparing:

- briefing papers
- marketing materials
- running sheets
- providing various services during the conduct of an event, including on-site management and service of food and beverage.

Products and services may include:

- accommodation
- events
- functions
- meetings
- tours.

Opportunities to update protocol knowledge may include:

- informal networking with colleagues
- Internet research
- reading relevant journals.

ASSESSMENT GUIDE

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

- direct observation, using roles plays, of the individual addressing and introducing dignitaries and officials

activities to assess the individual s ability to:

- source information on protocol
- coordinate the use of correct protocol for the delivery of products and services
- evaluation of documents prepared by the individual which include use of protocol:
- briefing papers
- correspondence to dignitaries and officials
- invitations
- marketing materials
- running sheets
- written or oral questioning to assess knowledge of key sources of information on protocol and protocols for different situations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context

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

Critical aspects

Evidence of the ability to:

- source accurate information on multiple and diverse protocol requirements
- use protocol for diverse oral and written purposes
- integrate knowledge of protocol when organising business activities.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • importance and role of protocol in different business situations • forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication • protocols for different situations, including: <ul style="list-style-type: none"> ○ invitations to VIPs ○ arrival procedures, including for heads of state or government officials ○ introduction protocols and order of speakers 	<ul style="list-style-type: none"> • communication skills • learning skills to continually seek information to enhance knowledge of protocol • literacy skills to read and interpret unfamiliar and complex protocol information • research and analyse information on protocol • self-management skills to take responsibility for meeting protocol requirements • teamwork skills to share protocol information with team

- order of precedence for official guests
- seating arrangements
- dress styles.

members to ensure protocol is followed.

Unit 28

UNIT TITLE	Respond to a customer in crisis				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to identify the ramifications of a crisis on a customer and to respond with assistance and support. It requires the ability to identify and interpret information relevant to the crisis, provide customer crisis care, and organise operational services to assist the customer in crisis.				
CODE	TOU04S2U10V2	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify and acknowledge the crisis.	1.1. Determined scope and severity of customer crisis. 1.2. Considered impacts on customer ability to continue in service participation. 1.3. Considered impacts on other customers. 1.4. Accessed and interpret information relevant to crisis. 1.5. Acknowledged the incident as a customer crisis and communicate details to key people
2. Provide customer crisis care.	2.1. Identified symptoms of customer trauma. 2.2. Monitored and assess severity of customer trauma. 2.3. Communicated with affected customer in line with organisational customer care, and communication and confidentiality standards. 2.4. Provided recommendations to customer in a manner consistent with customer care standards.
3. Organise services to assist customer.	3.1. Developed an action plan to manage the crisis. 3.2. Promptly identified and accessed sources of assistance. 3.3. Assisted the customer to access service providers. 3.4. Minimised disruption to other customers and maintain their services.

	<p>3.5. Organised operational services to assist customer in crisis.</p> <p>3.6. Involved key people in managing customer crisis and integrate their perspectives.</p> <p>3.7. Provided explicit details of progress with and final confirmations of operational services to customer and other key people.</p>
<p>4. Evaluate and debrief customer crisis management.</p>	<p>4.1. Evaluated crisis management process to determine effectiveness of response.</p> <p>4.2. Debriefed and complete all reports.</p> <p>4.3. Provided recommendations for improvements to future crisis management practices.</p> <p>4.4. Assistance was seeking to cope with own or colleagues' personal trauma experienced during crisis.</p>

Range Statement

Customer may include:

- the affected customer
- their friends and family
- travelling companions.

Information relevant to the crisis may be sourced from:

discussions with:

- customer
- their friends and family
- travelling companions
- medical reports
- emergency services reports
- police reports

reports on:

- accident
- assault
- death
- injury or illness
- mugging.

Customer crisis may include:

- accident, e.g. involvement of a vehicle
- assault, e.g. sexual assault
- death
- family crisis and need for repatriation
- major injury or illness
- mugging
- any incident resulting in psychological trauma
- suicide
- witnessing a serious incident.

Key people may include:

colleagues, including:

- managers
- operational staff
- peers
- supervisors
- family members

personnel within the controlling office:

- travel agency
- tour operator
- travel insurance provider personnel
- travelling companions

Trauma may involve:

behavioural disturbance:

- avoidance of thoughts, feelings or conversations associated with the trauma
- detachment from others
- efforts to avoid activities, places or people that arouse recollections of the event
- exaggerated startle response
- increased smoking or alcohol consumption
- irritability or outbursts of anger
- markedly diminished interest or participation in significant tourism activities
- response to cues that symbolise or resemble the event

cognitive ability:

- difficulty in concentrating
- inability to recall important aspects of the event
- inability to make a decision
- difficulty in falling or staying asleep

- distressing recollections of the event

emotional disturbance:

- anxiety and nervousness
- fear
- grief
- guilt
- helplessness
- resentment
- poor interpersonal reactions
- physical disability
- recurrent distressing dreams.

Reassurance may relate to advice about:

- availability of assistance, advice and support
- confidentiality of customer information
- customer taking the lead to seek assistance, advice and support.

Pitfalls in crisis care may include:

- making jokes
- making promises that cannot be kept
- treating the event flippantly
- trying to motivate or force customer participation in touring activities
- use of negative or unhelpful statements.

Recommendations may include:

advising the customer to:

- cancel the remainder of their touring arrangements and return home
- contact their travel insurance provider
- rebook a replacement holiday
- report incidents to the police
- seek medical assistance
- seek professional counselling.

To assist the customer may involve:

- accompanying customers to service providers
- making appointments with service providers
- making contact with and seeking options and recommendations from the:
- retail travel agency
- local tour or ground operator

- organisation s controlling office
- travel insurance provider
- providing customers with phone numbers of crisis counselling services
- providing explicit directions and instructions to assist customers reach the service provider
- providing transport to the service provider.

Service providers may include:

- airlines
- consulates
- counselling services
- funeral directors
- high commissions
- hospitals
- medical and allied health professionals
- offices of the local inbound tour or ground operator
- police.

Operational services may include:

- accommodation
- cancellation of forward travel and tourism services
- flights and ticketing to repatriate the customer

repatriation of bodies via:

- airlines
- consulates
- funeral directors
- high commissions
- travel insurance companies.

ASSESSMENT GUIDE

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

- evaluation of a portfolio, prepared by the individual, incorporating documents used for the management of a customer crisis:
- summary of customer crisis information
- an action plan to manage the crisis
- notes on the organisation of operational services to assist the customer in crisis

- reports produced post crisis
- direct observation, using role plays, of the individual supporting and reassuring customers
- use of case studies and problem-solving exercises so the individual can identify and evaluate the impacts of different types of customer crises and provide responses
- written and oral questioning to assess knowledge of:
 - the key symptoms of trauma
 - communication techniques for supporting and reassuring customers
 - role of key external people and organisations in managing a customer crisis
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context

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

Critical aspects

Evidence of the ability to:

- identify the ramifications of a customer crisis, respond with customer crisis care and organise operational services to assist the customer
- integrate knowledge of the key symptoms of trauma and communication techniques for supporting and reassuring customers.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • key symptoms of trauma • sources of medical and counselling assistance • communication techniques for supporting and reassuring customers • pitfalls in crisis care communications • operational services used to manage customer service and repatriation arrangements • role of key external people and organisations in managing a customer crisis 	<ul style="list-style-type: none"> • communication skills to: <ul style="list-style-type: none"> • discuss details of a customer crisis with key internal and external people • provide sympathetic and sensitive support to the customer • critical thinking skills to evaluate the severity of crisis impacts on the customer • literacy skills to: <ul style="list-style-type: none"> • read and interpret reports on the customer crisis and

- a range of formats for and inclusions of incident reports
- for the specific organisation:
- the roles and responsibilities of key staff members
- procedures for reporting and managing customer incidents.

- customer forward service arrangements
- research sources of assistance for the customer
- write succinct action plans and accurate and complex crisis management reports
- numeracy skills to calculate immediate costs of service provision to the customer
- planning and organising skills to organise operational services to assist the customer while minimising disruption to other customers
- problem-solving skills to identify, acknowledge and immediately respond to customer crises
- self-management skills to take responsibility for managing a customer in crisis
- teamwork skills to involve key staff members in the management of a customer crisis.

Unit 29

UNIT TITLE	Roster staff				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters. It requires the ability to plan rosters according to industrial provisions, operational efficiency requirements, and within wage budgets.				
CODE	TOU04S2U11V2	Level	4	Credit	9

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Develop staff rosters.	<p>1.1. Developed rosters according to relevant industrial agreements and other considerations and wage budgets.</p> <p>1.2. Maximised operational and customer service efficiency while minimising wage costs.</p> <p>1.3. Combined duties where appropriate to ensure effective use of staff.</p> <p>1.4. Rostered teams with complementary skills mix to meet operational requirements.</p> <p>1.5. Took account of social and cultural considerations and broader organisational policies that affect staff rosters.</p> <p>1.6. Consulted with colleagues to ensure input into rosters.</p> <p>1.7. Roster systems and equipment was used to administer rosters</p>
2. Present and communicate rosters.	<p>2.1. Presented rosters in required formats to ensure clarity of information according to organisational standards.</p> <p>2.2. Communicated rosters to appropriate colleagues within designated timeframes.</p>
3. Maintain rostering records.	<p>3.1. Administered records of shift time completed by employees or contractors.</p> <p>3.2. Maintained staff rostering records according to organisational procedures</p>
4. Evaluate rosters.	<p>4.1. Monitored effectiveness of rosters in consultation with colleagues.</p>

	4.2. Identified ways in which rosters and roster development processes may be improved and take appropriate action.
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Range Statement

Rosters may be for:

- events
- functions
- individual department
- specific project
- whole organisation.

Industrial agreements and other considerations may relate to:

- single or multiple awards

award provisions for:

- leave
- mandated breaks between shifts
- maximum allowed shift hours
- standard, overtime and penalty pay rates
- overall number of hours allocated to different staff members

use of:

- contractors and consideration of fees
- permanent or casual staff.

Operational and customer service efficiency may involve:

providing an appropriate ratio of:

- front of house to back of house staff
- staff to customer numbers
- supervisors to operative staff

providing sufficient number of staff to meet:

- customer expectations of different service styles
- the demands of known or estimated numbers of customers

rostering:

- staff with the correct skills to fulfil all operational duties
- teams with the correct skills mix.

Social and cultural considerations may relate to:

allowance for rostered days off for:

- carer commitments
- cultural or religious festivals
- family commitments

mixing people:

- from different cultures
- with different language abilities
- types of work to be undertaken by individuals with disabilities or impairments.

Broader organisational policies may relate to:

- sociocultural-friendly workplace initiatives
- family-friendly workplace initiatives

leave for:

- carers
- compassionate reasons
- illness or injury
- jury service
- long service
- maternity or paternity
- rehabilitation of injured workers
- study
- vacation.

Roster systems and equipment may include:

- computers
- electronic equipment used by staff to log commencement and completion time of rostered duties
- rostering software programs.

Communicate rosters:

- on-line
- by email
- via a noticeboard
- paper based.

Records of shift time may involve:

- authorising payment for duties completed

- electronic equipment used by staff to log commencement and completion time of rostered duties

time sheets:

- electronic
- paper-based.

ASSESSMENT GUIDE

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

- projects or activities that allow the individual to develop rosters, that meet a set budget, for a department s weekly operation, a function or event
- use of problem-solving exercises so the individual can determine the correct skills and cultural mix for a particular service period
- exercises and activities to assess the individual s knowledge of award provisions
- written or oral questioning to assess knowledge of the role of rosters and their importance in controlling staff costs
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context

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

Critical aspects

Evidence of the ability to:

- prepare multiple rosters to meet diverse operational requirements
- roster sufficient staff to ensure the delivery of high quality customer service within wage budget constraints
- integrate knowledge of the industrial provisions, human resource policy and the skills mix of the team to be rostered
- complete rostering activities within commercial and staff time constraints.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • sources of information on award and other industrial provisions • the key elements of applicable awards, including: • leave provisions 	<ul style="list-style-type: none"> • communication skills to consult with colleagues, ask questions and confirm requirements, and listen, understand and interpret

<ul style="list-style-type: none">• mandated breaks between shifts• maximum allowed shift hours• standard, overtime and penalty pay rates• for the industry sector:• role of rosters and their importance in controlling staff costs• the system capabilities and functions of rostering software programs• a range of formats for and inclusions of staff rosters• a range of methods used to communicate rosters including electronic• for the specific organisation:• social, cultural and skills mix of the team to be rostered• full details of human resource policies and procedures that cover leave provisions and socio-cultural issues• operational requirements of the business activity, department or event subject to rostering• wage budget for the business activity, department or event subject to rostering.	<p>verbal and non-verbal messages</p> <ul style="list-style-type: none">• literacy skills to:• read and interpret documents outlining opening and closing times, operational hours, and expected customer traffic• write potentially complex roster documentation• numeracy skills to complete planning activities involving dates, times and staff ratios• planning and organising skills to plan rosters to meet operational needs• problem-solving skills to re-work rosters in cases of staff illness• self-management skills to take responsibility for rostering enough staff to meet operational needs• teamwork skills to consider staff requests and personal commitments when planning rosters• technology skills to use:• a computer and keyboard• the system capabilities and functions of software programs.
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Unit 30

UNIT TITLE	Participate in cooperative online marketing initiatives				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to evaluate online cooperative tourism marketing initiatives, provide appropriate website content, and update this content using remote authoring skills. It requires a general knowledge of online marketing initiatives in the tourism industry and the basic technical skills that allow business operators to participate effectively in these initiatives.				
CODE	TOU04S2U12V2	Level	4	Credit	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Evaluate online cooperative marketing initiatives	<p>1.1. Evaluated sources of information about current online cooperative marketing initiatives and sites for potential value to the business.</p> <p>1.2. Selected initiatives that respond to business requirements.</p> <p>1.3. Evaluated additional skills, equipment or other resources required to participate.</p>
2. Provide online content in appropriate format and style	<p>2.1. Reviewed content requirements set down by administrator of cooperative initiative.</p> <p>2.2. Developed content suited to an online environment and administrator requirements.</p> <p>2.3. Identified, organised and prepared appropriate images for inclusion.</p> <p>2.4. Uploaded content according to guidelines and protocols.</p>
3. Use remote authoring to update content.	<p>3.1. Developed protocols for regular and timely updating of content in cooperative sites.</p> <p>3.2. Updated content using remote authoring techniques according to requirements of cooperative site.</p> <p>3.3. Evaluated content and outcomes of participation, and identified and addressed issues arising.</p>

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Range Statement

Cooperative marketing initiatives may be established and run by:

- tourism organisations
 - local
 - regional
 - national
 - private organisations.

Sites may relate to:

- bookings and reservations
- destination-based sites
- information only
- product-based sites, e.g. bed and breakfasts
- referral services.

Business context may include:

- available technology
- budget
- intended audience and market
- marketing goals and strategies
- time resources
- training requirements
- types of product and service offered.

Content requirements for cooperative sites may include:

- conformity with style guides
- links to other sites and emails
- number and size of digital images or multimedia
- number of words
- order of information
- pricing by room or package
- proximity to data and geocoding.

Protocols may include:

- allocation of responsibility for updating of content
- monitoring pricing and the timing of the release of special offers
- monitoring system-generated emails
- timetable for updating words and images.

ASSESSMENT GUIDE

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

- evaluation of online content developed by the individual
- evaluation of reports prepared by the individual to compare different online cooperative marketing initiatives
 - written or oral questioning to assess knowledge of potential online cooperative marketing initiatives for tourism operators within Australia
 - review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context

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

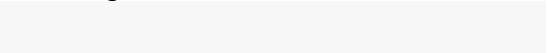
Critical aspects

Evidence of the ability to:

- evaluate potential of cooperative online marketing initiatives for a range of products and services
- use technical skills to create, upload and update content, including words and images
- demonstrate knowledge of current developments and initiatives in online cooperative marketing in the Australian tourism industry.
-

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• online cooperative marketing opportunities available to the tourism industry	<ul style="list-style-type: none">• critical thinking skills to evaluate the potential and outcomes of online marketing initiatives• literacy skills to research information from varied and unfamiliar sources about online marketing initiatives

<ul style="list-style-type: none">• guidelines and requirements for format and style of typical online copy• techniques for capturing, manipulating and uploading digital images to cooperative sites, including saving and storing images. 	<ul style="list-style-type: none">• numeracy skills to work with numerical features of digital technologies• planning and organising skills to coordinate the different requirements for participation in a cooperative initiative• problem-solving skills to identify and respond to technical issues with online content• technology skills to:• upload content and use remote authoring processes and techniques• manipulate digital images.
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Unit 31

UNIT TITLE	Participate in environmentally sustainable work practices				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.				
CODE	TOU04S2U13V2	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify current resource use	1.1 Identified workplace environmental and resource efficiency issues 1.2 Identified resources used in own work role 1.3 Documented and measured current usage of resources using appropriate technique 1.4 Recorded and filed documentation measuring current usage, using technology (such as software systems) where applicable 1.5 Identified and reported workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Followed workplace procedures to ensure compliance 2.2 Reported breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Followed organisational plans to improve environmental practices and resource efficiency 3.2 Worked as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Made suggestions for improvements to workplace practices in own work area

Range Statement

Environmental and resource efficiency issues may include:

- maximising opportunities to improve business environmental performance

- minimising environmental risks
- promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system
- using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage

Appropriate techniques may include:

- examining and documenting resources in work area
- examining invoices from suppliers
- examining relevant information and data
- measuring resource usage under different conditions
- reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:

- meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required:
- international
- local government
- industry
- organisation

Organisational plans may include:

- documented policies and procedures
- work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework

Suggestions may include ideas that help to:

- improve energy efficiency
- increase use of renewable, recyclable, reusable and recoverable resources
- maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate
- prevent and minimise risks

ASSESSMENT GUIDE

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

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques over time and in a range of situations
- analysis of responses to case studies and scenarios
- review of documentation measuring current resource usage
- review of identified and reported workplace environmental hazards.

Assessment context

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

Critical aspects

Evidence of the following is essential:

- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required
- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
- identifying organisational improvements by applying efficient resource use to daily activities
- knowledge of environmental and resource hazards/risks.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• environmental and resource hazards/risks• environmental or sustainability legislation, regulations and codes of practice applicable to own work role• OHS issues and requirements	<ul style="list-style-type: none">• analytical skills to comply with all relevant legislation associated with job specifications and procedures• communication and problem-solving skills to question, seek clarification and make

- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.

- suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
 - literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
 - technology skills to select and use technology appropriate for a task.

Unit 32

UNIT TITLE	Lead and manage people				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to lead and manage people and teams and support and encourage their commitment to the organisation. It requires the ability to lead by example and manage team performance through effective leadership.				
CODE	TOU04S2U14V2	Level	4	Credit	9

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Model high standards of performance and behavior.	<p>1.6 Acted as a positive role model through individual performance.</p> <p>1.7 Showed support for and commitment to organisational goals in day-to-day work performance.</p> <p>1.8 Interacted with team members in a positive and professional manner.</p>
2. Develop team commitment and cooperation.	<p>2.1 Developed and clearly communicate short, medium and long-term plans and objectives consistent with organisational goals in consultation with the team.</p> <p>2.2 Communicated expectations, roles and responsibilities of team members to encourage them to take responsibility for own work.</p> <p>2.3 Encouraged teams and individuals to develop innovative approaches to work.</p> <p>2.4 Identified and rewarded individual and team efforts and contributions.</p> <p>2.5 Modelled and encouraged open and supportive communication within the team.</p> <p>2.6 Seek and shared information from the wider business environment with the team.</p> <p>2.7 Represented team interests in the wider environment.</p> <p>2.8 Seek feedback from team members and implemented changes within the bounds of organisational goals and policies.</p>
3. Manage team performance.	<p>3.1. Delegated tasks and responsibilities, identified barriers to delegation, and implemented processes to overcome them.</p> <p>3.2. Evaluated team member skills and provided opportunities for individual development.</p>

	<p>3.3. Monitored team performance to ensure progress towards achievement of goals.</p> <p>3.4. Provided mentoring and coaching to support team members.</p> <p>3.5. Motivated individuals and teams to achieve optimum performance.</p> <p>3.6. Provided recognition and rewards for team achievements.</p>
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Range Statement

Plans and objectives may:

- short
- medium
- long-term
- relate to:
- contingency management
- increased productivity
- meeting Key Performance Indicators (KPI)
- operational activities
- organisational strategies
- performance targets for a particular project
- sales targets
- task management.

Team may be:

- paid employees
- permanent team

Expectations, roles and responsibilities may include:

- adherence to policies and procedures
- cooperative and open communication
- nature and scope of work
- relationships with others in the workplace and interdependent areas of activity
- reporting requirements
- roles of leaders and managers, including:

- decision making
- delegation of tasks
- information provision
- monitoring staff
- planning and organising.

Innovative approaches may include:

- alerting colleagues to the potential of new technologies
- making suggestions about better ways of doing things
- seeking information or ideas from unexpected places
- trying new approaches to old problems.

Open and supportive communication may involve:

- being prepared to declare own need for assistance
- involving others in developing solutions
- planned and unplanned exchanges of information
- providing constructive feedback
- providing open access to documents
- using technology to support effective communication, e.g. email groups.

Information may include:

- organisation performance, including financial
- changes in organisational policies
- marketing information and targets
- overall organisational objectives
- plans for new equipment
- rationale for management decisions
- technology updates
- training developments.

Feedback may be about:

- allocation of tasks
- effectiveness of communication:
- from the leader
- within the team
- within the enterprise

performance of:

- individuals
- self
- team
- the enterprise

interaction between:

- different departments
- different teams
- other supervisors and managers

workplace practices:

- efficiency
- deficiencies.

Opportunities for individual development may include:

- change in job responsibilities
- external training and professional development
- formal promotion
- internal training and professional development

opportunity for greater autonomy or responsibility.

Recognition and reward for team members may include:

- acknowledgment to the whole team of individual good performance
- incentive initiatives
- informal acknowledgment
- presentation of awards
- written reports to management.

ASSESSMENT GUIDE

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

- model high standards of performance and behaviour
- communicate expectations, roles and responsibilities of team members
- delegate individual tasks
- coach and support team members to achieve optimum performance

- evaluation of reports prepared by the individual detailing how team commitment was encouraged and how team performance was managed during the conduct of operational activities
- use of, case studies and problem-solving exercises so the individual can suggest methods to overcome problematic performance issues for individuals and the team
- oral or written questioning to assess knowledge of leadership, motivation and teamwork principles
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context

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

Critical aspects

Assessment conditions

Evidence of the ability to:

- lead by example and build positive team culture through effective leadership
- monitor individual and team performance over a period of time and motivate individuals and teams to achieve optimum performance
- integrate knowledge of leadership, motivation and teamwork principles.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • roles of and functions performed by supervisors and managers • different leadership styles • characteristics of effective leadership • principles of teamwork, including: • characteristics of effective teams • roles and attributes of team members • organisation of teams • potential team problems • benefits of effective teamwork 	<ul style="list-style-type: none"> • communication skills to provide effective support and motivation to a team and overcome communication barriers • problem-solving skills to identify skill deficiencies and provide opportunities for individual development • self-management skills to take responsibility for team outcomes

- role and theories of motivation
- group dynamics
- types of organisational plans and planning processes.

- teamwork skills to represent team interests in the wider organisation environment.

Unit 33

UNIT TITLE	Manage diversity in the workplace				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to manage diversity in the workplace. It covers implementing the organisation's policy on diversity, fostering diversity within the work team, and promoting the benefits of a diverse workplace.				
CODE	TOU04S2U15V2	Level	4	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Implement diversity policy	1.1 Located and reviewed diversity policy 1.2 Determined its application to the specific work context 1.3 Instituted actions to ensure that the diversity policy is understood and implemented by relevant parties 1.4 Provided feedback and suggestions for improvement to ensure currency and efficacy of diversity policy
2. Foster respect for diversity in the work team	2.1 Addressed own prejudices and demonstrate respect for difference in personal interactions 2.2 Aimed for diversity in selecting and recruiting staff 2.3 Identified and addressed training needs to address issues of difference in the team 2.4 Managed tensions and encourage collaboration and respect between staff who struggle to work effectively with difference 2.5 Assisted staff to see that working effectively with difference is a strength that can improve the products, services and customer relations 2.6 Managed allegations of harassment and addressed complaints according to established organisational procedures
3. Promote the benefits of diversity	3.1 Promoted the workforce diversity in internal and external forums to enhance the image and reputation 3.2 Captured ideas and information from the diversity in the workforce to enhance products and services and contribute to competitive advantage 3.3 Supported organisational efforts to value diversity

Range Statement

- Diversity may relate to:

any form of difference, such as:

- ability, aptitude and disability
 - age
 - culture
 - ethnicity
 - gender
 - language
 - marital status or family arrangements
 - nationality
 - personality
 - race
 - religion
 - sexuality
-
- Actions may include:
 - displaying policy on noticeboards and other public areas
 - distributing copies of policy to staff
 - explaining policy to staff at meetings or other forums
 - reinforcing key messages from policy in supervisory discussions, performance appraisals or other interactions.
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- Training needs may involve:
 - cultural competency training
 - culturally-specific training
 - diversity training
 - equal opportunity training
 - ethics training
 - grievance management training
 - human rights training
 - recruitment and selection training
 - workplace bullying, discrimination or harassment training.
-
- Complaints may include:
 - informal complaints that are managed within the workplace.

- Internal and external forums may include:
 - business meetings
 - conferences and seminars
 - newsletters and bulletins
 - professional networks
 - staff meetings
 - staff updates.

ASSESSMENT GUIDE

The following assessment methods are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques in performance management
- observation of presentations around protocols for handling complaints and bullying or harassment
- review of strategies developed to ensure that diversity is understood and respected in the work team
- oral or written questioning to assess knowledge of human rights and relevant legislative requirements.

Assessment context

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

Critical aspects

Evidence of the following is essential:

- promotion of strategies to ensure that diversity is understood and respected in the work team
- demonstration of compliance with protocols for handling complaints of bullying or harassment.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • formal and informal complaints procedures 	<ul style="list-style-type: none"> • analytical skills to determine how to make intelligent applications of policy in the work context

	<ul style="list-style-type: none">• communication skills to explain and promote the benefits of diversity and relate to people from a range of backgrounds• learning skills to assist people within the organisation to understand the diversity policy, using different methods to cater for differences in learning styles• self-management, learning and development skills to reflect on and review own prejudices
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Unit 34

UNIT TITLE	Practice career professionalism				
DESCRIPTOR	This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.				
CODE	TOU04S2U16V2	Level	4	Credit	6

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

Range Statement

Evaluation:

- Performance Appraisal
- Psychological Profile
- Aptitude Tests

Resources:

- Human

- Financial
- Technology
 - Hardware
 - Software

Trainings and career opportunities:

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

Recognitions:

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

Licenses and/or certifications:

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

ASSESSMENT GUIDE

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

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

Assessment context

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

Critical aspects

Evidence of the ability to:

- Attained job targets within key result areas (KRAs)
- Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation

- Completed trainings and career opportunities which are based on the requirements of the industries
- Acquired and maintained licenses and/or certifications according to the requirement of the qualification

UNDERPINNING KNOWLEDGE AND SKILLS

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