BRUNEI DARUSSALAM NATIONAL ACCREDITATION COUNCIL
NEGARA BRUNEI DARUSSALAM

SALES AND MARKETING

LEVEL 1

(HT-TTS-SAM-01-24)

HOSPITALITY & TOURISM SECTOR

TABLE OF CONTENTS

PART 1   BASIC CONTENT

1. INTRODUCTION TO BRUNEI DARUSSALAM NATIONAL OCCUPATIONAL SKILLS STANDARDS (BNOSS)

Brunei Darussalam National Occupational Skills Standards (BNOSS) is a document that underlines and specifies competencies needed by a skilled worker who is gainfully employed for an occupational area and level, and pathway to achieve the competencies.

A group of expert panels consisting of industrial experts and practitioners of a particular occupational sector need to be identified in developing the standard. With the involvement of these experts in the development of the BNOSS document, measurable benchmarks of skills and performance in the related area can be established in relation to the expectation of employers and the current requirements of the industry. These standards shall be aligned to the Brunei Darussalam Qualifications Framework (BDQF).

BNOSS is a set of standards of performance that an individual is required to achieve when carrying out effectively functions of a particular job. It is used as a reference for the industry, career path of a skilled worker, training purposes and benchmarks for best practices.

2. BENEFITS OF BNOSS

To the employers
- Able to describe the Job description and determine the salary.
- Employers can use the skills standards to establish personnel qualification requirements.
- Assess employee skill levels based on industry standard.
- Match employee skills to the work needed.
- Training gap analysis.
- To advertise job requirement to standards specification.

To the employees
- Able to understand employers expectation of workers competencies in terms of knowledge, skills and attitude towards the specific job scope.
- Able to determine the skills and abilities needed for advancement or transfer industries and determine the right credential needed to upgrade skills.
- Can use BNOSS as guideline to identify the career development pathway in order to succeed in their occupation.

To the training organisations
- BNOSS as a guideline for training organisations to develop their own curriculum.
- Able to develop assessment mechanism and specifications to assess trainees competencies.
- Able to build a cohesive relationship though a like-minded expectation of trainee's
- competencies and work readiness.
- Enhances the ability and confidence to train consistent with the industry's current

- expectations and needs.
- Develop new and evaluate existing curriculum and programs based on industry needs.

3. SALES AND MARKETING LEVEL 1

Designed to reflect the role of individuals who perform mainly routine sales and customer service tasks in Travel Agencies and work under direct supervision.

4. ENTRY REQUIREMENTS

The specific of the qualifications are not limited to the list provided:
- Minimum age of 18 years old;
- Basic reading, writing and counting;
- Able to communicate in Bahasa Melayu and basic English;
- Declaration of any disabilities.

5. COMPETENCY LEVEL, OCCUPATIONAL STRUCTURE AND CAREER PROGRESSION

SECTOR	Hospitality & Tourism
SUB-SECTOR	Tourism
OCCUPATION	Sales and Marketing
LEVEL 5	TBA
LEVEL 4	TBA
LEVEL 3	TBA
LEVEL 2	TBA
LEVEL 1	Sales and Marketing

Career Ladder of a Sales and Marketing
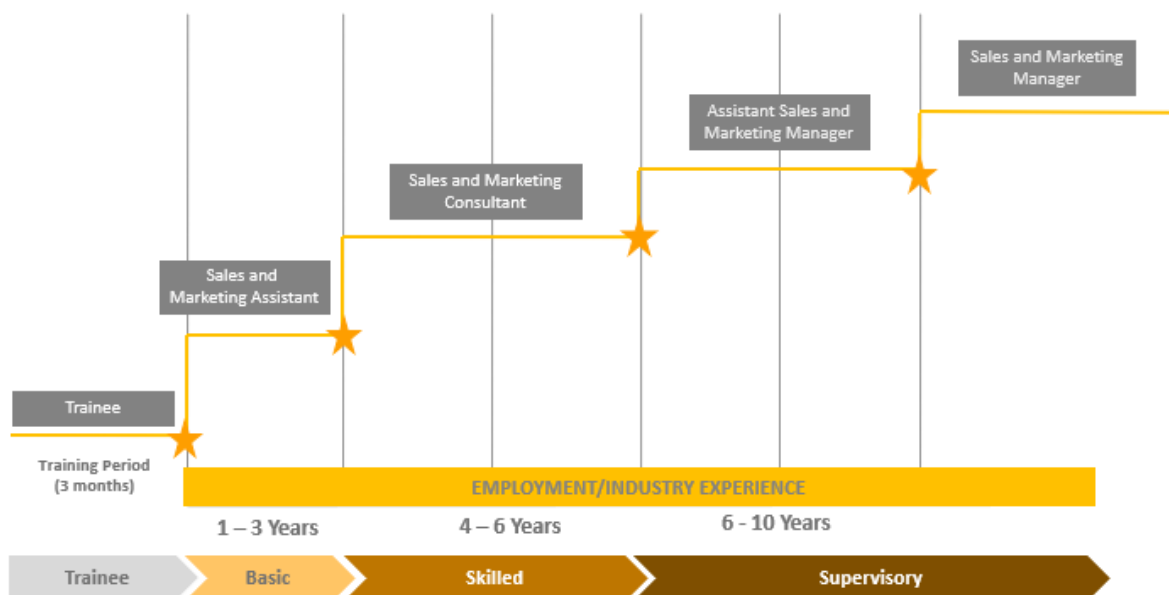
6. AWARD OF CERTIFICATE

This section will guide the process of awarding certificate for every training course conducted by an approved training organisation to ensure the consistency. The guidelines are as follows:

6.1 Certificate of Competence

In order to award Certificate of Competence by an awarding body, Statement of Competence need to be issued by the training organisation after the completion of the course.

The statement of competence should include the following but is not limited to:

- Training organisation's name;
- Course title or competency assessment title;
- Candidate's name;
- Assessment date(s) and training date(s);
- Expiry date;
- Unique Certificate Number;
- Instructor's/Trainer's Name and Signature;
- Assessor's Name and Signature and
- Optional but not required
  - Training Organisation's managing director Name and Signature.

Training organisations are encouraged to inform all concerned including employers and candidates that such Certificates shall not be used as reference of a person's competency or aptitude.

Each certificate awarded to a successful candidate must indicate that the candidate has been assessed and has met the required Learning Outcomes.

PART 2   COMPETENCE STANDARDS

1. COMPETENCY PROFILE CHART (CPC)

Unit of Competency Category	Competence Unit Code	Competence Unit Title
Generic	HT-GEN-01-01	Work Effectively with Colleagues and Customers
	HT-GEN-01-06	Work in A Socially Diverse Environment
	HT-GEN-01-07	Implement Occupational Health and Safety Procedures
	HT-GEN-01-09	Communicate Effectively on The Telephone
	HT-GEN-01-15	Manage and Resolve Conflict Situations
	HT-GEN-01-29	Develop and Update Tourism Industry Knowledge
	HT-GEN-01-28	Promote Products and Services to Customers
	HT-GEN-01-11	Perform Basic Clerical Procedures
	HT-GEN-01-13	Access and Retrieve Computer-Based Data
	HT-GEN-01-03	Speak English At A Basic Operational Level
	HT-GEN-01-12	Use Common Business Tools and Technology
Specialised	HT-SAM-SPE-01-01	Build and Maintain A Team Approach to Service Delivery
	HT-SAM-SPE-01-02	Coordinate Marketing Activities
	HT-SAM-SPE-01-03	Coordinate Production of Brochures and Marketing Materials
	HT-SAM-SPE-01-04	Create Strategic Product Initiatives
	HT-SAM-SPE-01-05	Contribute to Local Marketing Strategies
	HT-SAM-SPE-01-06	Manage Quality Customer Service
	HT-SAM-SPE-01-07	Prepare and Deliver Presentations
	HT-SAM-SPE-01-08	Promote Tourism Products and Services
	HT-SAM-SPE-01-09	Source and Package Tourism Products and Service

It is mandatory to include Melayu Islam Beraja and Islamic Religious Knowledge/Islamic Value in Customer Service

1.1 Generic

DUTY: 1. Work Effectively with Colleagues and Customers

Skill Areas/ Competence	Competence Elements
1.1 Communicate Effectively	1.1.1 Relay information in a clear and concise manner
	1.1.2 Use language and tone appropriate to a particular audience
	1.1.3 Use active listening and questioning
	1.1.4 Identify potential and existing conflicts and seek solutions
	1.1.5 Complete routine workplace documentation accurately in a timely manner
1.2 Establish and Maintain Effective Relationships with Colleagues and Customers	1.2.1 Meet both internal and external customers' needs and expectations
	1.2.2 Assists to resolve workplace conflicts
	1.2.3 Maintain a positive and co-operative manner
	1.2.4 Use non-discriminatory attitudes and language
1.3 Work in a Team	1.3.1 Request or provide assistance
	1.3.2 Provide support to colleagues
	1.3.3 Recognize and accommodate cultural differences
	1.3.4 Identify, prioritize and complete individual task
	1.3.5 Complete routine workplace documentation

DUTY: 2. Work in A Socially Diverse Environment

Skill Areas/ Competence	Competence Elements
2.1 Communicate with Customers and Colleagues from Diverse Backgrounds	2.1.1 Value customers and colleagues
	2.1.2 Take into consideration cultural differences
	2.1.3 Attempt to overcome language barriers
	2.1.4 Obtain assistance from colleagues
2.2 Deal with Cross Cultural Misunderstandings	2.2.1 Identify issues
	2.2.2 Address difficulties with the appropriate people
	2.2.3 Consider possible cultural differences when difficulties
	2.2.4 Make efforts to resolve misunderstandings
	2.2.5 Refer issues and problems to the appropriate team leader/ supervisor

DUTY: 3. Implement Occupational Health & Safety Procedures

Skill Areas/ Competence	Competence Elements
3.1 Provide Information on Health and Safety Procedures	3.1.1 Explain relevant health and safety information
	3.1.2 Make health and safety information accessible to customer
3.2 Implement and Monitor Procedures for Controlling Hazards and Risks	3.2.1 Follow current in-house workplace hazards and risk control measures
	3.2.2 Identify and report workplace hazards and risks
3.3 Implement and Monitor Health and Safety Training	3.3.1 Identify health and safety training needs
3.4 Maintain Health and Safety Records	3.4.1 Complete records accurately in accordance to operating procedures

DUTY: 4. Communicate Effectively on the Telephone

Skill Areas/ Competence	Competence Elements
4.1 Respond to Incoming Telephone Calls	4.1.1 Answer calls promptly, in an appropriate manner
	4.1.2 Offer friendly assistance to the caller, and accurately establish the purpose of the call
	4.1.3 Repeat call details to the caller
	4.1.4 Answer caller enquiries promptly, or transfer caller to the appropriate location/person
	4.1.5 Record caller requests accurately and pass on to the appropriate department/person for follow-up
	4.1.6 Relay messages accurately to the nominated person within designated timelines
	4.1.7 Report threatening or suspicious phone calls promptly to the appropriate person
	4.1.8 Use language, tone and volume appropriate to phone calls
4.2 Make Telephone Calls	4.2.1 Obtain correct telephone numbers
	4.2.2 Establish clearly the purpose of the call prior to calling
	4.2.3 Use telephone equipment correctly in order to establish contact
	4.2.4 Communicate clearly your name, company and reason for calling
	4.2.5 Be polite and courteous at all times

DUTY: 5. Manage and Resolve Conflict Situations

Skill Areas/ Competence	Competence Elements	
5.1 Respond to Complaints	5.1.1	Handle complaints sensitively, courteously and discretely
	5.1.2	Take responsibility for resolving complaint/s
	5.1.3	Handle complaints in accordance with enterprise procedures
5.2 Identify and Manage Conflict Situations	5.2.1	Identify potential for conflict quickly and take appropriate action
	5.2.2	Identify threats to personal safety of customers or colleagues quickly and organize appropriate assistance
5.3 Resolve Conflict Situations	5.3.1	Take responsibility for finding a solution to the conflict situations
	5.3.2	Manage conflict by applying effective communication skills and anger management techniques
	5.3.3	Use conflict resolution skills to manage the conflict situation and develop solutions

DUTY: 6. Develop and Update Tourism Industry Knowledge

Skill Areas/ Competence	Competence Elements
6.1 Source current information on the tourism industry	6.1.1 Identify sources of information on the relationship between the tourism industry and the role of the local community/ies, and obtain such information
	6.1.2 Identify sources of information on tourism markets and their relevance to market segments, and obtain such information
	6.1.3 Identify sources of information on the nature of the *relationship between tourism and other industries,* and obtain such information
	6.1.4 Identify sources of information on *specific features of the local/regional tourism industry*, and obtain such information
6.2 Use sourced tourism industry information	6.2.1 Share information with colleagues and customers
	6.2.2 Apply industry knowledge and information to the day-today operation of the tourism business

DUTY: 7. Promote Products and Services to Customers

Skill Areas/ Competence	Competence Elements
7.1 Develop product and	7.1.1 Identify opportunities to develop product and service knowledge
	7.1.2 Describe the benefits of staff having high levels of product and service

	knowledge
service knowledge	7.1.3 Apply formal and informal research techniques to gain product and service knowledge
	7.1.4 Seek customer feedback to supplement product and service knowledge
	7.1.5 Share product and service knowledge with other relevant internal personnel
	7.1.6 Initiate action to identify changes in customer preferences, needs, wants and expectations
	7.1.7 Contribute to changes to products, services and service standards to meet identified customer needs
7.2 Develop market knowledge	7.2.1 Explain the concept of target markets
	7.2.2 Define the concept of niche markets
	7.2.3 Describe how promotions and offers may vary to suit differing target markets
	7.2.4 Identify sources of information about enterprise-specific target markets
	7.2.5 Describe the demographic characteristics of enterprise target markets
	7.2.6 Explain the benefits of using target markets within an organization
7.3 Promote products and services	7.3.1 Describe promotional initiatives that may be used to promote products
	7.3.2 Demonstrate how to develop and produce a statics in-house promotion
	7.3.3 Verbally promote products and/or services to customers
	7.3.4 Demonstrate products and/or services to customers
7.4 Apply selling skills	7.4.1 Approach the customer in a sales environment
	7.4.2 Gather information about customer needs, wants and preferences
	7.4.3 Demonstrate selling skills
	7.4.4 Overcome buying objections
	7.4.5 maximize sales opportunities within a buying situation
	7.4.6 Close the sale

DUTY: 8. Perform Basic Clerical Procedures

Skill Areas/ Competence	Competence Elements	
8.1 Process Office Documents	8.1.1	Process documents with appropriate office equipment
	8.1.2	Identify and rectify and/or report malfunctions promptly
	8.1.3	Use office equipment to process documents
8.2 Draft Correspondence	8.2.1	Write text using clear and concise language
	8.2.2	Text is without spelling, punctuation and/or grammatical errors
	8.2.3	Check information for accuracy prior to sending

| 8.3 Maintain Documents Systems | 8.3.1 File/store documents |
| | 8.3.2 Modify and/or update records management systems |

DUTY: 9. Access and Retrieve Computer Based Data

Skill Areas/ Competence	Competence Elements
9.1 Open File	9.1.1 Turn on/access computer system correctly
	9.1.2 Select or load appropriate software
	9.1.3 Identify and open correct file
9.2 Access Computer-Based Data	9.2.1 Use computer features to access a range of data or information
	9.2.2 Retrieve data using prescribed systems, sequences and appropriate keyboard techniques
	9.2.3 Retrieve data using prescribed systems, sequences and appropriate keyboard techniques
	9.2.4 Use searches and queries to find desired Information
9.3 Retrieve Computer-Based Data	9.3.1 Locate data to be retrieved
	9.3.2 Check that data meets requirements
	9.3.3 Print or transfer file to data storage medium as required.

DUTY: 10. Speak English at a Basic Operational Level

Skill Areas/ Competence	Competence Elements
10.1 Participate in Simple Conversations on Familiar Topics with Work Colleagues	10.1.1 Use and respond appropriately to opening comments
	10.1.2 Comment on familiar topics
	10.1.3 Talk about a past event
	10.1.4 Use closing remarks appropriately to end the conversation
10.2 Respond to Simple Verbal Instructions or Requests	10.2.1 Confirm understanding of supervisor's instructions or requests
	10.2.2 Request repetition or clarification of instructions or requests
10.3 Make Simple Requests	10.3.1 Use polite forms to make simple requests
	10.3.2 Thank the person responding to request
	10.3.3 Acknowledge the person who cannot respond to request
10.4 Describe Routine	10.4.1 Explain a sequence of events in carrying out a routine job
	10.4.2 Describe exceptions to routine procedures

Procedures	10.4.3 Make suggestions on how to improve routine procedures
10.5 Express Likes, Dislikes and Preferences	10.5.1 Talk about likes and dislikes of familiar topics and situations
	10.5.2 Discuss preferences and give reasons
10.6 Identify Different Forms of Expression in English	10.6.1 Construct a formal sentence
	10.6.2 Identify indicators of informal expressions in English
	10.6.3 Differentiate between 'open-ended' and 'closed' questions

DUTY: 11. Use Common Business Tools and Technology

Skill Areas/ Competence	Competence Elements
11.1 Access and Use Common Business Tools	11.1.1 Identify and access business tools required
	11.1.2 Use business tools efficiently and effectively
	11.1.3 Obtain and maintain business tools required
	11.1.4 Store business tools in accordance with enterprise procedures and to reduce theft and fraudulent activity
11.2 Select and Use Common Business Technology	11.2.1 Select appropriate business technology and/or software applications
	11.2.2 Use technology in a way
11.3 Maintain Technology	11.3.1 Identify and replace used technology consumables
	11.3.2 Carry out and/or arrange routine maintenance
	11.3.3 Identify equipment faults and take appropriate action

1.2 Specialised

DUTY: 1. Build and Maintain A Team Approach to Service Delivery

Skill Areas/ Competence	Competence Elements
1.1 Assist service standards	1.1.1 Identify the internal and external factors impacting on the level of customer service to be provided
	1.1.2 Research customer expectations and opinions regarding current level, and expected level, of service delivery
	1.1.3 Integrate research findings into draft service standards
	1.1.4 Liaise with management to ratify service standards
1.2 Assist to improve service	1.2.1 Allocate resources to enable the provision of identified service delivery standards
	1.2.2 Assist team members to r4esolve customer complaints regarding the provision of service delivery
	1.2.3 Support team members to rectify instances of deficient service delivery
	1.2.4 Understanding the importance of reaching sales target
	1.2.5 Take action to address failure to meet service delivery targets
	1.2.6 Maintain records relating to service delivery
1.3 Liaise with management regarding service delivery	1.3.1 Discuss suggestions for improvements to service delivery with management
	1.3.2 Discuss significant instances of failure to deliver identified service delivery standards with management
	1.3.3 Provide operational information regarding service delivery to management
	1.3.4 Participate in developing service delivery teams and standards for emerging and new business activities and markets
1.4 Work as a team	1.4.1 Interpret stated service delivery standards for team members
	1.4.2 Encourage team members to take advantage of opportunities to enhance service delivery
	1.4.3 Allocate service delivery tasks to team members
	1.4.4 Advise team members of changes to service delivery standards and/or targets
	1.4.5 Provide feedback to team members regarding the provision of service delivery
	1.4.6 Encourage team members to contribute feedback in regard to achievement of service and performance targets
	1.4.7 handle routine problems using appropriate problem-solving techniques

DUTY: 2. Coordinate Marketing Activities

Skill Areas/ Competence	Competence Elements
2.1 Collect Information on the business environment	2.1.1 Identify and analyse information on expected market growth or decline with associated risk factors
	2.1.2 Gather and analyse comparative market information
	2.1.3 Identify and analyse industry and customer trends and developments, including emerging issues and technology
	2.1.4 Identify and analyse the legal and ethical constraints of the market and potential business impacts
	2.1.5 Identify and analyse capabilities and resources
	2.1.6 Record and report information in accordance with enterprise requirements
2.2-Assist in marketing strategies or plans	2.2.1 Identify and analyse opportunities based on internal and external market analysis
	2.2.2 Assist in marketing and sales strategies that are consistent with the direction, values and business plans of the enterprise
	2.2.3 Assist in strategies in consultation with key stakeholders that clearly identify business goals and outcomes
	2.2.4 Assist in marketing strategies that reflect legal and ethical constraints
	2.2.5 Provide timely opportunities for colleagues to contribute to the marketing plan and approach
	2.2.6 Submit marketing plan for approval in accordance with enterprise policy

DUTY: 3. Coordinate Production of Brochures and Marketing Materials

Skill Areas/ Competence	Competence Elements
3.1 Identify the context for brochures and marketing materials	3.1.1 Determine the factors that apply to the production of brochures and marketing materials
	3.1.2 Plan the production of items
	3.1.3 Develop action plans for individual brochures and marketing materials
3.2 Administer activities relating to the production of draft items	3.2.1 Provide resources for the production of draft items
	3.2.2 Circulate items for comment and feedback
	3.2.3 Provide brochures and marketing materials
3.3 Obtain quotations for production of brochures and marketing materials	3.3.1 Meet and discuss the proposal with service providers
	3.3.2 Provide detailed specifications as the basis for obtaining a quotation for work to be done
	3.3.3 Obtain quotations from a range of service providers
	3.3.4 Evaluate quotations received to make a purchasing decision
3.4 Administer activities relating to the production	3.4.1 Monitor production activities undertaken by selected service providers
	3.4.2 Identify and use alternative service providers where production timelines are not being met

of final items	

DUTY: 4. Create Strategic Product Initiatives

Skill Areas/ Competence	Competence Elements
4.1 Create strategic product initiatives	4.1.1 Identify the context for product development
	4.1.2 Undertake market research on identified opportunities and identified target markets
	4.1.3 Research product development opportunities that align with the context that applies
	4.1.4 Assist in Producing the identified product or service initiatives

DUTY: 5. Contribute to Local Marketing Strategies

Skill Areas/ Competence	Competence Elements
5.1 Contribute to the evaluation of local marketing strategies	5.1.1 Contribute to evaluation of marketing activities against agreed key performance indicators
	5.1.2 Adjust marketing plans in response to information received about progress achieved
	5.1.3 Implement changes to initial local marketing plans

DUTY: 6. Manage Quality Customer Service

Skill Areas/ Competence	Competence Elements
6.1 Identify customer/guest requirements	6.1.1 Research and assess needs of customers and/or guests
	6.1.2 Conduct data analysis to identify deficiencies in service delivery
	6.1.3 Identify options to improve service levels
6.2 Ensure delivery of quality products/servic es	6.2.1 Ensure products/services meet customers' needs and reflect enterprise standards
	6.2.2 Assist colleagues to meet and exceed customer service standards by providing appropriate professional development
6.3 Provide inputs on customer service	6.3.1 Review customer/guest satisfaction with service delivery using appropriate methods that produce verifiable data
	6.3.2 Compare, records and reporting procedures in order to identify and report on any changes in customer satisfaction
	6.3.3 Compile on customer service evaluation outcomes to designated groups or individuals

DUTY: 7. Prepare and Deliver Presentations

Skill Areas/ Competence	Competence Elements
7.1 Prepare a presentation	7.1.1 Describe different types of presentations that may be made
	7.1.2 Identify the logistics of the presentation
	7.1.3 identify audience for the presentation
	7.1.4 Research the topic for presentation
	7.1.5 Select material for inclusion in the presentation
	7.1.6 plan and write the presentation
	7.1.7 develop and/or acquire supporting materials and visual aids for the presentation
	7.1.8 determine presentation equipment required for the presentation
	7.1.9 trial and practice the planned presentation
	7.1.10 revise the presentation on the basis of the trial
7.2 Deliver a presentation	7.2.1 set-up and organize the venue, where applicable
	7.2.2 thank audience for the opportunity to make the presentation
	7.2.3 make the presentation according to prepared plan
	7.2.4 Modify presentation to optimize impact and success as required on the basis of immediate feedback from audience
	7.2.5 respond to questions as required
	7.2.6 conclude presentation
7.3 Review a presentation	7.3.1 follow-up on matters raised during the presentation
	7.3.2 evaluate personal performance in the planning and delivery of the presentation

DUTY: 8. Promote Tourism Products and Services

Skill Areas/ Competence	Competence Elements
8.1 Develop Product and Service Knowledge	8.1.1 Identify opportunities to sell and promote other product
	8.1.2 Describe the benefits of staff having high levels of product and service knowledge
	8.1.3 Apply formal and informal research techniques to gain product and service knowledge
	8.1.4 Seek customer feedback to supplement product and service knowledge
	8.1.5 Share product and service knowledge
	8.1.6 Initiate action to identify changes in customer preferences, needs, wants and expectations
	8.1.7 Contribute to changes to products, services and service standards to meet identified customer needs
8.2 Develop	8.2.1 Explain the concept of target markets

Market Knowledge	8.2.2	Define the concept of niche markets
	8.2.3	Describe how promotions and offers may vary to suit differing target markets
	8.2.4	Identify sources of information about enterprise-specific target markets
	8.2.5	Describe the demographic characteristics of enterprise target markets
	8.2.6	Explain the benefits of using target markets within an organisation
8.3 Promote Products and Services	8.3.1 Describe promotional initiatives that may be used to promote products	
	8.3.2 Demonstrate how to develop and produce a static in-house promotion	
	8.3.3 Verbally promote products and/or services to customers	
	8.3.4 Demonstrate products and/or services to customers	

DUTY: 9. Source and Package Tourism Products and Service

Skill Areas/ Competence	Competence Elements
9.1 Generate initial destination knowledge	9.1.1 Identify sources of destination information
	9.1.2 Describe criteria for capturing destination information
	9.1.3 Identify client needs relating to destination information that may be required
	9.1.4 Research destination information
	10.1.5 Capture and record and classify destination and general product information
9. 2 Update destination knowledge	9.2.1 Register to receive updated destination information
	9.2.2 Intergrade updated information into existing destination information
	9.2.3 Initiate new flies for new information and/or new destinations
9.3 Communicate destination knowledge	9.3.1 Identify client and colleague needs relating to destination information that is required
	9.3.2 Share destination information
	9.3.3 Advise clients in relation to information about specific destinations
	9.3.4 Present hard copy information (leaflet, brochure) to clients
9.4 Review provision of destination knowledge	9.4.1 Evaluate sources of destination information
	9.4.2 Evaluate methods of provision of destination
	9.4.3 Evaluate effectiveness of destination information provision
	9.4.4 Amend or confirm sources of destination information

2. COMPETENCY STANDARDS

2.1 Generic

Duty	1. Work Effectively with Customer and Colleagues
Competence	**Performance Criteria**
1.1 COMMUNICATE EFFECTIVELY	1. Relay information in a clear and concise manner using ***appropriate communication techniques*** 2. Use ***language and tone appropriate*** to a particular audience, purpose and situation, taking into account the relevant factors involved 3. Use active listening and questioning to facilitate effective two-way communication with others 4. Identify potential and existing ***conflicts*** and seek solutions in conjunction with all involved parties 5. Complete routine ***workplace documentation*** accurately in a timely manner ***Range*** ***Appropriate communication techniques:*** ▪ the use of active listening ▪ the use of both open and closed questions ▪ speaking clearly and concisely ▪ using appropriate language and tone of voice ▪ being attentive ▪ maintaining eye contact in face-to-face interactions ▪ the use of appropriate non-verbal communication in face- to-face interactions, e.g. body language, attention and personal presentation ***Appropriate language and tone:*** ▪ using simple, concise language that can be easily understood by the audience ▪ using appropriate tone, e.g. not patronizing, not too loud, not too soft, not yelling, not angry, etc. ***Conflicts:*** ▪ group conflict ▪ conflict with individuals ▪ conflict with co-workers ***Workplace documentation:*** ▪ letters ▪ memos ▪ faxes ▪ emails ▪ invoices and purchase orders

1.2 ESTABLISH AND MAINTAIN EFFECTIVE RELATIONSHIPS WITH COLLEAGUES AND CUSTOMERS	1. Meet both *internal customers'* and *external customers'* needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames.
	2. Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes
	3. Maintain a positive and co-operative manner
	4. *Non-discriminatory attitudes and language* are used when interacting with customers, staff and management consistently
	
	Range
	Internal customers:
	  • colleagues working in another department
	  • team members
	  • supervisor or managers.
	
	External customers:
	  • suppliers
	  • people who buy the goods and services the enterprise sells
	
	Non-discriminatory attitudes and language:
	  • language in relation to race and ethnicity
	  • not making assumptions about physical or intellectual abilities
	  • the use of non-discriminatory language in relation to the portrayal of people with disabilities
	  • using non-sexist and gender inclusive language.

1.3 WORK IN A TEAM	1. Request or provide assistance so that work activities can be completed
	2. Provide support to colleagues to ensure achievement of team goals
	3. Recognise and accommodate *cultural differences* within the team
	4. Identify, prioritise and complete individual tasks within designated timelines
	5. Acknowledge and respond to feedback and information from other team members
	
	Range
	Cultural differences:
	  • forms of address
	  • levels of formality/informality
	  • non-verbal behavior
	  • work ethics
	  • personal grooming
	  • family obligations

	• recognised holidays
	• special needs
	• preferences for personal interactions

Duty	2. Work in A Socially Diverse Environment
Competence	**Performance Criteria**
2.1 COMMUNICATE WITH CUSTOMERS AND COLLEAGUES FROM DIVERSE BACKGROUNDS	1. Value customers and colleagues from different cultural groups and treat them with respect and sensitivity 2. Take into consideration **cultural differences** in all verbal and non-verbal communication 3. Attempt to **overcome language barriers** 4. Obtain **assistance** from colleagues, reference books or outside organisations when required ***Range*** ***Cultural differences:*** • Forms of address • Levels of formality/informality • Non-verbal behaviour • Work ethics ***Overcome language barriers:*** • Use simple gestures • Use simple words • Use words in the other person's language • Describe goods and services simply • Use diagrams or maps to give simple directions ***Assistance:*** • Co-workers who speak the same language • Interpreter services • Diplomatic services • Supervisors, or managers, or specialist customer service staff within the enterprise.
2.2 DEAL WITH CROSS CULTURAL MISUNDERSTANDINGS	1. Identify **issues** which may cause conflict or **misunderstanding in the workplace** 2. Address difficulties with the appropriate people and seek assistance from team leaders or others where required 3. Consider possible cultural differences when difficulties or misunderstandings occur 4. Make efforts to **resolve misunderstandings**, taking account of cultural considerations ***Range*** ***Issues:*** • Competing group, family or personal interests

	- Power and control issues - Lack of communication - Personality clashes - Cross-cultural issues - Differences between cultural groups - Dissatisfaction in the community - Competing needs ***Misunderstandings in the workplace:*** - Speaking too quickly/quietly - No visual clues - Poor observation - Poor communication style - Intolerance - Prejudice - Inadequate language skills - Not clarifying or asking questions - Inappropriate body language - Poor understanding of other cultures. ***Resolve misunderstandings:*** - Staff training - Utilizing staff cultural skills - Employing a variety of communication methods - Knowledge of location of cultural buildings sites and support agencies - Developing an understanding and tolerance of cultural diversity - Overcoming prejudice and assumptions - Utilizing non-verbal communication skills - Actively seeking to break down barriers - Refer issues and problems to the appropriate team leader/supervisor for follow up

Duty	3. Implement Occupational Health & Safety Procedures
Competence	**Performance Criteria**
3.1 PROVIDE INFORMATION ON HEALTH AND SAFETY PROCEDURES	1. Explain relevant health and safety information, including enterprise specific details, accurately and clearly to staff 2. Make health and safety information accessible to staff
3.2 IMPLEMENT AND MONITOR PROCEDURES FOR CONTROLLING HAZARDS AND RISKS	1. Identify and report workplace hazards and risks promptly by maintaining close contact with day-to-day workplace operations 2. Implement and monitor risk control procedures in accordance with enterprise and legal requirements 3. Evaluate and adjust risk control procedures as required
3.3 IMPLEMENT AND MONITOR HEALTH AND SAFETY TRAINING	1. Identify health and safety training needs through regular workplace monitoring 2. Arrange training interventions as appropriate on a timely basis
3.4 MAINTAIN HEALTH AND SAFETY RECORDS	1. Complete records accurately in accordance with enterprise and legal requirements 2. Aggregate information and data from work area records are used to identify hazards and monitor risk control procedures in work area

Duty	4. Communicate Effectively on the Telephone
Competence	**Performance Criteria**
4.1 RESPOND TO INCOMING TELEPHONE CALLS	1. Answer calls promptly, in an ***appropriate manner*** in accordance with ***enterprise standards*** 2. Offer friendly assistance to the caller, and accurately establish the purpose of the call. 3. Repeat call details to the caller to confirm understanding 4. Answer caller enquiries promptly, or transfer caller to the appropriate location/person 5. Record caller requests accurately and pass on to the appropriate department/person for follow-up 6. Relay messages accurately to the nominated person within designated timelines 7. Report ***threatening or suspicious phone calls*** promptly to the appropriate person, in accordance with enterprise procedures 8. Use ***language, tone and volume*** appropriate to phone calls ***Range*** ***Appropriate manner:*** ▪ Polite language

	- Appropriate welcoming phrase - Enthusiasm - Friendliness - Willingness to help. ***Enterprise standards:*** - Appropriate greeting/s - Number of rings call should be answered within - Personal identification - Use of caller's name ***Offer of assistance if person within organization is unavailable to take the caller's call. Establish the purpose of the call:*** - Asking questions - Listening to information given. ***Threatening or suspicious phone calls:*** - Bomb threats - Talking about violent acts. ***Language, tone and volume:*** - Pleasant - Friendly - Easy to understand.
4.2 MAKE TELEPHONE CALLS	1. Obtain correct telephone numbers 2. Establish clearly the purpose of the call prior to calling 3. Use ***telephone equipment*** correctly in order to establish contact 4. Communicate clearly your name, company and reason for calling 5. Be polite and courteous at all times ***Range*** ***Telephone equipment:*** - Activation system, e.g.: ringing, buzzing, light flashing - Use of speaker button, hand piece or hands-free headset - Placing calls on hold - Transferring calls - Using intercom system to page - Single or multiple lines.

Duty	5. Manage and Resolve Conflict Situations
Competence	**Performance Criteria**

5.1 RESPOND TO COMPLAINTS	1. Handle complaints sensitively, courteously and discreetly 2. Take responsibility for resolving complaint/s 3. Handle complaints in accordance with enterprise Procedures
5.2 IDENTIFY AND MANAGE CONFLICT SITUATIONS	1. Identify potential for conflict quickly and take appropriate action to prevent escalation 2. Identify threats to personal safety of customers or colleagues quickly and organize appropriate assistance.
5.3 RESOLVE CONFLICT SITUATIONS	1. Take responsibility for finding a solution to the conflict situations within scope of individual responsibility and job role 2. Manage conflict by applying effective communication skills and anger management techniques 3. Use conflict resolution skills to manage the conflict situation and develop solutions

Duty	6. Develop and Update Tourism Industry Knowledge
Competence	**Performance Criteria**
6.1 SOURCE CURRENT INFORMATION ON THE TOURISM INDUSTRY	1. Identify sources of information the relationship between the tourism industry and the role of the local community 2. Identify sources of information on tourism markets and their relevance to market segments 3. Identify sources of information on the nature of the relationship between tourism and other industries 4. Identify sources of information on specific features of the local/regional tourism industry *Range:* *Sources of information:* ▪ Private and public sectors ▪ Media, including tourism-specific articles and general interest tourism interest tourism oriented matters ▪ Text books, reference books libraries ▪ Publications and newsletters from suppliers and support industries ▪ Government agencies ▪ Internet searches ▪ Industry and trade seminars, meetings and conferences ▪ Personal networking with colleagues and customers ▪ Internet research and searches ▪ Face to face meetings with relevant parties, such as industry tourism bodies and agencies ▪ Personal visits to organizations who hold relevant tourism industry information

- Telephone contact with personal networks

Tourism industry statistics and trends may be related to:
- Growth, decline and status of various industry sectors
- Percentage market share of various sectors, including definition and description of market segments
- Sources of overseas and international; visitors and tourists, visitors arrivals' data, visitor arrivals forecasts, outbound figures
- Visitor numbers by market sector, such as business, tourist, adventure, sightseeing, historic, visiting friends and families
- Upcoming events and analysis of past events
- Host country specific tourism research projects and result of targeted visitor surveys
- Reports, publications and fact sheet
- Existing, emerging, potential tourism products and services
- Industry indicators

Tourism markets refers to:
- Countries from which the host country draws its visitors

Market segments may refer to the different experiences that visitors seek when visiting the country such as
- Adventure
- Eco-tourism
- Indigenous experience
- Cultural and heritage
- Agri-tourism
- Spas and wellbeing
- Sport tourism

Relationship between tourism and other industries could relate to:
- The nature, scope and context of the link between tourism and:
  - Hospitality
  - Entertainment
  - Support services
  - Suppliers
  - Arts
  - Sports
  - Travel and transport
  - Agriculture
  - Retail trade
  - Science and research
  - Government

| | o Education

Tourism industry sectors may include:
- Meetings, incentives, conventions and events
- Man-made and natural attractions, theme parks
- Inclusive tours
- Tour operators and tour wholesalers
- Retail travel agents
- Air, road and sea travel
- Food, drink and accommodation
- Geographic areas, business sectors, or economic units as defined by the host country
-

Tourism industry bodies may relate to:
- International bodies
- National, regional and local bodies
- Government agencies and non-government bodies
- Bodies allied to key market segment peak bodies |

Competence	Performance Criteria
6.2 USE SOURCED TOURISM INDUSTRY INFORMATION	1. Share information with colleagues and customers 2. Apply industry knowledge and information to day to day operation of the tourism business

Duty	7.Promote Products and Services to Customers

Competence	Performance Criteria
7.1 DEVELOP PRODUCT AND SERVICE KNOWLEDGE	1. Identify opportunities to develop product and service knowledge *Opportunities to develop product and service knowledge may be related to:* • personal experience • reading informational brochures and other materials provided by suppliers and manufacturers • reading product labels • attending product launches • talking to sales representatives 2. Describe the benefits of staff having high levels of product and service knowledge *Benefits of sales staff having high levels of product and service knowledge will include:* • being able to provide professional assistance to

customers
- being able to distinguish between alternatives
- meeting customer expectations
- maximizing selling opportunities
- being better able to meet and overcome buying objections.

Product and service knowledge may relate to:
- tours and transport
- conferences and conventions
- function and entertainment facilities
- shopping and restaurant facilities
- food and beverage
- retail shops in properties, such as bottle shops, gift shops, foyer shops, souvenir shops.

3. Apply formal and informal research techniques to gain product and service knowledge

Formal and informal research techniques may include:
- discussions with colleagues, management and customers
- reading internal enterprise material about products and services
- becoming familiar with customer comments, including complaints
- reading surveys and ratings undertaken by third parties.

4. Seek customer feedback to supplement product and service knowledge

Customer feedback should include:
- developing, distributing and analyzing the responses to questionnaires
- talking to customers and actively seeking their opinion and thoughts on products and services
- checking internal buying patterns and trends.

5. Share product and service knowledge with other relevant internal personnel

Share product and service knowledge should relate to:
- conducting internal staff meetings to share information
- developing paper-based information and data sheets for staff to use

	• conducting internal product and service demonstrations • allowing staff to experience services provided by the organization. 7. Contribute to changes to products, services and service standards to meet identified customer needs *Contribute to changes to products, services and service standards may involve:* • suggesting evidence-based reasons for change • preparing presentations to support personal recommendations for change • ensuring all suggestions for change are supported by a formal rationale and are fully costed • developing an action plan for implementation of recommended changes • participating in group activities designed to identify and develop relevant changes critiquing suggestions made by others
7.2 DEVELOP MARKET KNOWLEDGE	1. Explain the concept of target markets *Concept of target markets may relate to:* • identification of the target markets used by the host enterprise • identifying points of differentiation between established target markets • describing why the established target markets were chosen • explaining how the host enterprise tailors its products and/or services to meet the identified needs of its target markets • identifying relevant products and/or services as they apply to each of the host enterprise's designated target markets • analyzing market research that was used as the basis for target market development. 2. Define the concept of niche markets *Concept of niche markets should include:* • definition of niche markets • benefits of identifying and establishing niche markets • identifying the niche markets that the host enterprise has created and/or established • identifying how the host enterprise meets the

	identified needs of their niche markets explaining • how these offerings differ from what is offered to other target markets. 3. Describe how promotions and offers may vary to suit differing target markets *Describe how promotions and offers may vary may relate to:* • consideration of the marketing mix, such as price, place, product, promotion • identifying the development and research process that underpins offers made to different target markets • identifying the monitoring process, and relevant key performance indicators, that determines whether or not promotions are being effective or not. 4. Identify sources of information about enterprise-specific target markets *Sources of information about enterprise-specific target markets may include:* • internal, historic records, such as sales records, purchase histories, customer databases, stock records, customer accounts • customer market research • information from support businesses, such as suppliers, distributors, agents, associates, head office, manufacturers, the wholesale sector, marketing companies • customer feedback, including paper-based, electronic/online, verbal feedback, customer complaints and comments 5. Describe the demographic characteristics of enterprise target markets *Demographic characteristics may relate to:* • age • gender • marital status, including details of family • identification of the nature and size of the buying unit, such as company, individual, agent, wholesale, retail, government, domestic, international • earning level and/or level of disposable income • access to credit

	• ethnicity, language spoken • geographic location • employment, such as type, status • transport used • media used • preferred buying/payment option. 6. Explain the benefits of using target markets within an organisation *Benefits of using target markets may relate to:* • being better able to meet identified need • faster and more profitable sales • more satisfied customers • less waste • ability to become established as a specialist supplier • being able to get to know the target better as the level of interaction with them builds reducing the likelihood of competitors entering into the marketplace.
7.3 PROMOTE PRODUCTS AND SERVICES	1. Describe promotional initiatives that may be used to promote products 2. Demonstrate how to develop and produce a static in-house promotion 3. Verbally promote products and/or services to customers 4. Demonstrate products and/or services to customers
7.4 APPLY SELLING SKILLS	1. Apply interpersonal skills in selling contexts 2. Persuading skills

Duty	8. Perform Basic Clerical Procedures
Competence	**Performance Criteria**
8.1 PROCESS OFFICE DOCUMENTS	1. ***Process documents*** with appropriate office equipment in accordance with enterprise procedures and within designated timelines 2. Identify and rectify and/or report malfunctions promptly in accordance with enterprise procedures 3. Use office equipment to process documents **<u>Range</u>** ***Documents:*** ▪ mail, such as incoming and outgoing correspondence,

	guest mail and courier ■ files, such as customer records, correspondence, financial records, receipts, invoices and orders ■ correspondence, such as letters, facsimiles, memos and reports ■ menus ***Process:*** ■ collating ■ binding ■ photocopying ■ mailing ■ e-mailing ■ filing. ***Office equipment:*** ■ photocopier ■ facsimile ■ computer printer ■ scanner
8.2 DRAFT CORRESPONDENCE	1. Write text using clear and concise language 2. Text is without spelling, punctuation and/or grammatical errors 3. Check information for accuracy prior to sending
8.3 MAINTAIN DOCUMENT SYSTEMS	1. File/store documents in accordance with enterprise procedures 2. Modify and/or update records management systems in accordance with enterprise procedures

Duty	9. Access and Retrieve Computer-based Data
Competence	**Performance Criteria**
9.1 OPEN FILE	1. Turn on/access computer system correctly 2. Select or load appropriate software 3. Identify and open correct file
9.2 ACCESS COMPUTER-BASED DATA	1. Use computer features to access a range of data or information 2. Retrieve data using prescribed systems, sequences and appropriate keyboard techniques 3. Access data stored on a variety of data storage mediums, private computer networks and the Internet 4. Use searches and queries to find desired information
9.3 RETRIEVE COMPUTER-BASED DATA	1. Locate data to be retrieved 2. Check that data meets requirements 3. Print or transfer file to data storage medium as required.

Duty	10. Speak English at a Basic Operational Level	
Competence	**Performance Criteria**	
10.1 PARTICIPATE IN SIMPLE CONVERSATIONS ON FAMILIAR TOPICS WITH WORK COLLEAGUES	1. Use and respond appropriately to opening comments 2. Comment on familiar topics 3. Talk about a past event 4. Use closing remarks appropriately to end the conversation	
10.2 RESPOND TO SIMPLE VERBAL INSTRUCTIONS OR REQUESTS	1. Confirm understanding of supervisor's instructions or requests 2. Request repetition or clarification of instructions or requests	
10.3 MAKE SIMPLE REQUESTS	1. Use polite forms to make simple requests 2. Thank the person responding to your request 3. Acknowledge the person who cannot respond to your request	
10.4 DESCRIBE ROUTINE PROCEDURES	1. Explain a sequence of events in carrying out a routine job 2. Describe exceptions to routine procedures 3. Make suggestions on how to improve routine procedures	
10.5 EXPRESS LIKES, DISLIKES AND PREFERENCES	1. Talk about likes and dislikes of familiar topics and situations 2. Discuss preferences and give reasons	
10.6 IDENTIFY DIFFERENT FORMS OF EXPRESSION IN ENGLISH	1. Construct a formal sentence 2. Identify indicators of informal expressions in English 3. Differentiate between 'open-ended' and 'closed' questions	

Duty	11. Use Common Business Tools and Technology	
Competence	**Performance Criteria**	
11.1 ACCESS AND USE COMMON BUSINESS TOOLS	1. Identify and access **business tools** required to achieve work outcomes in accordance enterprise policy and procedures 2. Use business tools efficiently and effectively and in accordance with enterprise policy and procedures 3. Obtain and maintain business tools required to support workplace activities 4. Store business tools in accordance with enterprise procedures and to **reduce theft and fraudulent activity** *Range* *Business tools:* ▪ information, knowledge and other intellectual	

	resources ▪ finances ▪ facilities ▪ equipment ▪ stock and supplies. ***Reduce theft and fraudulent activity:*** ▪ security systems ▪ staff undertaking police checks ▪ lockable storage ▪ stock control processes ▪ restricted assess protocols
11.2 SELECT AND USE COMMON BUSINESS TECHNOLOGY	1. Select appropriate ***business technology*** and/or ***software applications*** to achieve the requirements of ***work task*** 2. Use ***technology*** in a way which promotes a safe work environment ***Range*** ***Business technology:*** ▪ computer equipment ▪ digital cameras ▪ security surveillance technology ▪ hand-held input devices ▪ communication systems. ***Software applications:*** ▪ word processing packages ▪ spreadsheet packages ▪ accounting packages ▪ database packages ▪ presentation packages ▪ internet browsers ***Work task:*** ▪ processing reservations ▪ undertaking stock takes ▪ processing financial records ▪ producing documentation
11.3 MAINTAIN TECHNOLOGY	1. Identify and replace used technology ***consumables*** in accordance with manufacturer's instructions and organizational requirements 2. Carry out and/or arrange ***routine maintenance*** to ensure that equipment is maintained in accordance with manufacturer's instructions and enterprise requirements 3. Identify equipment faults and take appropriate action in accordance with manufacturer's instructions or by seeking specialized assistance

	Range
	Consumables:
	  ▪ toner
	  ▪ tapes
	  ▪ discs
	  ▪ Universal Serial Bus (USB) drives
	  ▪ external hardware
	
	Routine maintenance:
	  ▪ creating more space on the hard disk
	  ▪ cleaning dust from internal and external surfaces
	  ▪ using up-to-date antivirus programs
	  ▪ backing up files before major maintenance
	  ▪ reviewing and updating programs
	  ▪ deleting unwanted files/programs.
	
	Specialized assistance:
	  ▪ internal maintenance support
	  ▪ external maintenance support
	  ▪ use of commercial 'help' desks
	  ▪ contractors
	  ▪ manufacturers.

2.2 Specialised

Duty	1. Build and Maintain A Team Approach to Service Delivery
Competence	**Performance Criteria**
1.1 ASSIST SERVICE STANDARDS	1. Internal and external factors impacting on the level of customer service may be related to: • Location of service delivery • Customer expectations • Advertised levels of service • Customer profiles • Customer service levels being implemented by the competition • Image and past performance of host enterprise • Budget, including ratio of team members to client/customers • Safety issues, including consideration of the varying service levels that exist in an office environment and on a tour • Reputation • Workplace quality rating 2. Research customer expectations and opinions should include: • Studying customer complaints and compliments that have been received by the organization • Observation of current service delivery • Interviewing customers and staff regarding their experiences and issues with the receipt of service and service delivery • Determining the levels and standards of service being provided by the opposition • Accessing existing industry research data regarding service delivery 3. Service standards may be related to: • Time taken to respond to customers, including waiting time for in-person interactions and transactions as well as electronic responses via e-mail and telephone • Ratio of service delivery team members to customers • Level(s) of service quality, including consideration of the varying quality standards that may legitimately apply within the one organization under nominated and different circumstances • Identification of objective monitoring parameters to determine whether or not service standards are being

	achieved or not • Personal presentation, appearance and dress of service delivery team members, including personal hygiene, uniforms and attitude • Setting mandatory minimum training and other requirements for service delivery team members before they are allowed to provide service delivery • Identifying prescribed communication strategies for dealing with nominated and regular service delivery requirements, including greeting customers, dealing with difficult customers, fare welling customers verbally and non-verbally
1.2 ASSIST TO IMPROVE SERVICE	1. Monitor team performance may include: • Observing team members while they are providing service delivery • Using objective checklists to evaluate the extent of individual team member compliance with identified service standards • Obtaining feedback from the recipients of service delivery • Exercising fairness in the evaluation of individual staff performance • Ensuring team members are aware of the criteria against which their provision of service delivery is being assessed. • Seeking feedback from customers relating to their satisfaction with and expectations of, existing service delivery 2. Assist team members to resolve customer complaints may include: • Intervening when team members appear unable to resolve a customer complaint • Supporting team members in their dealings with complaints • Leading by example in the resolution of customer complaints • Encouraging team members to deal with complaints and difficult customers so as to extend their expertise and build confidence • Assisting team members in the completion of necessary internal documentation that must be completed following a complaint or other workplace service-related event • Debriefing with team members about difficult customers and situations. 3. Support team members to rectify instances of deficient service delivery may include:

	• Providing one-to-one demonstrations, mentoring and advice as required/requested and in a proactive manner • Being approachable so that team members are encouraged to seek assistance • Highlighting the positive action that team members have taken and limiting emphasis on any negatives that may have been involved • Providing information to explain instances where assistance is required, in addition to providing physical demonstration • Arranging top-up training, as required • Arranging for team members to be transferred to other duties, where appropriate, until the required service standards can be demonstrated • Implementing disciplinary and counselling for team members who fail to deliver the requires service standards
1.3 LIAISE WITH MANAGEMENT REGARDING SERVICE DELIVERY	1. Discuss significant instances of failure to deliver identified service delivery standards may include: • Describing the context of the situation • Involving/inviting team members to participate in the discussion • Supporting the team member in discussions with management • Developing changes to existing protocols to reduce or eliminate the likelihood of repetition of sub-standard service delivery • Completing incident reports 2. Operational information may include: • Explanation of the impact of service delivery standards on team members • Identification of the impact of service standards on customers • Opportunities that have been identified for improving or altering service delivery standards without adversely impacting on levels of service delivery • Identifying technology that may be able to be used to replace or enhance existing service standards
1.4 WORK AS A TEAM	1. Interpret stated service delivery standards may include: • Explaining service standards and service levels • Prioritizing service delivery standards and requirements • Defining relevant terminology

	• Clarifying service-related issues
	2. Encourage team members may include:
	• Motivating individuals
	• Providing examples of opportunities to provide high levels of customer service
	• Demonstrating by example how opportunities for enhancing service delivery can be taken
	3. Provide feedback may include:
	• Praising team members for their efforts, including recognizing and rewarding individual and team efforts
	• Advising team members of non-compliance with service delivery standards and monitoring their efforts at remedying the situation
	• Passing on instances of customer compliments and complaints
	4. Encourage team members to contribute feedback may include:
	• Conducting regular team meetings
	• Demonstrating personal preparedness to receive positive and negative information from team members
	• Acting on information received
	• Representing team members in discussions with management
	• Ensuring that team members who contribute feedback are not victimized

Duty	2. Coordinate Marketing Activities
Competence	**Performance Criteria**
2.1 COLLECT INFORMATION ON THE BUSINESS ENVIRONMENT	• Create reports on collected data
2.2 ASSIST IN MARKETING STRATEGIES OR PLANS	1. Product or market development and may address: • Product • Price • Promotion • Distribution • Demand • Target market. 2. Business goals and outcomes may include: • Key performance indicators • Strategic objectives

	• Price
	• Market and sales indicators
	• Brand value
	• Quality standards and criteria
	• Performance benchmarks
	• Milestones.
	3. Colleagues may include:
	• Full-time, part-time, casual or contract staff
	• People with varying degrees of language and literacy
	• People from a range of cultural, social and ethnic backgrounds
	• People with a range of responsibilities and job descriptions.

Duty	3. Coordinate Production of Brochures and Marketing Materials
Competence	**Performance Criteria**
3.1 IDENTIFY THE CONTEXT FOR BROCHURES AND MARKETING MATERIALS	1. Factors that apply may be related to: • Objectives • Target markets) • Analysis of the brochures and marketing materials being used by competitors • Required or preferred style and size of materials including consideration of demands placed on brochures and marketing materials by others in the marketing and distribution chain • Time parameters including seasonal considerations, and the relationship between product release and the need to promote that product • Budget including consideration of joint venture marketing initiatives • In-house production capabilities and their availability to produce materials that align with designated timeframes • Internal and external distribution considerations including cost of distribution, required quantities, language(s) to be used, target markets) and intermediaries in the distribution chain • Availability of information that needs to be included in the marketing materials, including relevance, currency and copyright clearance • Organizational image including consideration of the need to either maintain or extend the existing image, or the need to alter the image • Legal restrictions and restrictions that may apply including need to ensure accuracy, comprehensiveness and truthfulness in content, detail, descriptions,

	representations and statistics.
	2. Brochures and marketing materials may include: • Product and service brochures • Destination guides • Promotional flyers and leaflets • Conference programs and registration/advertorial forms • Event prospectus • Display material • Information kits • Product support materials • Advertising materials • Direct mail items • Invitations • Merchandising goods. 3. Plan the production will include: • Identifying the type, nature and volume of items to be produced • Integrating materials with organizational plans, goals and objectives • Developing expected outcomes for the brochures and marketing materials • Identifying methods to evaluate the impact of brochures and marketing materials Involving relevant others in the process •Clarifying resources available to achieve the expected outcomes • Identifying issues that may impact on developing and producing materials. 4. Develop action plans may be related to: •Identifying, detailing and clarifying individual steps to be undertaken in the development and production phases • Allocating resources to the development and production phases • Identifying individual responsibilities for the pre-development and production phases including the roles of internal and external people • Specifying timelines and target dates for the completion of components of each plan • Referring to previous marketing activities as a basis for future marketing activities • Seeking input and comment from relevant stakeholders as appropriate to individual project requirements • Communicating the contents of action plans with

	relevant stakeholders to explain specific requirements and responsibilities that apply.
3.2 ADMINISTER ACTIVITIES RELATING TO THE PRODUCTION OF DRAFT ITEMS	1. Provide resources may include: • Supplying funding • Arranging for professional external assistance • Allocating sufficient and appropriate time • Organizing for the inclusion of relevant internal expertise. 2. Circulate items for comment may include: • Presenting material to management and partners to obtain their final comments • Obtaining approval to proceed with the proposed items.
3.3 OBTAIN QUOTATIONS FOR PRODUCTION OF BROCHURES AND MARKETING MATERIALS	1. Meet and discuss the proposal with service providers may include: • Graphic artists • Graphic designers • Printers • Obtaining and evaluating samples of work done by potential service providers • Selecting a service provider with previous relevant industry experience and a proven and successful history. 2. Detailed specifications may include: • Defining the decisions relating to: • Quantities/volume required 3. Number of colours • Type of stock 4. Number of photographs • Layout and style of text • Production deadlines • Presentation of draft sample • Determining terms and conditions of the contract that are acceptable and/or non-negotiable. 5. Obtain quotations may include: • Ensuring quotations received accommodate the stated requirements of the specifications supplied • Ensuring quotations are received from a number of different service providers in keeping with internal requirements to obtain a variety of quotations prior to making a purchasing decision

Competence	Performance Criteria
	6. Determining the finishing requirements that will apply to hard copy items including folding, trimming, stitching or stapling, as appropriate. 7. Evaluate quotations may include: • Comparing quotations received from different service providers • Assessing quotations against identified criteria for the production of items as contained in the specifications supplied to potential service providers.
3.4 ADMINISTER ACTIVITIES RELATING TO THE PRODUCTION OF FINAL ITEMS	1. Monitor production activities may include: • Liaising with suppliers to ensure specified targets and requirements are being met • Meeting with service providers on a regular basis to enable emerging issues to be highlighted and addressed • Responding to requests for information and/or direction • Making production decisions to move the project forward, including decisions regarding production variations that occur during the production phase.

Duty	4. Create Strategic Product Initiatives
Competence	**Performance Criteria**
4.1 CREATE STRATEGIC PRODUCT INITIATIVES	1. Identify the context may be related to: • Describing the current trading and competitive being faced by the organization and the industry • Identify products and services being offered by competitors • Quantifying and describing changes to the level of competition being experienced, including increases and reduction in competition • Considering technological changes and initiatives that may have presented new opportunities • Quantifying and evaluating sales and profits experienced by the organization • Identifying existing and emerging industry trends, customer expectations and requirements • Assessing available resources to support the development of initiatives, including funding, human resources and physical resources • Identifying timing considerations, including seasonal factors, immediacy needs, peak and low tourist/travel seasons

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- Noting existing legislative requirements, including changes to legislation that may have revealed new opportunities
- Determining the objectives contained in existing and proposed business and strategic plans of the organization
- Reviewing key organizational capability statements of the business
- Identifying options for initiatives that arise on the basis of initial contextual evaluation
- Undertaking a situational analysis identifying the Strengths and Weakness of the organization and existing Opportunities and Threats (SWOT analysis)

2. Product development may include:
- Tour development
- Package programs
- New customer service features
- Building of new facilities
- Special interest programs
- Guest activities and shows
- Exhibits
- Integration of new technology into exiting products and services
- Amendments to existing products and services
- Joint venture initiatives with partners
- Removal of products and services from an existing product and service list

3. Undertake market research should include:
- Identifying objectives for market research
- Determining market research techniques to be applied
- Selecting targets for primary market research tools
- Developing and trailing primary market research tools
- Applying the prepared market research tools to obtain primary date in accordance with previously established procedures
- Examining and analyzing trends and relevant secondary information, including quantitative and qualitative data
- Analyse and evaluate the results of the market research
- Identify and describe the potential opportunities that have been identified by the market research

4. Product life cycle should relate to:
- Determining the stage within the product life cycle that current products and services are at, including

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| | | consideration of the recognized phases of Introduction, Growth, Maturation, Saturation and Decline |
| | | • Considering the products and services offered by competitors in term of the product life cycle. |

5. Financial issues may include:
   - Availability of funding, including the potential to borrow money
   - Quantifying expected development and implementation costs of initiatives
   - Determining cash flow situation of business
   - Sourcing joint venture partners and identifying their level of financial contribution to an their expectations of revenue from, the initiative
   - Seeking financial support from industry bodies and government authorities, including identification of requirements that may apply to grants or other financial incentives
   - Considering taxation implications of implementing the initiative

6. Develop product development plans may include:
   - Evaluating strategy development models that exist
   - Selecting a strategy development model appropriate for the initiative that has been chosen and applicable to the associated trading and competitive position of the organization
   - Integrating product development plans into existing business and strategies plans, including revising existing plans to accommodate changes in direction and/or objectives
   - Developing a suite of plans that align with the accepted requirements of plans to be SMART (Specific; Measurable; Accurate; Realistic and relevant; Track-able and Time-related)
   - Developing policies and procedures to guide and govern the implementation of the initiative
   - Allocating tasks, resources and responsibilities to enable the identified product and service initiatives to be achieved
   - Identifying quality standards that apply to the initiative
   - Developing monitoring and evaluation criteria against which to assess the progress and success of the initiative, including development of Key Performance Indicators (KPIs), where appropriate.

Duty	5. Contribute to Local Marketing Strategies
Competence	**Performance Criteria**
5.1 CONTRIBUTE TO THE EVALUATION OF LOCAL MARKETING STRATEGIES	1. Key Performance indicators may include: • Enquiries received, including online enquiries, face to face enquiries, responses to targeted media calls to action, requests for mailed information • Booking received • Advanced deposits collected • Changes to customer database numbers and details • New customers attracted and/or with whom contact has been made • Sales made, including distinguishing sales by value, unit type and target market buying group • Judging return on investment for monies expended on advertising activities • Assessing changes, where applicable, to company image and reputation in the market activities • Assessing changes, where applicable to company image and reputation in the market place • Gauging level of public awareness in relation to specific marketing activities 2. Adjust marketing plans may include: • Providing supplementary resources to extend the marketing activities • Amending marketing alternatives being used, including changing media used, revising frequency of advertising and altering advertising content • Retreating from activities that are demonstrably not working, or which are counter-productive • Extending a limited offer • Re-allocating responsibilities for marketing activities • Modifying timelines in response to positive and negative issues arising • Responding to action taken by competitors in response to marketing activities undertaken by organization 3. Implement changes may include: • Revising plans • Communicating revisions to relevant people, including sales and customer contact staff • Providing identified resources • Ensuring previous arrangements are altered on the basis of revisions made, including agreements with advertisers, joint venture partners, suppliers and similar

Duty	6. Manage Quality Customer Service
Competence	**Performance Criteria**
6.1 IDENTIFY CUSTOMER/GUEST REQUIREMENTS	1. Research may include: • Interviewing colleagues and clients • Focus groups • Data analysis • Product sampling • Sales data review 2. Service levels may relate to: • Service quality • Customer satisfaction • Staff attitude • Appearance of venue, staff, etc • Atmosphere of venue • Responsiveness of staff to customer requests • Delivery times • Prices/costs • Product / service availability • Courtesy /politeness
6.2 ENSURE DELIVERY OF QUALITY PRODUCTS/SERVICES	1. Customers' needs may relate to: • Advice or general information • Specific information • Complaints • Purchasing organization's products and services • Returning organization's products and services • Accuracy of information • Fairness/politeness • Prices/value
6.3 PROVIDE INPUTS ON CUSTOMER SERVICE	1. Appropriate methods that produce verifiable data may include: • Mystery guest • Customer satisfaction survey • Customer / guest interviews • Representative sampling activities • Industry benchmarking; 2. Evaluate and report on customer service may relate to: • Service quality evaluations • Customer satisfaction evaluations

	• Industry benchmarking

Duty	**7. Prepare and Deliver Presentations**
Competence	**Performance Criteria**

7.1 PREPARE A PRESENTATION	1. Describe different types of presentation that may be made
	2. Identify the logistics of the presentation
	3. Identify audience for the presentation
	4. Research the topic for presentation
	5. Select material for inclusion in the presentation
	6. Plan and write the presentation
	7. Develop and/or acquire supporting materials and visual aids for the presentation
	8. Determine presentation equipment requires for the presentation
	9. Trial and practice the planned presentation
	10. Revise the presentation on the basis of the trial
	
	Range
	Different types of presentations may be related to:
	  ▪ Sales and marketing presentations
	  ▪ Mentoring and coaching
	  ▪ Staff meetings
	  ▪ Conference addresses
	  ▪ Staff briefings
	  ▪ Business planning meetings
	
	Logistics of the presentation may include:
	  ▪ Day and date
	  ▪ Time of day – including duration of presentation
	  ▪ Location and style of venue
	  ▪ Content and topic/s of presentation – including parameters and level of detail to be covered
	  ▪ Nature of presentation – including a straight presentation, inclusion of 'Question and Answer' session, inclusion of demonstrations, handouts, sample and/or products
	  ▪ Objectives for the presentation
	  ▪ Context of the presentation
	  ▪ Guidelines imposed or required for the presentation
	
	Audience for the presentation may relate to:
	  ▪ Number in the audience
	  ▪ Seating arrangements in the room/area where the presentation will take place

	▪ Age and gender
	▪ Seniority or status of people who will be at the presentation
	▪ Nature of the relationship between the speaker and the host enterprise
	▪ Their existing knowledge and understanding of the presentation topic
	▪ Their need to obtain information from the meeting
	Research may include:
	▪ Studying internal information
	▪ Investigating external information and data
	▪ Identifying relevant trends and recent activity related to the topic
	▪ Identifying material that may be released for public consumption and material that is commercial in confidence
	▪ Using desktop research techniques
	Select material may be relate to:
	▪ Determining relevancy of material
	▪ Confirming validity of material
	▪ Ensuring selection of substantial and significant material
	▪ Ensuring material chosen supports the objectives that have to be made
	▪ Matching conent to topic, objectives and main points of the presentation
	Plan and write may include:
	▪ Alloweing sufficient time to prepare the presentation
	▪ Structuring and sequencing the presentation
	    ○ Introduction
	    ○ Body –on a point by point basis
	    ○ Summary/conclusion
	▪ Ensuring smooth flow of information
	▪ Preparing a written draft for the presentation
	▪ Revising and editing the written draft presentation
	Supporting materials and visual aids may include:
	▪ PowerPoint presentation
	▪ Operating technologies that will be used to support the delivery
	▪ Recording the rehearsal for the later analysis
	Using all technologies and supporting materials as planned for the actual presentation

7.2 DELIVER A PRESENTATION	1. Set-up and organize the venue, where applicable 2. Thank audience for the opportunity to make the presentation 3. Make the presentation according to prepared plan 4. Modify presentation to optimize the impact and success

	as requires on the basis of immediate feedback from audience
	5. Respond to questions as requires
	6. Conclude presentation
	Range:
	Set-up and organize the venue may include:
	▪ Arranging seating
	▪ Setting-up presentation equipment and technologies
	▪ Providing refreshments, where appropriate
	▪ Adjusting lighting and air coediting
	▪ Distributing support materials
	▪ Posting direction signage at venue
	▪ Checking personal presentation
	Modify presentation may include:
	▪ Altering pace of presentation
	▪ Departing from prepared presentation plan
	▪ Using additional and/or alternative examples to illustrate points
	▪ Adjusting the environment
	▪ Speaking louder or changing tone
	▪ Refraining from activities identified as distracting to audience
	▪ Omitting or modifying planned points
	Conclude presentation :
	▪ Summarizing the presentation
	▪ Identifying points for future action as a result of the presentation and/or Question and answer session
	▪ Promising action on identified points
	▪ Making presenter available for future contact by the audience
	Thanking audience
7.3 REVIEW A PRESENTATION	1. Follow-up on matters raised during the presentation
	2. Evaluate personal performance in the planning and delivery of the presentation
	Range:
	Follow-up may include:
	▪ Contacting people to respond to questions asked during the presentation
	▪ Providing information on the basis of questions asked during the presentation
	▪ Investigating and responding to issues raised during the presentation

	▪ Distributing materials promised during the presentation
	Evaluate personal performance may include: ▪ Assessing the time and activities undertaken as part of the planning and preparation process ▪ Evaluating the support materials used during the presentation ▪ Appraising he content of the presentation ▪ Evaluating personal presentation techniques and style ▪ Considering venue set-up and facilities ▪ Seeking feedback from colleagues who attended the presentation ▪ Seeking feedback from attendees at the presentation Making notes for future reference to assist in improving performance when making presentation

Duty	8. Promote Tourism Products and Services
Competence	**Performance Criteria**
8.1 DEVELOP PRODUCT AND SERVICE KNOWLEDGE	1. Identify *opportunities to develop product and service knowledge* 2. Describe *the benefits of staff having high levels of product and service knowledge* 3. Apply *formal and informal research techniques* to gain product and service knowledge 4. Seek *customer feedback* to supplement product and service knowledge 5. *Share product and service knowledge* with other relevant internal personnel 6. *Initiate action to identify changes* in customer preferences, needs, wants and expectations 7. *Contribute to changes to products, services and service standards* to meet identified customer needs *Range* *Opportunities to develop product and service knowledge:* ▪ Personal experience ▪ Reading informational brochures and other materials provided by suppliers and manufacturers ▪ Reading product labels ▪ Attending product launches ▪ Visiting suppliers, distributors and manufacturers ▪ Talking to sales representatives *Benefits of sales staff having high levels of product and service knowledge:*

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- Being able to provide professional assistance to customers
- Being able to distinguish between alternatives
- Meeting customer expectations
- Maximizing selling opportunities
- Being better able to meet and overcome buying objections.

Product and service knowledge:
- Tours and transport
- Conferences and conventions
- Function and entertainment facilities
- Shopping and restaurant facilities
- Food and beverage
- Retail shops in properties, such as bottle shops, gift shops, foyer shops, souvenir shops.

Formal and informal research techniques:
- Discussions with colleagues, management and customers
- Reading internal enterprise material about products and services
- Becoming familiar with customer comments, including complaints
- Reading and researching product data and information provided by suppliers
- Conducting internal testing to determine quality and differentials
- General media research
- Developing, distributing and analysing the responses to questionnaires
- Reading surveys and ratings undertaken by third parties

Customer feedback:
- Developing, distributing and analysing the responses to questionnaires
- Talking to customers and actively seeking their opinion and thoughts on products and services
- Checking internal buying patterns and trends

Share product and service knowledge:
- Conducting internal staff meetings to share information
- Developing paper-based information and data sheets for staff to use
- Conducting internal product and service

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	demonstrations ▪ Conducting taste testing of food and beverages ▪ Allowing staff to experience services provided by the organization ***Initiate action to identify consumer changes:*** ▪ Undertaking market research activities ▪ Engaging the services of an external market research company ▪ Tracking trends and changes in internal sales patterns within the enterprise, with reference to ▪ Customer databases and/or sales histories, stock usage figures ▪ Initiating customer focus groups or similar ▪ Participating in industry-wide surveys ▪ Obtaining, reading and understanding wider industry market research on changes in customer preferences ***Contribute to changes to products, services and service standards:*** ▪ Suggesting evidence-based reasons for change ▪ Preparing presentations to support personal recommendations for change ▪ Ensuring all suggestions for change are supported by a formal rationale and are fully costed ▪ Developing an action plan for implementation of recommended changes ▪ Participating in group activities designed to identify and develop relevant changes Critiquing suggestions made by others
8.2 DEVELOP MARKET KNOWLEDGE	2.6.1 Explain the ***concept of target markets*** 2.6.2 Define the ***concept of niche markets*** 2.6.3 ***Describe how promotions and offers*** may vary to suit differing target markets ***2.6.4*** Identify ***sources of information about enterprise-specific target markets*** 2.6.5 Describe the ***demographic characteristics*** of enterprise target markets 2.6.6 Explain the ***benefits of using target markets*** within an organisation ***<u>Range</u>*** ***Concept of target markets:*** ▪ Identification of the target markets used by the host enterprise ▪ Identifying points of differentiation between established target markets

	▪ Describing why the established target markets were chosen ▪ Explaining how the host enterprise tailors its products and/or services to meet the identified needs of its target markets ▪ Identifying relevant products and/or services as they apply to each of the host enterprise's designated target markets ▪ Analysing market research that was used as the basis for target market development ***Concept of niche markets:*** ▪ definition of niche markets ▪ Benefits of identifying and establishing niche markets ▪ Identifying the niche markets that the host enterprise has created and/or established ▪ Identifying how the host enterprise meets the identified needs of their niche markets explaining ▪ How these offerings differ from what is offered to other target markets. ***Describe how promotions and offers:*** ▪ Consideration of the marketing mix, such as price, place, product, promotion ▪ Identifying the development and research process that underpins offers made to different target markets ▪ Identifying the monitoring process, and relevant key performance indicators, that determines whether or not promotions are being effective or not. ***Sources of information about enterprise-specific target markets:*** ▪ Internal, historic records, such as sales records, purchase histories, customer databases, stock records, customer accounts ▪ Customer market research ▪ Information from support businesses, such as suppliers, distributors, agents, associates, head office, manufacturers, the wholesale sector, marketing companies ▪ Customer feedback, including paper-based, electronic/online, verbal feedback, customer complaints and comments ***Demographic characteristics:*** ▪ Age

	• Gender • Marital status, including details of family • Identification of the nature and size of the buying unit, such as company, individual, agent, wholesale, retail, government, domestic, international • Earning level and/or level of disposable income • Access to credit • Ethnicity, language spoken • Geographic location • Employment, such as type, status • Transport used • Media used • Preferred buying/payment option ***Benefits of using target markets may relate to:*** • Being better able to meet identified need • Faster and more profitable sales • More satisfied customers • Less waste • Ability to become established as a specialist supplier • Being able to get to know the target better as the level of interaction with them builds • Reducing the likelihood of competitors entering into the marketplace.
8.3 PROMOTE PRODUCTS AND SERVICES	.1 Describe promotional initiatives that may be used to promote products .2 Demonstrate how to develop and produce a static in house promotion .3 Verbally promote products and/or services to customers Demonstrate products and/or services to customers

Duty	9. Source and package tourism products and services
Competence	**Performance Criteria**
9.1 GENERATE INITIAL DESTINATION KNOWLEDGE	1. Client packages may include: • Individual and groups, including one-off clients and identified target market sectors • Day tour operators • Hotels • Outbound tour wholesalers • Inbound tour operators • Conference organisers 2. Client requirements must focus on identified client needs, wants and preferences and will include: • Destination preferences

	- Budget - Timing and duration issues, including constraints and the need for integration with an associated tour or travel program - Cultural and religious issues - Product and service preferences - Practicality - Service styles and standards - Identified focus for undertaking the trip 3. Host enterprise requirements may be related to: - Enhancing and expanding product range including product initiatives that conform to business plan and marketing objectives - Profitability - Movement into new target market - Reputation and image - Business agreements, including franchise and other contractual arrangements - Meeting competition - Involvement of colleagues in determining requirements 4. Purposes of packages may include: - Conferences - Social events - Holiday and recreation - Tour programs including day tours, extended tours, eco-tours, cultural tours and educational tours - Special interest itineraries - Incentives' - Series tours 5. Products and services may relate to supplier, intermediary and/or touring packages promoted in brochures and include: - Accommodation including serviced and non-services options - Transport including air, rail, bus/coach and shipping - Hire car including long and short-term rentals - Attractions including natural and man made - Tours including side trips, one-day and extended tours - Catering including bona fide meals and refreshments - Entertainment including recreational, arts, sports cultural, music, festivals and special events - Conference facilities

	• Specialist services including guides, interpreters, secretarial support, child –minding and security
9.2 UPDATE DESTINATION KNOWLEDGE	1. Sources of information may include: • Suppliers, carriers and providers, including those in distribution networks • Local tourism information centres • Embassies in identified locations/destinations • Local operators including accommodation properties, tours, venues, restaurants and souvenir shops • Tourism authorities including regional, domestic and international • Industry associations including industry peak bodies and government authorities and agencies • General literature including trade press, guide books, holiday and destination publications • Internet • Media • Personal visits to destinations and site inspections of attractions, venues and facilities
9.3 COMMUNICATE DESTINATION KNOWLEDGE	
9.4 REVIEW PROVISION OF DESTINATION KNOWLEDGE	2. Research information sources may include: • Undertaking desktop research including internet research and analysis of internal data contained on in-house systems • Analyzing existing secondary data including: ▪ Client feedback ▪ Responses to surveys, questionnaires on preferences, needs and current tourist activities • Considering recent and emerging trends • Using personal network of contacts • Undertaking personal observation • Soliciting feedback from clients 3. Assess applicability of identified products and services may relate to: • Determining rates, costs, fees, charges, taxes for each package component • Evaluating availability on a short-term and on-going basis, as required by the nature of the package • Calculating return on investment, including consideration of loss leader implications • Assessing compatibility with company image and reputation • Verifying reputation of products and services, including assessment of client perceptions in relation

	to potential carriers, suppliers, destinations, products and services • Identifying features and benefits, including comparisons with similar packages offered by competitors • Checking match between products/services and identified objectives and client demand/requests for the packages • Determining destination characteristics, including accessibility and transport, • Accommodation and attractions, facilities, seasonal influences, degree of infrastructure, government regulations, special events, supporting venues and human resource potential to deliver required services, promotional potential, existing promotional material, retail outlets and ancillary support services • Legal considerations • Cultural sensitivity 4. Select products and services may include: • Aligning with identified objectives • Complying with client requirements • Ensuring availability • Negotiating agreements with suppliers, carriers and providers – including obtaining written confirmation • Ensuring value and potential salability

PART 3   TRAINING STANDARDS

1. CURRICULUM DESIGN

This section will showcase how the structure of the training will be done and it will be unique to the corresponding occupational structure.

2. TRAINING DELIVERY

2.1.   CLASS SIZE (RATIO: TRAINER VS TRAINEES)

- Ratio: Trainer vs. Trainees, Classroom and Practical
- Classroom (Theory) – 1 Trainer: 16 Trainees
- Practical – 1 Trainer: 8 Trainees

2.2.   COURSE CONTENT

- 70% Practical and 30% Theory

2.3.   EVALUATION

- Training course evaluation/ feedback form should be provided to candidates at the end of the training course.
- The Evaluation process helps the training Organisation to understand the strength and weakness of the training course and identify opportunities to improve the training course for future candidates.
- Industry feedback mechanism must be in place.

2.4.   ASSESSMENT

- All training organisations are required to demonstrate the four principles of assessment: (i) Validity (ii) Reliability (iii) Integrity iv) Fairness
- Assessing the competency in terms of course work, practical, written assessment and interview
- Any written assessment shall have a standardized format with clear instructions.
- Multiple Choice Questions (MCQs) shall comprise of selection of four (4) answers provided.
- For Short Answer Questions (SAQs) sufficient space shall be provided for candidates to answer and the mark awarded for each individual question shall be indicated.
- MCQs and SAQs should be kept within separate sections.
- Any training course that is conducted, must as reasonably practicably expose the candidates towards the real working environment (e.g., Groupwork Presentations, Practical sessions, etc.).
- Assessment Packages per program.
- Assessment will be conducted by an independent assessment team comprising 1 independent assessor from an independent RTO, 1

external assessor from the industry and 1 verifier from the awarding body.

- ▪ The assessment team will be led by the assessor from an independent RTO.

3. TRAINING HOURS

The minimum nominal training hours is 100 hours.

4. TRAINERS QUALIFICATION

- ▪ Has a valid recognized training or teaching qualification or a certificate of a qualified trainer (i.e., Certificate of Teaching, Train the Trainer, etc);
- ▪ Minimum 3 years of work experience in the relevant field or activity; or
- ▪ Have a minimum Higher National Diploma in relevant field and above

5. ASSESSORS QUALIFICATION

- ▪ Has a valid recognized assessing or teaching qualification or a certificate of a qualified assessors (i.e., Certificate of Teaching, Train the Assessors, etc); or
- ▪ Has a minimum 3 years of work experience in the relevant field or activity; or
- ▪ Higher National Diploma and above or relevant industry experience

6. TOOLS, EQUIPMENT AND CONSUMABLES (MATERIALS)

All training providers are also required to provide at their training premises (including classrooms and practice grounds) facilities and equipment which must be maintained to a required standard and in full compliance with applicable laws of Brunei Darussalam and where appropriate, equipment should be routinely tested and inspected in accordance with applicable legislation and standards. This is to ensure that all training premises, facilities and equipment are safe and fit for purpose with suitable levels of hygiene in place*

*Training Standards 1-8: Aligned Requirements amongst SHENA, IBTE and MOE

TOOLS		EQUIPMENT		MATERIAL	
Description	Qty	Description	Qty	Description	Qty
Desktop computer set	16	Tables	16	Pens	16
Colour printer	4	Chairs	16	Stapler/staples	16
Photocopy machine	1			Highlighters	16
Telephone set	2			Record books	16
Microsoft Office software	1			A4 paper (1 ream)	8
Designer software	1			Envelopes (20 pcs/pkt)	16
Working internet	1			Ring file	16
Multimedia projector	1			Coloured paper	16
				Notice board	2
				Flip chart board	4
				Whiteboard markers	16

7. PERSONAL PROTECTIVE EQUIPMENT (PPE)

Where required, the personal protective equipment (PPE) requirements shall be ascertained and to ensure that each candidate is provided with the same for the duration of the training course. The PPE shall be applicable for the type of course, of suitable standard and be well maintained at all times.

PPE		
Description	Qty	Standards and Specification
Facemask	20	N95

8. TRAINING FACILITIES

- ▪ Classroom
  - ▪ Size: minimum 27 m sq.;
  - ▪ Proper signage

- ▪ Workshop and training grounds
  - ▪ Size: where workshop and training grounds minimum size or area is specified.
  - ▪ Proper signage

- ▪ Basic amenities
  - ▪ Basic necessities (not limited to. surau (male and female) toilet (male and female), resting areas, male and female changing room, first aid, etc.) must be provided;

NO. OF TRAINEES:	16	
REQUIREMENT SIZE IN:	MIN. SIZE IN METERS (M)	MIN. REQUIREMENT SIZE IN SQ. METERS
Building (Permanent)	As approved by ABCi	As approved by ABCi
Training Workshop/Area		10
Storeroom		2
Classroom		27m
GRAND TOTAL IN SQ. METERS:	39	

PART 4   GLOSSARY

A

ASSESSOR

accredited individual authorized to evaluate or assess competencies of a candidate applying for certification.

D

DUTY

the tasks to be performed by an individual as a regular part of the individual's job.

I

INSTITUTIONAL ASSESSMENT

an assessment undertaken by the institution for its trainees to determine their achievement of the learning outcomes in the module of instructions in given unit of competency or clusters of competencies.

L

LEARNING OUTCOMES

the set of knowledge, skills and/or competencies an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

O

OCCUPATION

a set of jobs whose main tasks and duties are characterized by a high degree of similarity.

P

PERFORMANCE CRITERIA

evaluative statements that specify what is to be assessed and the required level of performance or competency.

R

RECOGNITION OF PRIOR LEARNING (RPL)

the process in which the individual's previous learning outside the formal system which contributes to the achievement of current competency/ies can be assessed against the relevant unit of competency and given recognition through the issuance of appropriate certificate.

T

TASK

a discrete, assignable unit of work that has an identifiable beginning and end, containing two or more steps which when performed, leads to a product, service or decision. This is normally performed within a specified period of time.

TRAINING STANDARDS

the information and important requirements to consider when designing training programs corresponding to a national qualification; this includes information on curriculum design, training delivery, trainee entry requirements, training tools and equipment, and trainer qualifications.

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