Develop and update tourism industry knowledge

D2.TCC.CL1.07

Assessor Manual

Develop and update tourism industry knowledge

D2.TCC.CL1.07

Assessor Manual

Project Base

William Angliss Institute of TAFE
555 La Trobe Street
Melbourne 3000 Victoria
Telephone: (03) 9606 2111
Facsimile: (03) 9670 1330

Acknowledgements

Project Director: Wayne Crosbie
Chief Writer: Alan Hickman
Subject Writers: Alan Hickman/Nick Hyland
Project Manager/Editor: Alan Maguire
DTP/Production   Daniel Chee, Mai Vu, Jirayu Thangcharoensamut, Kaly Quach

Disclaimer

File name: AM_Develop_&_update_tour_ind_knowledge_refined

Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors

attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework

- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)

- Skills auditing

- Gap analysis and training

- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them

- Candidates with assurance of the standards of practice expected of assessors

- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment

- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency

- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures

- The candidate is informed of all assessment reporting processes prior to the assessment

- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Confidentiality is maintained regarding assessment results

- The assessment results are used consistently with the purposes explained to the candidate

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate

- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions

- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time

- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status

- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate

- This Competency Recording Sheet is located at the end of the Assessment Plan

- It is the overriding document to record competency

- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs

- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate

- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate

- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed

- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings

- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

"At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:
    a) *Using the 'X' method of assessment*
    b) *At 'X' location*
    c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?"

- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name

- ▪ Enter Assessor name

- ▪ Enter Location

- Familiarise self with Questions to be asked

- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These oral questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

- ▪ I will give you feedback at the end of the assessment

- ▪ Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:

- ▪ Complete Assessment Record for the Oral Questioning by:

   a) Ticking PC or NYC, as appropriate

   b) Entering 'Remarks' as required

   c) Completing Oral Questioning within 60 minutes

- Complete Oral Questioning and provide feedback to candidate

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided

- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date

- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X

- On this date you must forward the completed questions to the assessor by X time on the date of X

- Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

- Participants may record written answers (where possible)

- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate

- Insert assessor name

- Insert identify of location where observations are being undertaken

- Insert date/s of observations – may be single date or multiple dates

- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill

- Provide written (and verbal) feedback to candidate – as/if appropriate

- Sign and date the form

- Present form to candidate for them to sign and date

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

- Tick the box to indicate the relationship of the Third Party to the candidate

- Present the partially completed form to the Third Party for them to finalise

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:

  - Pass Competent = Yes

  - Not Yet Competent = No

  - Unsure about whether candidate is competent or not = Not Sure

- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: DEVELOP AND UPDATE TOURISM INDUSTRY KNOWLEDGE	NOMINAL HOURS: 30

UNIT NUMBER: D2.TCC.CL1.07

UNIT DESCRIPTOR: This unit deals with skills and knowledge required to generate and maintain basic knowledge of the tourism industry generally, including sector and legislative information: this unit is specific to the host country in which it is delivered.

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Source current information on the tourism industry 1.1 Identify *sources of information* on *issues of economic, political and social significance,* and obtain such information 1.2 Identify sources of information on *tourism industry statistics and trends,* and obtain such information 1.3 Identify sources of information on the relationship between the tourism industry and the *role of the local community/ies*, and obtain such information 1.4 Identify sources of information on *tourism markets* and their relevance to *market segments,* and obtain such information 1.5 Identify sources of information on the nature of the *relationship between tourism and other industries,* and obtain such information	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to all industry sectors that are responsible in developing and maintaining tourism industry knowledge within the labour divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Travel Agencies 4. Tour Operation *Sources of information* may include: • Private and public sectors • Media, including tourism-specific articles and general interest tourism-orientated matters • Text books, reference books, libraries • Trade magazines and trade journals • Publications and newsletters from suppliers and support industries

1.6	Identify sources of information on different *tourism industry sectors*, their inter-relationships, the services available, and obtain such information	• Government agencies
		• Trade unions
		• Head office and other properties within a linked chain of organisations
1.7	Identify sources of information on major *tourism industry bodies*, and obtain such information	• Industry groups, associations and organisations, including local, regional and national bodies as well as international bodies, where appropriate to trade/business
1.8	Identify sources of information on *specific features of the local/regional tourism industry*, and obtain such information	• Internet searches
		• Industry and trade seminars, meetings and conferences
		• Personal networking with colleagues and customers
1.9	Identify sources of information on *environmental issues*, and obtain such information	• Internet research and searches
		• Face-to-face meetings with relevant parties, such as industry tourism bodies and agencies
1.10	Identify sources of information on *career opportunities* within the tourism industry and the allied roles and responsibilities of staff, and obtain such information	• Personal visits to organisations who hold relevant tourism industry information, such as peak bodies, government agencies, private research companies
		• Telephone contact with personal networks
1.11	Identify sources of information on *work organisation and time management* in the tourism industry, and obtain such information	• Registering with information sources to receive information updates, newsletters, periodicals and statistics.
		Issues of economic, political and social significance may include:
1.12	Identify sources of information on *quality assurance* in the tourism industry, and obtain such information	• Contribution that various tourism sectors make to the economy of the host country
		• Employment created by tourism
		• Impact of tourism on the social structure of the host country
1.13	Identify sources of information on *current and emerging tourism industry technology,* and obtain such information	• Political upheavals and their potential, perceived and actual impact on tourism.
		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

Element 2: Source information on compliance and related issues which impact on the tourism industry	• Sources of overseas and international visitors and tourists, visitor arrivals' data, visitor arrivals' forecasts, outbound figures
2.1 Identify sources of information on *legal issues*, and obtain such information	• Visitor numbers by market sector, such as business, tourist, adventure, sight-seeing, historic, visiting friends and families
2.2 Identify sources of information on *ethical issues,* and obtain such information	• Host country-specific facts on domestic and international visitors, including source countries, average spend, average stay length
2.3 Identify sources of information on *industrial and workplace relations issues*, and obtain such information	• Upcoming events and analysis of past events
	• Host country-specific tourism research projects and results of targeted visitor surveys
2.4 Identify sources of information on current *issues of concern for the industry*, and obtain such information	• Reports, publications and fact sheets
	• Existing, emerging, potential tourism products and services
Element 3: Use sourced tourism industry information	• Industry indicators.
	Role of the local community/ies might include:
3.1 Share information with colleagues and customers	• Local community problems and opinions relating to tourism
	• Impact of tourism on local communities, services, families; and use of land and facilities
3.2 Conduct work activities in accordance with legal requirements and ethical standards	• Trends in various areas, such as employment, crime, pollution, infrastructure, house and land values.
3.3 Apply industry knowledge and information to the day-to-day operation of the tourism business	*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
	• Food and wine
	• Cultural and heritage
	• Agri-tourism

	• Spas and wellbeing
	• Sports 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
	▪ 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.

Specific features of the local/regional tourism industry may relate to:

- Opening days and hours
- Facilities available, things to do and see, including advisory time required to visit and view
- Entry and other costs
- Location, including transport options to get there
- Booking options
- Accessing information and promotional material.

Environmental issues may relate to:

- Natural and cultural issues
- Need for minimal impact operations
- Environmental sustainability
- Waste and effluent management
- Energy-efficient tourism destinations and operations
- Land ownership, access and usage issues
- Water, land and air pollution issues.

Career opportunities should relate to all tourism sectors and may include:

- Operational 'hands-on' positions
- Supervisory positions
- Management options

- Training and qualifications required for promotion
- Definition and description of the duties that attach to each position
- Pre-requisites for starting own business.

Work organisation and time management may relate to:

- Industry structure and organisational charts/hierarchies
- Enterprise structure, including variations between sectors and between individual enterprises
- Use of team/crew/work unit structures within the tourism industry
- Nature, role and importance of schedules, time tables and itineraries within travel and tourism.

Quality assurance considerations may relate to:

- Bodies that verify tourism organisations and enterprises
- Pre-requisites and on-going requirements for compliance
- Costs and implementation requirements
- Benefits.

Current and emerging tourism industry technology may include:

- Communications systems and options, such as internal, or with existing or potential customers
- Reservations systems
- E-business
- On-line promotion and bookings
- Equipment relevant to the operation and conduct of individual business, tours, trips, events and other industry activities.

Legal issues will relate to the criminal and civil heads of law in the host country and address legislated requirements, obligations and entitlements which may relate to:

- Business registration and set-up requirements
- Consumer protection
- Duty of care
- Insurance requirements
- Equal opportunity and discrimination
- Workplace and industrial relations
- Child sex tourism protection
- Occupational safety and health
- Guarantees and warranties.

Ethical issues will often intersect with legal requirements/obligations and may relate to:

- Over-booking
- Honesty and full disclosure in advertising and promotion
- Policies on gratuities
- Client privacy and confidentiality
- Price setting, including commissions payable
- Application of free-of-charge 'familiarization' travel, accommodation, meals, entry fees to agents, coach captains, pilots, media, influential people and others
- Gifts and free-of-charge services
- Product recommendations.

Industrial and workplace relations issues may include:

- Employment instruments and employment conditions
- Remuneration
- Diversity and equal opportunity issues

	- Training - Promotions - Safety. *Issues of concern for the industry* may relate to: - Government actions and initiatives - Impact of overseas/international events - Terrorism - Health scares - Environmental and social issues - Media action - Industry growth and/or contraction - Currency concerns. **Assessment Guide** Assessment must confirm knowledge: - Knowledge of the different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following labour divisions: food and beverage, front office, food production/kitchen operations, housekeeping, travel agencies and tour operations - Knowledge of quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process - Ability to research industry information sources - Ability to identify relevant information - Knowledge of the role of trade unions and employer groups in the industry - Knowledge of environmental responsibilities of the industry, including waste minimization and recycling - Knowledge of legislation, regulations and guidelines that apply to the hotel and travel industries.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Research skills
- Analytical skills
- Questioning and communication skills
- Compilation and classification of information and data
- Networking skills.

Linkages To Other Units

- Access and retrieve computer-based data
- Work effectively with colleagues and customers
- Gather and present product information
- Use common business tools and technology
- Access and interpret information
- Source and package tourism products and services
- Source and present information.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of why tourism industry knowledge is important to the enterprise
- Understanding of the different tourism sectors and market segments
- Understanding of the host country legislation that applies to the tourism industry
- Demonstrated ability to research tourism information from a range of nominated sources
- Demonstrated ability to obtain information from a range of nominated tourism sources
- Demonstrated ability to capture, collate and store information from a range of nominated tourism sources so that it can be easily retrieved

- Demonstrated ability to register for information updates from a range of nominated tourism sources

- Demonstrated ability to share information with relevant stakeholders in the enterprise

- Demonstrated ability to apply information obtained from a range of nominated tourism sources to the day-to-day operation of the enterprise.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge

- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace, research tools and the integration of information obtained into the practical operation of the business; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies

- Observation of practical candidate performance

- Oral and written questions

- Analysis of a portfolio of evidence, including travel documentation produced by the candidate

- Problem solving

- Role plays involving interaction with customers as part of the interpretation process prior to documentation production

- Third party reports completed by a supervisor

- Project and assignment work.

Key Competencies in this Unit		
Level 1 = competence to undertake tasks effectively		
Level 2 = competence to manage tasks		
Level 3 = competence to use concepts for evaluating		
Key Competencies	**Level**	**Examples**
Collecting, organizing and analysing information	3	Research, gather, analyse and collate information and data from a variety of sources, across a variety of media
Communicating ideas and information	2	Develop research questions to be asked; inform others regarding information obtained
Planning and organizing activities	2	Schedule research and analysis activities; organize follow-up activities on the basis of initial information sourced
Working with others and in teams	1	Identify research questions that others need answers to
Using mathematical ideas and techniques	1	Process research data and statistics to make them relevant to the individual enterprise
Solving problems	1	Overcome initial absence of research data
Using technology	3	Use internal and external systems and technologies to source and obtain required information

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop and update tourism industry knowledge D2.TCC.CL1.07
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	**NYC**
1. What sources do you use to obtain information on issues of social, economic and/or political significance to the tourism industry?	❑	❑
2. What sources do you use to obtain information on tourism industry trends and statistics?	❑	❑

Questions	Response	
	PC	**NYC**
3. What sources do you use to obtain information about the relationship between the tourism industry and the role of the local community/ies?	❑	❑
4. What sources do you use to obtain information about tourism markets and their relevance to market segments?	❑	❑
5. What sources do you use to obtain information about the nature of the relationship between tourism and other industries?	❑	❑

Questions	Response	
	PC	**NYC**
6. What sources do you use to obtain information about different tourism industry sectors, their interrelationships, and the services available to the tourism industry from them?	❑	❑
7. What sources do you use to obtain information about major tourism industry bodies?	❑	❑
8. What sources do you use to obtain information about specific features of the tourism industry in your local area?	❑	❑

Questions	Response	
	PC	**NYC**
9. What sources do you use to obtain information about environmental issues impacting on the tourism industries?	❏	❏
10. What sources do you use to obtain information about career opportunities within tourism?	❏	❏
11. What sources do you use to obtain information about work organisation and time management in the tourism industry?	❏	❏

Questions	Response	
	PC	**NYC**
12. What sources do you use to obtain information about quality assurance in the tourism industry?	❏	❏
13. What sources do you use to obtain information on current and emerging tourism industry technology?	❏	❏
14. What sources do you use to obtain information on legal issues impacting the tourism industry?	❏	❏

Questions	Response	
	PC	**NYC**
15. What sources do you use to obtain information on ethical issues impacting the tourism industry?	❑	❑
16. What sources do you use to obtain information on industrial and workplace relations issues impacting the tourism industry?	❑	❑
17. What sources do you use to obtain information on general issues of concern to workers and operators in the tourism industry?	❑	❑

Questions	Response	
	PC	**NYC**
18. Give me an example of how you have/might share updated or new industry information with colleagues.	❏	❏
19. Why is it important to ensure your workplace actions comply with legal requirements and ethical standards?	❏	❏
20. Give me an example of how you might apply new or update industry knowledge to day-to-day workplace activities.	❏	❏

Written Questions

Develop and update tourism industry knowledge D2.TCC.CL1.07

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Demand influences the tourism industry. What are three reasons why demand for the tourism industry has increased?

    _____

    _____

    _____

    _____

2. From which three sources can you find out about economic and political issues?

    _____

    _____

    _____

    _____

3. What are three examples of written materials you could use to source information relating to tourism industry statistics and trends?

    _____

    _____

    _____

    _____

4. What are three tourism industry statistics you would like to research if you were a manager?

    _____

    _____

    _____

    _____

5. A tourism business should help promote the local community. What are three businesses in the community you should know about?

    _____

    _____

    _____

    _____

6. What are two ways you can find out information about businesses in the local community?

    _____

    _____

    _____

    _____

7. What are three market segments a tourism business would promote to?

    _____

    _____

    _____

    _____

8. What are two formal methods you can use to gather information on suitable market segments?

    _____

    _____

    _____

    _____

9. Answer 'True' or 'False' to the following statement: It is not a good idea to build relationships with other industries as they will take revenue away from your business.

    True   ❑   False   ❑

10. What information would you like to know about other businesses?

_____

_____

_____

_____

11. What are three tourism industry sectors?

_____

_____

_____

_____

12. What are three types of businesses that exist within the 'accommodation' sector?

_____

_____

_____

_____

13. There is a range of tourism industry bodies within the community. What are two common goals they share?

_____

_____

_____

_____

14. What are two types of tourism industry bodies?

_____

_____

_____

_____

15. What are two ways you can promote local tourist businesses?

_____

_____

_____

_____

16. Answer 'True' or 'False' to the following statement: Visiting the local Tourist Information Center is a great way to find out about local businesses and events.

True ❑ False ❑

17. What is 'sustainable tourism?

_____

_____

_____

_____

18. What are three ways you can undertake sustainable tourism?

_____

_____

_____

_____

19. What are three steps you would take if you are seeking a career in the tourism industry?

_____

_____

_____

_____

20. If you are already employed in the tourism industry, what could you do to improve your chance of promotion?

    _____

    _____

    _____

    _____

21. When working in industry, it is important that you understand what is happening in your organisation on a daily basis. What are three things you would normally need to know on a daily basis?

    _____

    _____

    _____

    _____

22. Time management is important to ensure you are able to complete your tasks in a timely manner. What are two ways you can improve your time management?

    _____

    _____

    _____

    _____

23. Answer 'True' or 'False' to the following statement: 'Quality' is determined by the customer, not the business.

    True   ❑   False   ❑

24. Explain the concept of 'quality assurance' and how you can achieve it.

    _____

    _____

    _____

    _____

25. What is the purpose of technology in the tourism industry?

_____

_____

_____

_____

26. What are three examples of how technology is used to improve tourism?

_____

_____

_____

_____

27. Both employers and employees must follow the law. What are two employer responsibilities in following the law?

_____

_____

_____

_____

28. What are two employer responsibilities in following the law?

_____

_____

_____

_____

29. What is ethics?

_____

_____

_____

_____

30. What are two examples of ethical behaviour?

_____

_____

_____

_____

31. Industrial relations relates to all activities involving staff. What are three areas that would be considered to be an 'industrial relations' activity?

_____

_____

_____

_____

32. Which department in a business has the most information regarding 'industrial relations'?

_____

_____

_____

_____

33. What are three causes for concern in the tourism industry?

_____

_____

_____

34. What are two labour issues in a tourism business?

_____

_____

_____

_____

35. What are two ways you can communication with colleagues?

    _____

    _____

    _____

    _____

36. What is the most common way to communication with customers and why?

    _____

    _____

    _____

    _____

37. What are two ways to ensure you complete your allocated tasks?

    _____

    _____

    _____

    _____

38. Answer 'True' or 'False' to the following statement: Tasks should not be prioritised as each task is as important as each other.

    True   ❑ False   ❑

39. How can you incorporate knowledge and information into day to day operations?

    _____

    _____

    _____

40. Answer 'True' or 'False' to the following statement: Sharing information with other people is not important in the workplace.

    True   ❑ False   ❑

Answers to Written Questions

Develop and update tourism industry knowledge D2.TCC.CL1.07

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. **Demand influences the tourism industry. What are three reasons why demand for the tourism industry has increased?**

   - Necessity

   - Employment

   - Inflation

   - Disposable income

   - Costs of goods and services

   - Opportunity costs

   - Basic needs and wants

   - Marketing and promotions.

2. **From which three sources can you find out about economic and political issues?**

   - Local government websites

   - Local community and council meetings

   - Economic and business websites

   - Legal journals

   - Industry publications

   - Newspapers

   - Internet research.

3. **What are three examples of written materials you could use to source information relating to tourism industry statistics and trends?**

   - Trade magazines

   - Hotel School Publications

   - Newsletters

   - Brochures

   - Advertisements

   - Reference books.

4. **What are three tourism industry statistics you would like to research if you were a manager?**

Whilst there are endless statistics that can be researched, some of these include:

- Types of tourism businesses
- Types and demographics of customers
- Top destinations
- Hotel occupancy percentages
- Reasons for stays
- Current industry information
- Destination countries
- Departure months
- Length of stay
- Type of organisation for the trip
- Transport mode
- Accommodation type
- Expenditure
- Popular tourist attractions.

5. **A tourism business should help promote the local community. What are three businesses in the community you should know about?**

- Local attractions
- Shopping and retail areas
- Events and festivals
- Eateries
- Supermarkets
- Local transport
- Activities
- Places of worship.

6. **What are two ways you can find out information about businesses in the local community?**

- Visiting local businesses and finding out what they provide
- Talking to management and staff of local businesses
- Collecting and reading brochures
- Keeping up with local media including radio stations, television, newsletters or newspapers
- Visiting the local Tourist Information Centre

- Attending town meetings
- Looking at notice boards in shopping centres.

7. What are three market segments a tourism business would promote to?

- Business
- Leisure
  - FIT (Free Independent Travellers) who arrange their own accommodation
  - Tours / coach groups
  - Honeymooners
  - Families
  - Elderly
- Religious
- Sporting.

8. What are two formal methods you can use to gather information on suitable market segments?

- Customer comment cards
- General Manager cocktail parties
- Interviews and follow up calls
- Meetings
- Performance.

9. Answer 'True' or 'False' to the following statement: It is not a good idea to build relationships with other industries as they will take revenue away from your business.

The answer is false.

10. What information would you like to know about other businesses?

- Opening and closing times
- Key features and benefits
- Costs
- Summary information about the business.

11. What are three tourism industry sectors?

- Accommodation
- Attractions and theme parks
- Tour operators
- Inbound tour wholesaler
- Outbound tour wholesaler

- Retail travel agents

- Local, regional and national information services

- Meetings and events

- Corporate agents

- Airlines.

12. What are three types of businesses that exist within the 'accommodation' sector?

- Hotels/motels

- Guest houses/bed and breakfasts

- Caravan parks/camping grounds

- Resorts/time share properties

- Apartments/villas/cottages etc

- Conference/exhibition centres.

13. There is a range of tourism industry bodies within the community. What are two common goals they share?

- Provides a safe and secure offering to its customers

- Is regulated and operates in a legal and compliant manner

- Provides quality products and services to its customers

- Employs staff who have the necessary knowledge, skill relevant to the current industry needs and expectations.

14. What are two types of tourism industry bodies?

- Ministries of Tourism

- Tourism Boards

- Industry Authorities

- Industry Associations

- Industry Unions.

15. What are two ways you can promote local tourist businesses?

- Undertaking familiarisations tours

- Speak with management and staff of other businesses

- Identify the key products, services and selling points

- Stock brochures

- Understand operational aspects of the business.

16. Answer 'True' or 'False' to the following statement: Visiting the local Tourist Information Center is a great way to find out about local businesses and events.

The answer is true.

17. What is 'sustainable tourism?

'Sustainable tourism' is based on the principles of sustainable development. It is based on 'minimising adverse impacts on local communities, heritage, landscapes, water resources, habitats and species while supporting social and economic development.

Taking care of the environment means taking care of the visitor and local community.

Any answer that identifies the protection of the community and environment will be acceptable.

18. What are three ways you can undertake sustainable tourism?

There are no definite answers however any answer that can be deemed to help protect natural resources and the environment will be acceptable.

19. What are three steps you would take if you are seeking a career in the tourism industry?

- Understand the industry – research the industry to gain a sound understanding of what the industry involves and current information and trends

- Understand the roles in the industry – unless you know what types of jobs there are, you won't know which one will be of interest for you. In addition, managers often ask applicants about what they know about the job they are applying for

- Education – educate yourself with the necessary knowledge or skills to be able to undertake the position you are seeking. This may be undertaking research activities, short courses through to tourism related qualifications

- Develop a resume – develop a concise resume which clearly articulates your personal information and your skills sets

- Look at recruitment vacancies - these may be advertisements in newspaper, advertised in the businesses themselves, through recruitment companies, on local notice boards, in shop windows, through word of mouth, recruitment days or internet searches

- Familiarise yourself with businesses – conduct research on the business you are trying to seek employment with whether through personal visits or internet research

- Make yourself known - visit businesses personally and try to introduce yourself to key recruitment contacts, whether Human Resources or departmental managers and supervisors.

20. If you are already employed in the tourism industry, what could you do to improve your chance of promotion?

- Talking with management and Human Resources to identify:
  - What knowledge, skills, education or experience is required to progress to a higher position
  - What further training opportunities are present

- Likely vacancies within the business, be it in the local organisation or in the chain
- The job roles and duties of higher positions. Gain an understanding of what you need to not only successfully get a higher position, but to be successful at it if you are given it

- Express your desire for progression:
  - Unless your manager knows you want to move to a higher position, you may be overlooked. It is good to be pro-active and plant the seed in the mind of management
  - Ask your manager for additional responsibilities or tasks to improve your skill set to demonstrate your motivation towards promotion.

21. When working in industry, it is important that you understand what is happening in your organisation on a daily basis. What are three things you would normally need to know on a daily basis?

- Special events
- Weather
- VIP and customer activities
- Emergencies
- Legal requirements
- Local attractions, festivals and events.

22. Time management is important to ensure you are able to complete your tasks in a timely manner. What are two ways you can improve your time management?

- Preparing a list of all activities to be performed
- Identifying tasks by '1,2,3' or 'a,b,c' to indicate their importance
- Prioritising and completing important tasks first
- Breaking time into small management chunks
- Use of a timer when completing activities
- Identifying and reducing time wasters
- Having the ability to say no to people or tasks that are not a priority.

23. Answer 'True' or 'False' to the following statement: 'Quality' is determined by the customer, not the business.

The answer is true.

24. Explain the concept of 'quality assurance' and how you can achieve it.

'Quality assurance' (QA). This is a term used to systematically measure and compare aspects of operations within a business against operational standards of performance.

In essence these concepts have the same aim: to look at every aspect of a business's operation and see how it can be improved to improve the product or service provided to the customer.

25. What is the purpose of technology in the tourism industry?

- Streamline and speed up access and delivery of tourism services
- Improve management and profitability of tourism operations
- Enhance marketing of the industry as a whole and the businesses within it
- Improve the relationships between tourism businesses and its customers.

26. What are three examples of how technology is used to improve tourism?

Any examples of technology improving tourism operations is acceptable. Possible answers may include:

- Standardized set of XML messages for the distribution of tour and activity data
- Short-term, purely spontaneous travel specials
- Dedicated travel apps
- Sharing of traveller's personal information to simplify bookings
- Advanced travel search engines
- Travellers to find activities and local content in a mobile optimized environment
- Small business owners to access the business travel market
- Hotels and resorts to communicate with guest through on property mobile before, during, and after their visit to the property.
- Hotels manage their online reputation and social media
- Friends to collaborate and plan trips together
- Travellers research and decide where to go, where to stay and what to do.

27. Both employers and employees must follow the law. What are two employer responsibilities in following the law?

Employer responsibilities include:

- Complying with occupational safety and health regulations
- Providing equal and fair services to all people in accordance with EO legislation
- Paying relevant taxes and fees associated with the operation of the business
- Ensuring appropriate insurance is taken out to cover workers
- Offering products and services that conform to what is advertised
- Being a responsible corporate citizen and community member.

28. What are two employer responsibilities in following the law?

Employee responsibilities extend to, though are not restricted to:

- Undertaking duties as they apply to their employment category
- Not acting in a discriminatory manner towards their employer, colleagues or customers
- Adhering to the regulations set out in the OSH Act

- Representing the best interests of the business

- Working to the best of their ability

- Keeping commercial information in confidence

- Being responsible and accountable for all money received on behalf of the business

- Obeying all lawful instructions from management.

29. What is ethics?

Whilst ethical issues, may or may not be enforced by laws or regulations, there is a certain 'code' in which all businesses should operate under.

It is about doing something 'morally' right.

30. What are two examples of ethical behaviour?

Any answer that is deemed to be 'morally' correct is acceptable.

31. Industrial relations relates to all activities involving staff. What are three areas that would be considered to be an 'industrial relations' activity?

- Recruitment & Retention

- Termination of staff

- Workplace safety and health

- Workplace agreements

- Harassment & Discrimination

- Conflict in the workplace.

32. Which department in a business has the most information regarding 'industrial relations'?

Human Resources.

33. What are three causes for concern in the tourism industry?

- The state of the economy – interest rates, currency exchange levels, level of employment

- Environmental considerations and concerns

- Terrorism

- Customer confidence

- Eco-tourism

- Sustainable tourism

- Impact of development in tourism

- Climate change

- Visa restrictions & tourism

- Cultural tourism

- Weather

- Technological and legislative changes that impact on the industry.

34. What are two labour issues in a tourism business?

- Pay rates

- The ability to recruit sufficient and properly trained or experienced staff

- Working conditions

- Training

- Mandatory licensing and certification requirements

- Superannuation / Insurance

- Disciplinary and dismissal procedures.

35. What are two ways you can communication with colleagues?

- Conversations

- Staff briefings

- E-mails

- Telephone calls

- Meetings.

36. What is the most common way to communication with customers and why?

Verbally is best, as it provides the opportunity to provide further explanation, use body language, provide examples and answer questions the customer may have.

37. What are two ways to ensure you complete your allocated tasks?

- Work quickly

- Practice being interrupted

- Practice tact and diplomacy

- Take a minute to plan and prioritise

- Ask for help where required.

38. Answer 'True' or 'False' to the following statement: Tasks should not be prioritised as each task is as important as each other.

The answer is false.

39. How can you incorporate knowledge and information into day to day operations?

- Working in accordance with new or revised requirements

- Using new knowledge to modify personal work practices

- Updating printed materials

- Supplying information to customers that incorporates the new knowledge.

40. Answer 'True' or 'False' to the following statement: Sharing information with other people is not important in the workplace.

The answer is false.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop and update tourism industry knowledge D2.TCC.CL1.07
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: a) Source current information on the tourism industry b) Source information on compliance and related issues which impact on the tourism industry c) Use sourced tourism industry information 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Source current information on the tourism industry		
Identify sources of information on issues of economic, political and social significance, and obtain such information	❑	❑
Identify sources of information on tourism industry statistics and trends, and obtain such information	❑	❑
Identify sources of information on the relationship between the tourism industry and the role of the local community/ies, and obtain such information	❑	❑
Identify sources of information on tourism markets and their relevance to market segments, and obtain such information	❑	❑
Identify sources of information on the nature of the relationship between tourism and other industries, and obtain such information	❑	❑
Identify sources of information on different tourism industry sectors, their inter-relationships, the services available, and obtain such information	❑	❑

Identify sources of information on major tourism industry bodies, and obtain such information	❏	❏
Identify sources of information on specific features of the local/regional tourism industry, and obtain such information	❏	❏
Identify sources of information on environmental issues, and obtain such information	❏	❏
Identify sources of information on career opportunities within the tourism industry and the allied roles and responsibilities of staff, and obtain such information	❏	❏
Identify sources of information on work organisation and time management in the tourism industry, and obtain such information	❏	❏
Identify sources of information on quality assurance in the tourism industry, and obtain such information	❏	❏
Identify sources of information on current and emerging tourism industry technology, and obtain such information	❏	❏
Element 2: Source information on compliance and related issues which impact on the tourism industry		
Identify sources of information on legal issues, and obtain such information	❏	❏
Identify sources of information on ethical issues, and obtain such information	❏	❏
Identify sources of information on industrial and workplace relations issues, and obtain such information	❏	❏
Identify sources of information on current issues of concern for the industry, and obtain such information	❏	❏
Element 3: Use sourced tourism industry information		
Share information with colleagues and customers	❏	❏
Conduct work activities in accordance with legal requirements and ethical standards	❏	❏
Apply industry knowledge and information to the day-to-day operation of the tourism business	❏	❏
Did the student's overall performance meet the standard?	❏	❏

Feedback to student and trainer/assessor		© ASEAN 2012	
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Develop and update tourism industry knowledge D2.TCC.CL1.07		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	Yes	No	Not sure
Identifies sources of current information on a wide range of issues impacting on the tourism industry	❑	❑	❑
Obtains relevant information from identified sources of issues impacting on the workplace and the broader tourism industry	❑	❑	❑
Identifies and obtains relevant information on ethical, legal, industrial relations and other issues impacting on the tourism industry and the workplace	❑	❑	❑
Shares new/update industry knowledge with colleagues and customers	❑	❑	❑
Uses and applies new/updated industry knowledge in day-to-day workplace activities	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Assessor Manual
Develop and update tourism industry knowledge

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Develop and update tourism industry knowledge	D2.TCC.CL1.07
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Source current information on the tourism industry						
Identify sources of information on issues of economic, political and social significance, and obtain such information						
Identify sources of information on tourism industry statistics and trends, and obtain such information						
Identify sources of information on the relationship between the tourism industry and the role of the local community/ies, and obtain such information						
Identify sources of information on tourism markets and their relevance to market segments, and obtain such information						
Identify sources of information on the nature of the relationship between tourism and other industries, and obtain such information						
Identify sources of information on different tourism industry sectors, their interrelationships, the services available, and obtain such information						

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Source current information on the tourism industry						
Identify sources of information on major tourism industry bodies, and obtain such information						
Identify sources of information on specific features of the local/regional tourism industry, and obtain such information						
Identify sources of information on environmental issues, and obtain such information						
Identify sources of information on career opportunities within the tourism industry and the allied roles and responsibilities of staff, and obtain such information						
Identify sources of information on work organisation and time management in the tourism industry, and obtain such information						
Identify sources of information on quality assurance in the tourism industry, and obtain such information						
Identify sources of information on current and emerging tourism industry technology, and obtain such information						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 2: Source information on compliance and related issues which impact on the tourism industry						
Identify sources of information on legal issues, and obtain such information						
Identify sources of information on ethical issues, and obtain such information						
Identify sources of information on industrial and workplace relations issues, and obtain such information						
Identify sources of information on current issues of concern for the industry, and obtain such information						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Use sourced tourism industry information						
Share information with colleagues and customers						
Conduct work activities in accordance with legal requirements and ethical standards						
Apply industry knowledge and information to the day-to-day operation of the tourism business						
Candidate signature			**Date**			
Assessor signature			**Date**			