

MINISTRY OF CULTURE, SPORTS AND TOURISM  
VIETNAM NATIONAL ADMINISTRATION OF TOURISM



VIETNAM TOURISM OCCUPATIONAL STANDARDS

# ON-SITE TOUR GUIDING





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Hanoi, 2015



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## GLOSSARY

ITEM	DEFINITION
<b>Assessment</b>	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit
<b>Assessment criteria</b>	Assessment criteria list the performance/skills and knowledge and understanding that need to be assessed
<b>Assessment methods</b>	VTOS allows a variety of assessment methods that are appropriate for different types of performance or knowledge
<b>Assessor</b>	An experienced person who is qualified to assess the performance of the candidate and usually from the same area of work, e.g. Front Office Supervisor
<b>Assessor guide</b>	A guide for assessors on how to assess the candidate and how to record and document the candidate performance and knowledge
<b>Attitudes/behaviours</b>	Attitudes and behaviours impact on the quality of work performance and so these are important aspects of 'being competent.' Attitudes and behaviours describe the general ways in which individuals go about achieving the outcomes
<b>Certification</b>	The award of a certificate or diploma to a candidate based on assessment of performance
<b>Competency</b>	Competency is the ability to apply specific skills, knowledge and behaviours/attitudes necessary to fulfil the job requirements satisfactorily
<b>Core units</b>	Core units include basic competencies that all employees must possess (e.g. communication skills)
<b>Functional units</b>	Functional (technical/professional) units relate to the hospitality or tourism job itself
<b>Generic units</b>	Generic competencies are those competencies that are common to a group of jobs such as cookery or travel
<b>Management units</b>	These are the generic competencies for roles in an organization that involve managing, supervising or influencing the work of others in some way
<b>Standards</b>	Occupational standards define the knowledge, skills and attitudes/behaviours (competence) required for effective workplace performance
<b>Unit of competence</b>	A unit is the smallest part of a qualification can be certified individually
<b>VTOS</b>	Vietnam Tourism Occupational Standards

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## I. INTRODUCTION

With the aim to help meet the needs for a qualified workforce for the tourism industry in Vietnam, the EU-funded, Environmentally & Socially Responsible Tourism Capacity Development Programme (ESRT) was tasked to revise the Vietnam Tourism Occupational Skills Standards (VTOS) which were originally developed under the EU-funded Human Resource Development in Tourism Project (HRDT). The revised VTOS have been developed and benchmarked against international occupational standards and ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) and will satisfy the requirements of the ASEAN Mutual Recognition Arrangement for Tourism Professionals (MRA-TP).

**Occupational Standards** refer to the agreed minimum best practice for jobs in the tourism/hospitality industry, and include the statutory (legal, health, safety, security) requirements. They specify what a person should know and do, as well as the way they do their work, in order to carry out the functions of a particular job in the context of the work environment.

VTOS covers two major divisions within the tourism sector (hospitality and travel) with six key occupational areas in line with ASEAN: **Hospitality Division** (Front Office Operations, Housekeeping Operations, Food & Beverage Service, Food Preparation) and **Travel Division** (Travel & Tour Operations, Tour Guiding). VTOS also includes four specialist areas (Hotel Management, Small Accommodation Operations, On-site Tour Guiding, and Tourist Boat Service) to meet the unique requirements of Vietnam tourism industry.

VTOS units of competence have been grouped to provide a range of **industry-relevant qualifications/job titles** from basic to advanced levels and also a number of diplomas suitable for college teaching, therefore making it relevant for the industry and the formal education sector.

VTOS can be used by:

**Hospitality and travel companies** to set a standard for how the work of their employees should be completed. VTOS units can be used for training staff in the key skills and job functions for a range of skills. In addition VTOS can be used to assess the performance of staff against the standards. Organizations can arrange to register their staff with an assessment centre to formally recognise or assess their skills and gain a certificate.

**Colleges and training organisations** to design their hospitality or tourism curriculum. VTOS clearly specifies the skills, knowledge and behaviours required for particular jobs in the industry. VTOS units can be compiled to provide a curriculum for a range of education and training courses or programmes.

## VTOS DEVELOPMENT METHODOLOGY

VTOS was prepared by conducting a detailed functional analysis of hospitality and tourism jobs with a technical working group of industry experts to identify the key competencies needed for jobs for the tourism sector. The functional analysis provides an accurate and detailed separation of the functions which have to be carried out in order to achieve the key purpose of the sector, occupation or area of work.

A review of Vietnam tourism qualifications and occupational standards has been conducted via a national Training Needs Assessment (TNA). The outcome of the TNA identified areas of skills shortages and defined skills requirements and competencies that will be required of tourism professionals.

Six occupational areas identified by ASEAN and the previous Vietnam Tourism Occupational Skills Standards were then used as a baseline to verify the findings of the functional analysis, and the competencies identified by the Technical Working Groups were then benchmarked against international standards to ensure any gaps were filled.

The VTOS were then developed using an international occupational standards approach which developed the contents of the standards as competencies in a format compatible with ASEAN. The units of competence include a unit title, the performance criteria, knowledge requirements, conditions of performance and variables, assessment criteria, assessment methods and references to ACCSTP. These competencies were then grouped into levels according to the ASEAN definition.

VTOS units of competence were prepared by a team of international and Vietnamese subject experts. The units were reviewed by Technical Working Groups comprising industry practitioners and vocational trainers from local institutions. Feedback from these consultations have been incorporated, revised into the standards, and a selection of units have been piloted with trainees to ensure the level and content was appropriate for the job areas identified.

## VTOS LEVELS AND QUALIFICATIONS

VTOS consists of five qualification levels in six key occupational areas	
<b>Level 5 (Advanced Diploma 5)</b>	Sophisticated, broad and specialised competence with senior management skills; Technical, creative, conceptual or managerial applications built around competencies of either a broad or specialised base and related to a broader organisational focus.
<b>Level 4 (Diploma 4)</b>	Specialised competence with managerial skills; Assumes a greater theoretical base and consists of specialised, technical or managerial competencies used to plan, carry out and evaluate work of self and/or team.
<b>Level 3 (Certificate 3)</b>	Greater technical competence with supervisory skills; More sophisticated technical applications involving competencies requiring increased theoretical knowledge, applied in a non-routine environment and which may involve team leadership and increased responsibility for outcomes.
<b>Level 2 (Certificate 2)</b>	Broad range of skills in more varied context with more responsibilities; Skilled operator who applies a broad range of competencies within a more varied work context and capable for working in groups, working independently in some cases and taking a significant responsibility for their own work results and products.
<b>Level 1 (Certificate 1)</b>	Basic, routine skills in a defined context; A base operational qualification that encompasses a range of functions/activities requiring fundamental operational knowledge and limited practical skills in a defined context.

## VTOS COMPETENCY UNITS

VTOS is structured in units of competence using a modular format so that it is flexible and easily adapted for different jobs, personnel and qualifications. It is suitable for use in small to medium enterprises, large hotels, tour operator and travel companies, as well as for use in colleges and educational institutions. It can be used as the basis for curriculum in colleges. In addition, VTOS includes units on Responsible Tourism suitable for a range of jobs from all occupations. In this way, VTOS has been developed with the flexibility required for a fast-growing tourism industry as well as the breadth required for a range of technical and highly professional jobs at a number of levels from entry level up to Senior Management level.

VTOS consists of a range of units of competence that specify particular skills, knowledge and behaviours/attitudes necessary to fulfil the job requirements satisfactorily. Each job will consist of a blend of functional, core and generic units.

- **Functional (technical/professional)** competencies are specific to roles or jobs within the tourism industry, and include the specific skills and knowledge (know-how) to perform effectively (e.g. food service, tour guiding etc.).
- **Core (common) competencies** include the basic skills that most employees should possess (e.g., working with others, language and IT skills). These competencies are essential for anyone to do their job competently.
- **Generic (job related) competencies** are those competencies that are common to a group of jobs. They often include general job competencies that are required in a number of occupations (e.g., health & safety), as well as job specific competencies that apply to certain occupations more than others (e.g., close the shift).
- **Management competencies** are the generic competencies for roles in an organization that involve managing, supervising or influencing the work of others in some way. They may be specific to a job role (supervise housekeeping operations) or general to any supervisory/management role (arrange purchase of goods and services etc.).
- **Responsible tourism competencies** are the specific skills required for the operation and management in the organisation for the enhancement of the quality of services and products towards a sustainable tourism development, operations and products of responsible tourism.

Abbreviations for group of units			
<b>COS</b>	Core Standards	<b>FBS</b>	Food & Beverage Service Standards
<b>GES</b>	Generic Standards	<b>FOS</b>	Front Office Operations Standards
<b>RTS</b>	Responsible Tourism Standards	<b>FPS</b>	Food Preparation Standards
<b>CMS</b>	Customer Service & Marketing Management Standards	<b>HKS</b>	Housekeeping Operations Standards
<b>FMS</b>	Financial Management Standards	<b>TBS</b>	Tourist Boat Service Standards
<b>GAS</b>	General Administration Management Standards	<b>TGS</b>	Tour Guiding Standards
<b>HRS</b>	Human Resource Management Standards	<b>TOS</b>	Travel & Tour Operation Standards
<b>SCS</b>	Security Management Standards		

## UNIT STRUCTURE

The VTOS units of competence comprise the following:

Unit Section	Description	Example
<b>Unit Number</b>	<ul style="list-style-type: none"> <li>Number of the unit e.g. FOS1.3 is Front Office Operations Standard, Level 1, Unit 3</li> </ul>	FOS1.3
<b>Unit Title</b>	<ul style="list-style-type: none"> <li>Title of the Unit</li> </ul>	PROVIDE GUEST SERVICES
<b>Unit Descriptor</b>	<ul style="list-style-type: none"> <li>Summary or overview of the unit</li> </ul>	This unit describes the competencies required by front office staff to interface of with guests in a number of varied situations, responding to their requirements and expectations with cultural and professional sensitivity to satisfy needs and resolve problems.
<b>Elements</b>	<ul style="list-style-type: none"> <li>Units are divided into two or more elements that describe the activities the person has to carry out.</li> <li>Elements can provide structure to a complex function and break up long lists of Performance Criteria by presenting them in logical sections</li> </ul>	E1. Handle questions and requests E2. Process safety deposit boxes E3. Exchange foreign currency E4. Handle guest disbursements
<b>Performance Criteria</b>	<ul style="list-style-type: none"> <li>Performance Criteria should be observable and measurable so they can be accurately assessed.</li> <li>Performance (skills) will normally be assessed by observation (levels 1-3) or by documentary evidence of performance from the workplace, especially at management level (levels 4-5).</li> </ul>	<b><i>E1. Handle questions and requests</i></b> P1. Answer guest questions and enquiries promptly and courteously and take personal responsibility for finding the answers P2. Assist guests in making bookings for restaurants, conferences or banquets etc P3. Compile a dossier of information commonly requested or likely to be asked for P4. Prepare local contact numbers and contact details for guest use P5. ....
<b>Knowledge Requirements</b>	<ul style="list-style-type: none"> <li>Units of competence include essential underpinning knowledge that enables the work to be done with understanding.</li> <li>Knowledge includes understanding of facts, principles and methods which ensure that the person who measures up to the standard can be effective in other organisations, related job roles and work contexts and be better placed to deal with the unusual or unexpected.</li> <li>Each knowledge item will normally be assessed by oral or written questioning.</li> </ul>	K1. Explain the benefits and alternatives for airline travel and associated travel means such as trains, buses and taxis K2. Explain the procedure for travel reservations, confirmations and how to enquire about regarding flight status K3. Describe the procedures for issuing, allowing access to and closing a safety deposit box K4. Describe the steps in exchanging currency for a guest

Unit Section	Description	Example
<b>Conditions of performance and variables</b>	<ul style="list-style-type: none"> <li>Conditions of performance and variables takes account of the fact that the real world contains many variables, and the units should cover these (e.g. in a hotel, a receptionist may encounter many different types of customer and different hotels may provide different facilities).</li> <li>Rather than include these differences in the performance criteria, the range of variables will identify different types of activities and conditions under which the performance could take place.</li> </ul>	<p><b>4. Cash disbursements may include:</b></p> <ul style="list-style-type: none"> <li>Paid-out as a reverse cash transaction in the cash account folio debiting the guest account</li> <li>A cash receipt docket signed by the guest and retained in the folio bin</li> <li>In certain establishment supervisory authorisation may be required for such transactions with limits applying</li> </ul>
<b>Assessment Guide</b>	<p>This section specifies the <b>amount and type of evidence needed</b> to show that the trainee/learner has met the standards specified in the performance criteria and in all the circumstances defined in the evidence of achievement.</p> <ul style="list-style-type: none"> <li>Evidence of the candidate's performance, knowledge, understanding and skills needs to be recorded and examined for quality control purposes.</li> <li>This is often presented in a folder known as a portfolio of evidence or in a passbook.</li> <li>Assessment needs to be cost effective and time efficient to be sustainable.</li> <li>All assessment needs to be internally verified by an assessment centre to ensure it is valid, current, rigorous and objective.</li> </ul>	<p><b>Evidence of the following is required:</b></p> <ol style="list-style-type: none"> <li>At least three different requests or issues handled accurately and satisfactorily</li> <li>At least two safety deposit boxes issued according to procedures</li> <li>At least three foreign currency transactions handled accurately according to procedures</li> <li>At least two guest disbursements made according to procedures</li> </ol> <p><b>Assessment must ensure:</b></p> <ul style="list-style-type: none"> <li>Access to an actual workplace or simulated environment</li> <li>Access to office equipment and resources</li> <li>Documentation of guest transactions as evidence of performance</li> </ul>
<b>Assessment Methods</b>	<p>The main assessment methods for VTOS include:</p> <ul style="list-style-type: none"> <li>Assessors observing trainees at work (or, in some cases, under realistic simulated conditions)</li> <li>Trainees supplying examples of records and documents that show they work to the standard</li> <li>Line managers and supervisors providing statements about the trainee's work</li> <li>Candidate answering questions from their assessors or completing written tests</li> </ul>	<p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none"> <li>Assessment can include evidence and documentation from the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge</li> <li>Assessment must relate to the individual's work area or area of responsibility</li> </ul> <p>The following methods may be used to assess:</p> <ul style="list-style-type: none"> <li>Case studies</li> <li>Observation of practical candidate performance</li> <li>Oral and written questions</li> <li>Documentation from the workplace</li> <li>Problem solving</li> <li>Role plays</li> <li>Third party reports completed by a supervisor</li> <li>Project and assignment work</li> </ul>
<b>Relevant Occupations</b>	<ul style="list-style-type: none"> <li>The relevant job roles/job titles for which the unit is appropriate</li> </ul>	Front Desk Officer, FO Clerk, Guest Service Agent, Receptionist, Front Office Supervisor
<b>ACCSTP References</b>	<ul style="list-style-type: none"> <li>Cross-reference to the relevant standard from (ASEAN Common Competency Standards for Tourism Professionals), if available</li> </ul>	DH1.HFO.CL2.03 1.8, 3.6, 4.2

## II. ON-SITE TOUR GUIDING OCCUPATIONS

The following VTOS Onsite Tour Guiding Standards have been prepared to provide qualifications for on-site tour guides working at local destinations, World Heritage Sites or other important cultural or religious heritage sites in Vietnam. On-site tour guides are an essential part of sustainable tourism development as they play an important role in educating the visitors about the authentic values of sites and codes of responsible conduct.

The main responsibility of an on-site tour guide is to communicate cultural, environmental or heritage values to the audience through interpretive activities. In order to do this effectively, a guide needs to know the site well. In addition to its history, knowledge about the site should include why the site is important and how it is being protected.

As interpreter and educator, on-site tour guides act as the direct link between tourism sites and the visitor. As such, they play a very important role in the protection of local heritage and culture. Through interpreting local sites, on-site tour guides can create awareness about the value of traditions, local sites and cultural heritage. They also can educate visitors and communities about how to take care of the environment and how to respect each other's values. By sharing tourism benefits with local communities, on-site tour guides help foster local support for the protection of the environment and of important tourism sites.

To perform the above-mentioned tasks well, the on-site tour guide needs to acquire some special skills – on top and above basic tour guiding techniques. They need to be able to:

1. Venture beyond basic tour guiding to disseminate knowledge of the cultural significance of local tourism sites and be aware of the ways to protect these
2. Transform this knowledge into interesting and informative accounts and interpretations
3. Facilitate the highest level of visitor and experience and satisfaction at these sites
4. Contribute to the sustainable development of tourism and maximising tourism benefits to community and visitors (UNESCO)<sup>1</sup>

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<sup>1</sup>Adapted from: *Tourism at Cultural Heritage Sites in Asia: Cultural Heritage Specialist Guide Training and Certification Programme for UNESCO World Heritage Sites 4th Edition (2007)*

## LIST OF UNITS OF COMPETENCE

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TGS1.2	PREPARE SELF FOR TOUR GUIDING	✓						
2	TGS2.1	CONDUCT ORIENTATION ABOUT TOUR PROGRAMMES		✓					
3	TGS2.2	APPLY KNOWLEDGE OF VIETNAM TO TOUR GUIDE PREPARATION		✓					
4	TGS2.3	ACCOMPANY AND GUIDE VISITORS IN ACCORDANCE WITH THE TOUR ITINERARY		✓					
5	TGS2.4	PREPARE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES		✓					
6	TGS2.5	PRESENT SPECIALIZED TOUR COMMENTARY TO CUSTOMERS		✓					
7	TGS2.6	PLAN AND DELIVER ON-SITE ENTERTAINMENT AND GUIDANCE		✓					
8	TGS2.7	PROVIDE PRACTICAL ASSISTANCE TO CUSTOMERS		✓					
9	TGS2.8	PRESENT CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE		✓					
10	TGS3.3	PREPARE AND ORGANIZE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES			✓				
11	TGS3.7	PLAN AND IMPROVE SPECIALIZED TOUR COMMENTARY TO CUSTOMERS			✓				
12	TGS3.8	PLAN AND EVALUATE ON-SITE ENTERTAINMENT AND GUIDANCE			✓				
13	TGS3.11	BUILD, MAINTAIN AND DEVELOP RELATIONSHIPS WITH TOUR PROGRAMME STAKEHOLDERS			✓				
14	TGS3.15	PREPARE CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE			✓				
15	TGS4.2	ASSESS AND IMPROVE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES				✓			
16	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
17	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
18	COS6	PROVIDE BASIC FIRST AID						✓	
19	COS7	PROVIDE SAFETY AND SECURITY						✓	
20	COS8	RESPOND TO EMERGENCIES						✓	
21	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
22	GES9	DEVELOP GUEST RELATIONSHIPS							✓
23	GES10	PREPARE AND PRESENT REPORTS							✓
24	GES12	APPLY RESPONSIBLE TOURISM PRINCIPLES							✓

## ON-SITE TOUR GUIDING QUALIFICATIONS

Cert No	Occupational Qualifications (aimed at industry)	Level
COTG2	Certificate in On-site Tour Guiding	2
COTG3	Certificate in On-site Guiding	3

### COTG2 - Certificate in On-site Tour Guiding Level 2 (12 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TGS1.2	PREPARE SELF FOR TOUR GUIDING	✓						
2	TGS2.1	CONDUCT ORIENTATION ABOUT TOUR PROGRAMMES		✓					
3	TGS2.2	APPLY KNOWLEDGE OF VIETNAM TO TOUR GUIDE PREPARATION		✓					
4	TGS2.3	ACCOMPANY AND GUIDE VISITORS IN ACCORDANCE WITH THE TOUR ITINERARY		✓					
5	TGS2.4	PREPARE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES		✓					
6	TGS2.5	PRESENT SPECIALIZED TOUR COMMENTARY TO CUSTOMERS		✓					
7	TGS2.6	PLAN AND DELIVER ON-SITE ENTERTAINMENT AND GUIDANCE		✓					
8	TGS2.7	PROVIDE PRACTICAL ASSISTANCE TO CUSTOMERS		✓					
9	TGS2.8	PRESENT CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE		✓					
10	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
11	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
12	COS7	PROVIDE SAFETY AND SECURITY						✓	

**COTG3 - Certificate in On-site Tour Guiding Level 3 (12 Units)**

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	TGS3.3	PREPARE AND ORGANIZE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES			✓				
2	TGS3.7	PLAN AND IMPROVE SPECIALIZED TOUR COMMENTARY TO CUSTOMERS			✓				
3	TGS3.8	PLAN AND EVALUATE ON-SITE ENTERTAINMENT AND GUIDANCE			✓				
4	TGS3.11	BUILD, MAINTAIN AND DEVELOP RELATIONSHIPS WITH TOUR PROGRAMME STAKEHOLDERS			✓				
5	TGS3.15	PREPARE CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE			✓				
6	TGS4.2	ASSESS AND IMPROVE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES				✓			
7	COS6	PROVIDE BASIC FIRST AID						✓	
8	COS8	RESPOND TO EMERGENCIES						✓	
9	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
10	GES9	DEVELOP GUEST RELATIONSHIPS							✓
11	GES10	PREPARE AND PRESENT REPORTS							✓
12	GES12	APPLY RESPONSIBLE TOURISM PRINCIPLES							✓



### III. DETAILED STANDARDS

#### TGS1.2. UNIT TITLE: PREPARE SELF FOR TOUR GUIDING

##### UNIT DESCRIPTOR

This unit covers the competencies required for preparing yourself for the tour – including timekeeping, personal grooming and professional behaviour.

##### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Prepare for the tour</b></p> <p>P1. Read the logbook and make a note of the assignment</p> <p>P2. Obtain the assigned tour itinerary</p> <p>P3. Perform pre-arrival activities</p> <p>P4. Update information and prepare tour commentary</p> <p><b>E2. Complete pre-tour check</b></p> <p>P5. Check necessary equipment has been arranged</p> <p>P6. Check transportation arrangements</p> <p>P7. Check safety and security facilities</p> <p><b>E3. Report for work</b></p> <p>P8. Arrive at tour location on time</p> <p>P9. Check communications devices are working</p> <p>P10. Check all equipment is in place for tour</p> <p>P11. Engage with other colleagues and customers</p>	<p><b>E4. Ensure grooming and personal hygiene</b></p> <p>P12. Ensure uniform/clothing is clean and tidy</p> <p>P13. Ensure personal grooming is up to standard required</p> <p><b>E5. Apply professional behaviour</b></p> <p>P14. Listen carefully and respond courteously to customers</p> <p>P15. Communicate clearly and professionally</p> <p>P16. Ensure the requisite equipment is available to hand</p> <p>P17. Ensure that personal behaviour brings credit to the organisation</p>
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##### KNOWLEDGE REQUIREMENTS

<p>K1. Describe the pre-tour preparation process</p> <p>K2. Review the pre-tour checklist and list the essential tour equipment and how it is used</p> <p>K3. Describe the basic grooming and personal hygiene procedures</p> <p>K4. Describe what levels of courtesy may be expected by a customer of a tour guide</p>	<p>K5. List what personal habits will cause damage to reputation and displeasure to customers</p> <p>K6. Describe the steps that should be taken prior to starting a trip</p> <p>K7. Describe any issues or problems that might occur at the pre-tour preparation stage and how you would handle them</p>
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**CONDITIONS OF PERFORMANCE AND VARIABLES****1. Professional behaviour should include:**

- Posture: stand straight with hands aside or behind, never crossed and not leaning or resting against furnishings
- Walk quietly without shuffling feet
- Speech must be clear without shouting or mumbling
- Anger, impatience, sarcasm or boredom should not be shown
- Communication between tour staff should be discrete and away from customers
- Customers must be recognised and acknowledged promptly and assisted with requirements whenever needed
- Information and knowledge should be communicated promptly, courteously and accurately
- In public areas, tour guides should not cough, sneeze, sniff, pick nose or teeth, hawk or spit, scratch, lick ends of fingers, belch, yawn, stretch or show any other antisocial behaviour
- Drinks and meals must be taken at the appointed times
- Tour guides must not be intoxicated, smell of alcohol or take alcohol during the tour

**2. Equipment could include:**

- Transportation (land, sea or air)
- Communication equipment (e.g. microphone, loudspeaker, amplifier)
- Safety devices (e.g. seatbelts, fire extinguishers, life jackets, life buoy, fire blankets etc)

**3. Grooming & personal hygiene includes:**

- Clean hair over the collar for men, tied back for women if long
- Strong smelling lotions or perfumes should not be used
- Hands must be clean at all times, washed after smoking or visiting the toilet
- Only a wedding ring, stud earring, simple necklace and watch should be worn. No bracelets (ankle or wrist), piercings, loose chains or bangles to be worn
- Ensure makeup is plain and simple (for female staff) and face is clean-shaven, unless moustache or beard is permitted (for male staff)
- Ensure body is washed and free of unpleasant odours and that hands are clean and fingernails trimmed
- Ensure fresh breath and clean teeth
- A clean shirt/blouse, underwear, socks/tights must be worn at beginning of each day
- All outer garments must be ironed and cleaned regularly or whenever dirty
- Shoes must be clean and polished
- Name badge (as required) must be worn in uniform manner, straight and clean

**ASSESSMENT GUIDE****Performance assessment must include documentation of the following:**

- Third party report of three pre-tour checklists completed
- Third party report of three occasions of good timekeeping and reporting – including equipment check
- Third party report of three occasions of good personal hygiene and grooming (with correct uniform if required)

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

- Observation of practical candidate performance
- Third party reports completed by a supervisor or team leader
- Oral and written questions

**RELEVANT OCCUPATIONS**

Tour Guides, Tour Escort, Assistant Tour Guide

**ACCSTP REF**

DH1.HFO.CL2.03 1.1, 1.2, 1.3

## TGS2.1. UNIT TITLE: CONDUCT ORIENTATION ABOUT TOUR PROGRAMMES

### UNIT DESCRIPTOR

This unit describes the competencies required to conduct orientation about tour programmes.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Present tour itinerary/programme</b></p> <p>P1. Structure the content and the layout of the information to be presented</p> <p>P2. Present in detail the content of the itinerary/programme</p> <p>P3. Explain the logistics and technical specifics of the itinerary/programme</p>	<p><b>E2. Interact with guests and feedback</b></p> <p>P4. Provide answers to questions and handle issues, which may arise within the framework of the presentation</p> <p>P5. Demonstrate turn taking techniques to hold and relinquish turns in a conversation</p> <p>P6. Show interest in what a speaker is saying</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Explain why customers need to be taken step by step through the itinerary</p> <p>K2. Describe the ways in which having a standard commentary may be helpful to effective communication</p>	<p>K3. List most commonly asked information</p> <p>K4. Explain how to encourage questions</p> <p>K5. List hazards to be avoided when using presentation equipment</p>
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#### CONDITIONS OF PERFORMANCE AND VARIABLES

<p>Conversation and guest relationship processes:</p> <p><b>1. Brief:</b></p> <ul style="list-style-type: none"> <li>• Orally/verbally in formal and informal situations</li> <li>• Use printed and pre prepared-materials</li> <li>• Use visual aids</li> </ul> <p><b>2. Information on:</b></p> <ul style="list-style-type: none"> <li>• The guide's name, contact number</li> <li>• Local time</li> <li>• Local and international currency rate</li> <li>• Local and international communication means</li> <li>• Itinerary schedule</li> <li>• Itinerary content</li> <li>• Office hour</li> <li>• Safety and welfare</li> <li>• Traffic</li> <li>• Responsible tourism code of conduct</li> <li>• Weather</li> <li>• Local traditions and culture</li> <li>• Sport and recreation</li> <li>• Religion</li> <li>• History</li> <li>• Others</li> </ul>	<p><b>3. Questions:</b></p> <ul style="list-style-type: none"> <li>• Expected, non-routine, open, closed, belligerent</li> </ul>
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ASSESSMENT GUIDE	ASSESSMENT METHODS
<p><b>Performance assessment must include:</b></p> <ol style="list-style-type: none"> <li>1. At least three from Brief processes</li> <li>2. At least two from Information processes</li> </ol>	<p><b>Suitable assessment methods may include:</b></p> <ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Interviews</li> <li>• Role plays</li> <li>• Oral and written questions</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
<p>Tour Guide, Tour Leader, Tour Guide Assistant</p>	<p>D2.TTG.CL3.18</p>

## TGS2.2. UNIT TITLE: APPLY KNOWLEDGE OF VIETNAM TO TOUR GUIDE PREPARATION

### UNIT DESCRIPTOR

This unit describes the competencies required to apply knowledge of geography and history of Vietnam, traditions, customs and habits, economic development, social welfare and healthcare and present commentary to customers.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Review the itinerary to identify/select sites to be visited</b></p> <p>P1. Collect relevant information in relation to the sites, part of the corresponding travel itinerary</p> <p>P2. Identify relevant and reliable sources of information on the tourism industry</p> <p>P3. Process the information and arrange a content plan for each of the sites to be visited</p> <p><b>E2. Prepare information for guiding activities</b></p> <p>P4. Organise information to reflect the needs of customers and the way in which information may be presented during a guiding activity</p> <p>P5. Identify themes and messages from research to meet specific customer needs</p> <p>P6. Structure and organise the content into an appealing and entertaining presentation</p> <p>P7. Identify presentation aids suitable for the immediate environment where necessary as well as correctly and safely</p>	<p><b>E3. Update general knowledge and information of Vietnam and the local region</b></p> <p>P8. Identify and use opportunities to maintain the currency of information and knowledge about Vietnam and the local region</p> <p>P9. Incorporate regularly and in a culturally appropriate way knowledge and information into guiding activities</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. List geographically specific sites and locations of Vietnam</p> <p>K2. Define and explain the Vietnamese traditions, customs and habits, economic development, social security and healthcare</p> <p>K3. Explain how to present an interpretive commentary or activity within an operational and commercially realistic guiding environment (e.g. at a tourist site, on a coach)</p> <p>K4. Describe how to interact with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared</p>	<p>K5. Describe the specifics of an activity or a commentary on more than one topic and within more than one environment</p> <p>K6. Describe the steps of developing a coherent and interesting interpretation for customers</p> <p>K7. Explain typical questions asked by customers on the given topic</p> <p>K8. Describe how to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and presentations</p>
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**CONDITIONS OF PERFORMANCE AND VARIABLES****1. Vietnamese general geography and history:**

- Geographic location, topography, climate, hydrology, land, sea and islands, flora and fauna
- Local general geographic conditions
- Detailed geographic conditions of the site's location, accessibility and tourism resources
- Vietnamese history
- History relating the localities and the sites

**2. General information on Vietnamese traditions, customs, habits:**

- Being reflected in traditional festivals, way of life, lifestyles
- Different legends, stories relating to localities and the sites
- General information on Vietnamese legislation system, immigration and customs, social welfare and healthcare
- Update information on legislation system, immigration and customs, social security and healthcare at localities and the sites

**3. Information sources and opportunities to update knowledge:**

- Media
- Reference books
- Libraries
- Unions
- Industry associations and organisations
- Industry journals
- Computer data, including Internet
- Personal observations and experience
- Industry seminars or training courses
- Informal networking
- Colleague and experts

**ASSESSMENT GUIDE****Performance assessment must include:**

1. At least one information and knowledge analysis
2. At least three commentaries developed as a basis for a tour delivery
3. At least one customer feedback questionnaire

**ASSESSMENT METHODS****Suitable assessment methods may include:**

- Direct observation of the candidate using knowledge to deliver an interpretive commentary or activity
- Questioning of group members on their response to the candidate's breadth of knowledge and ability to deliver that knowledge in an interesting way
- Review of a research portfolio to assess the candidate's ability to research current and accurate information
- Oral and written questions to assess the way in which the research process has been used
- Oral or written questions to assess key knowledge of Vietnam and the local area

**RELEVANT OCCUPATIONS**

Heritage Tour Guide, Tour Guide, Tour Leader, Tour Guide Assistant

**ACCSTP REF**

D2.TTG.CL3.08

## TGS2.3. UNIT TITLE: ACCOMPANY AND GUIDE VISITORS IN ACCORDANCE WITH THE TOUR ITINERARY

### UNIT DESCRIPTOR

This unit describes the competencies required to accompany and guide visitors, perform safety practices and resolve emergencies in locality as contracted by a tour operator or local organisation.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Perform pre-arrival activities</b></p> <p>P1. Determine the composition and responsibility of the tour guide as per organisational policies and procedures</p> <p>P2. Check arrival and departure schedules</p> <p>P3. Check reservations of the tour itinerary</p> <p>P4. Check the tour itinerary for compliance with onsite conditions and visitors' requirements</p> <p>P5. Verify all reservations made by tour operator or local organisation</p> <p>P6. Collect and check guide kit, cash advance and exchange vouchers</p>	<p><b>E2. Guide tourists</b></p> <p>P7. Coordinate pick up points, routing and stopovers with tourist vehicle driver</p> <p>P8. Segregate visitors from the general crowd to give welcome and safety briefing before boarding</p> <p>P9. Provide assistance in the registration formalities at the place of lodging and during check out</p> <p>P10. Coordinate tour arrangements with the suppliers and tour operators</p> <p>P11. Conduct head counts before starting a tour activity</p> <p>P12. Provide relevant information of the area</p> <p>P13. Visitors are reminded of safety precautions</p> <p>P14. Check for lost and found items after any activity conducted</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. List the basics of how to guide, steer and direct tourists</p> <p>K2. Describe how to resolve emergencies</p> <p>K3. Explain and describe pre-arrival and post-departure activities</p> <p>K4. Describe climate (weather patterns including any extreme conditions, impact of climate on lifestyle, stories associated with climate in a local area)</p> <p>K5. Describe the basics of geography and geology (major land formations/landmarks/natural attractions and their key features for both Vietnam and local region)</p> <p>K6. Describe natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, land management in Vietnam)</p>	<p>K7. Explain the transportation system (main transport systems, usage of different forms of transport across Vietnam, historical development of different forms of transport)</p> <p>K8. Describe food (Local dishes and produce)</p> <p>K9. List local wines, spirits and others</p> <p>K10. Describe lifestyle (key features of the day-to-day living patterns of Vietnam and local people, family and social customs)</p> <p>K11. List shopping key locations and local products</p> <p>K12. Describe tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners, medical facilities, telephone, wifi and internet...)</p> <p>K13. Describe current events in Vietnam and the local region</p>
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**CONDITIONS OF PERFORMANCE AND VARIABLES**

<p><b>1. Tour guide toolkit:</b></p> <ul style="list-style-type: none"> <li>• Note book or tablet</li> <li>• Map</li> <li>• Compass</li> <li>• Ball pen</li> <li>• Pencil</li> <li>• Camera</li> <li>• Cell phone</li> <li>• Whistle/Flag/Umbrella</li> <li>• Banner</li> <li>• Hat</li> <li>• Bullhorn</li> <li>• Sun block</li> <li>• Lotion</li> <li>• First aid kit</li> </ul> <p><b>2. Equipment Type:</b></p> <ul style="list-style-type: none"> <li>• Jeepney, car, van, mini-bus, full-size motor coach</li> <li>• Aircraft</li> <li>• Sea craft</li> <li>• Out-riggers</li> <li>• Others</li> </ul>	<p><b>3. Relevant information:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Government</li> <li>• Economics, social, religion, culture, health, education</li> <li>• Native tongue</li> <li>• Current events and holidays</li> </ul> <p><b>4. Personal belongings:</b></p> <ul style="list-style-type: none"> <li>• Visitors' personal belonging range from jewellery to clothing and money</li> </ul>
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**ASSESSMENT GUIDE****Performance assessment must include:**

1. At least three from cases, which have already taken place
2. At least one tour itinerary plan and one tour itinerary report
3. At least one customer feedback report

**ASSESSMENT METHODS****Suitable assessment methods may include:**

- Interview
- Written test
- Simulated or actual demonstration (mock tour)
- Observation

**RELEVANT OCCUPATIONS**

Tour Guide, Tour Leader, Tour Guide Assistant

**ACCSTP REF**

D2.TTG.CL3.12

## TGS2.4. UNIT TITLE: PREPARE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES

### UNIT DESCRIPTOR

This unit describes the competencies required to prepare tourism activities with minimal negative environmental and social impact.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Identify specialized information on sustainable tourism activities</b></p> <p>P1. Identify sustainable tourism activities</p> <p>P2. Identify key sources of specialised information about sustainable tourism activities</p> <p><b>E2. Prepare specialised information on sustainable tourism activities</b></p> <p>P3. Organise information to support the ways in which it will be used and presented</p> <p>P4. Consult with all different stakeholders about environmental and social responsibility</p>	<p><b>E3. Update knowledge of ecology and environmental concepts</b></p> <p>P5. Identify and use opportunities to maintain currency of knowledge about specialised topics</p> <p>P6. Proactively seek opportunities to enhance and expand own knowledge base</p> <p>P7. Incorporate updated knowledge into work activities</p> <p><b>E4. Implement responsible and sustainable tourism activities</b></p> <p>P8. Advise customers about acceptable behaviour prior to entering area</p> <p>P9. Provide a role model for customers and colleagues</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Describe how to organise and operate tourism activities in multiple environments with minimal negative environmental and social impact</p> <p>K2. Explain and list environmental issues, including those specific to tourism and in particular operating environments</p> <p>K3. Describe and identify environmentally sensitive location in which activities can be conducted real or simulated tourism activities</p>	<p>K4. List and explain environmental practices, such as legislation, guidelines and industry codes of practice</p> <p>K5. Explain the relevance of stakeholders' interaction about environmental and social responsibility</p>
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**CONDITIONS OF PERFORMANCE AND VARIABLES****1. Responsibility for environmental and social sustainability that relate to:**

- Negative environmental aspects
- Negative social aspects
- Positive environmental aspects
- Positive social aspects

**2. Minimal impact techniques and procedures that relates to:**

- Restricting or limiting access
- Site hardening
- Staged authenticity
- Technological solutions
- Heritage preservation
- Changes in the natural environment that include
  - Breeding events
  - Changes to fauna
  - Changes to flora
  - Erosion
  - Species sighting

**ASSESSMENT GUIDE****Performance assessment must include:**

1. At least one tour or an activity conducted
2. At least three reports on cases which have already taken place

**ASSESSMENT METHODS****Suitable assessment methods may include:**

- Direct observation of the individual conducting a tour or activity in an environmentally sensitive area
- Use of case studies to assess ability to apply appropriate minimal impact approaches to different environments
- Written or oral questioning to assess knowledge of environmental and social impact of tourism, local environmental issues, minimal impact techniques and regulatory requirements

**RELEVANT OCCUPATIONS**

Heritage Specialist Guide, On-Site Tour Guide, Tour Guide, Tour Leader

**ACCSTP REF**

D2.TTG.CL3.16

## TGS2.5. UNIT TITLE: PRESENT SPECIALIZED TOUR COMMENTARY TO CUSTOMERS

### UNIT DESCRIPTOR

This unit describes the competencies required to present specialised tour commentary to customers.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Present specialised commentary</b></p> <p>P1. Present accurate information</p> <p>P2. Deliver commentary within the time allowed</p> <p>P3. Use presentation aids suitable for the immediate environment where necessary</p> <p>P4. Maintain the interest of the group and their enjoyment of the tour enhanced</p>	<p><b>E2. Receive and respond to customer feedback</b></p> <p>P5. Encourage customers to ask questions, seek clarification and make comments at identified and suitable points</p> <p>P6. Provide clear and accurate summaries and additional information points if requested</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Explain why and how questions should be encouraged and how to handle them</p> <p>K2. Describe the presentation equipment to be used.</p> <p>K3. Describe characteristics of different types of client groups and their needs in relation to a presentation (e.g. deaf people, children, people with English as a second language, visually impaired)</p> <p>K4. Explain how to use verbal and non-verbal communication skills to maintain interest and emphasise the importance of specific subject matter</p>	<p>K5. Explain how to handle and use feedback</p> <p>K6. Explain why group and self-positioning is important and how to position yourself and your group effectively</p> <p>K7. Explain the success factors relevant to the commentary you are giving</p> <p>K8. List and describe the organisational requirements affecting the way you present commentaries to customers</p>
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#### CONDITIONS OF PERFORMANCE AND VARIABLES

<p><b>Conducting commentary may include:</b></p> <ul style="list-style-type: none"> <li>• Positioning yourself and the group in the best possible position for them to see and hear your commentary</li> <li>• Choosing the appropriate time, circumstances to deliver the commentary on the relevant topic</li> <li>• Using delivery techniques effectively to maintain the interest of the group and enhance their enjoyment of the tour</li> <li>• Drawing the attention of your group to the key features of your commentary</li> </ul>	
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ASSESSMENT GUIDE	ASSESSMENT METHODS
<p><b>Performance assessment must include:</b></p> <ol style="list-style-type: none"> <li>1. At least one commentary</li> <li>2. At least three commentaries delivered as a basis for an itinerary</li> <li>3. Evidence of at least occasions of dealing effectively with three questions</li> </ol>	<p><b>Suitable assessment methods may include:</b></p> <ul style="list-style-type: none"> <li>• Direct observation of the individual doing the commentary</li> <li>• Use of case studies to assess ability to apply the requirements for developing a commentary</li> <li>• Written or oral questioning to assess knowledge of requirements, specifics and basics for commentary development</li> <li>• Naturally occurring evidence in the workplace, or from simulation, which must be carefully designed/undertaken to reflect reality of a true work environment</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
<p>Heritage Specialist Guide, On-Site Tour Guide, Tour Guide, Tour Leader, Tour Guide Assistant</p>	<p>D2.TTG.CL3.17</p>

## TGS2.6. UNIT TITLE: PLAN AND DELIVER ON-SITE ENTERTAINMENT AND GUIDANCE

### UNIT DESCRIPTOR

This unit describes the competencies required to deliver on-site entertainment within the guidance process.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Plan the entertainment</b></p> <p>P1. Identify criteria for success of the planned entertainment, and the methods by which customer feedback is to be gathered, and then agree them with the relevant person(s)</p> <p>P2. Suit the entertainment selected and planned to the venue</p> <p>P3. Plan the layout and set-up of the venue to be safe and adequate to the entertainment</p>	<p><b>E2. Deliver the entertainment</b></p> <p>P4. Deliver the entertainment according to plan</p> <p>P5. Modify the event in response to audience reaction</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Explain the critical factors to consider when selecting and structuring the content of events to meet customers' requirements</p> <p>K2. Explain the importance of leaving your customers with a positive impression at the close of events</p>	<p>K3. Define the criteria for evaluating your own performance and using this to inform changes to future events</p> <p>K4. Define the impact criteria for organisation's specific requirements, standards and procedures relating to the provision of on-site entertainment by staff</p>
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#### CONDITIONS OF PERFORMANCE AND VARIABLES

<p><b>1. Needs and expectations may include:</b></p> <ul style="list-style-type: none"> <li>• The intended audience</li> <li>• The organisation</li> </ul> <p><b>2. Venue requirements may include:</b></p> <ul style="list-style-type: none"> <li>• Location and access</li> <li>• Type of venue</li> <li>• Venue facilities</li> <li>• Capacity of venue</li> <li>• Customer facilities</li> <li>• Health and safety</li> <li>• Cost</li> </ul>	<p><b>3. Resources may include:</b></p> <ul style="list-style-type: none"> <li>• Budget</li> <li>• Equipment and materials</li> <li>• People, publicity materials and channels</li> </ul>
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ASSESSMENT GUIDE	ASSESSMENT METHODS
<p><b>Performance assessment must include:</b></p> <ol style="list-style-type: none"> <li>1. Plans for at least two onsite entertainments</li> <li>2. Reports on at least three onsite entertainments</li> </ol>	<p><b>Suitable assessment methods may include:</b></p> <ul style="list-style-type: none"> <li>• Questioning of group members about the individual's breadth of knowledge and ability to answer customer questions</li> <li>• Review of an entertainment portfolio prepared by the individual</li> <li>• Written or oral questioning to assess the way in which the feedback and improvement analysis has been compiled</li> <li>• Written or oral questioning to assess aspects of specialised knowledge</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
<p>Heritage Specialist Guide, On-Site Tour Guide, Tour Guide, Tour Leader</p>	<p>D2.TTG.CL3.03</p>

## TGS2.7. UNIT TITLE: PROVIDE PRACTICAL ASSISTANCE TO CUSTOMERS

### UNIT DESCRIPTOR

This unit describes the competencies required to provide practical assistance to customers and handle on-site problems

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Prepare to offer practical assistance</b></p> <p>P1. Develop a list of special requests and action taken</p> <p>P2. Maintain full and accurate records of special requests, action taken and results</p> <p>P3. Foresee problems and develop methods for their handling</p> <p>P4. Review the organisational policy and procedures for problem handling</p> <p>P5. List all emergency contacts</p> <p><b>E2. Provide practical assistance</b></p> <p>P6. Respond to customers' requirements for assistance promptly, sensitively and confidentially</p> <p>P7. Communicate any passenger needs which exceed authority limits promptly</p>	<p><b>E3. Handle problems</b></p> <p>P8. Balance priority needs of one passengers with general needs of remainder of group</p> <p>P9. Minimize likely causes of on-site problems by planning ahead</p> <p>P10. Resolve on-site problems and refer those outside on capacity for appropriate help</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Explain principles of decision making</p> <p>K2. Explain own authority limits</p> <p>K3. List ways of retaining confidentiality whilst providing assistance</p> <p>K4. Detail how to balance needs of individual group members with those of whole group</p> <p>K5. List situations which would require help from superiors and state the type of help which may be needed</p> <p>K6. Explain how the keeping of accurate records could help avoid repetition of the same difficulties for future customers</p>	<p>K7. List and explain the organisational policy and procedures for problem handling</p> <p>K8. List common problems and offer ranked solutions for each situation, which would minimize the effect on customers</p> <p>K9. Detail the information to be kept on record which would help pre-empt and resolve future problems</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES	
<p><b>1. Requirements:</b></p> <ul style="list-style-type: none"> <li>• Medical, physical, special needs and interests</li> <li>• Transport, baggage, property, documents</li> <li>• Sudden accidents and illness, loss</li> </ul> <p><b>2. Communicate:</b></p> <ul style="list-style-type: none"> <li>• To superiors, to sources of assistance, verbally or in writing</li> </ul> <p><b>3. Changes:</b></p> <ul style="list-style-type: none"> <li>• To Itinerary,</li> <li>• To services provided,</li> <li>• Cancellations and delays</li> </ul> <p><b>4. Affected parties:</b></p> <ul style="list-style-type: none"> <li>• Customers</li> <li>• Vehicles</li> <li>• Guides</li> <li>• Accomodations</li> <li>• Restaurants</li> <li>• Flight/boat/train</li> </ul>	<p><b>5. Problems especially regarding:</b></p> <ul style="list-style-type: none"> <li>• Safety, comfort and welfare of customers</li> <li>• Conflicts</li> <li>• Documents</li> <li>• Lost or stolen items</li> <li>• Vehicle breakdowns</li> <li>• Absence or incapacity of other tour staff</li> <li>• Illness accident or incapacity of customers</li> <li>• Weather turbulence/hazard</li> <li>• Flight/boat/traï schedule changes</li> </ul> <p><b>6. Maintain:</b></p> <ul style="list-style-type: none"> <li>• Morale</li> <li>• Records</li> </ul>

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p><b>Performance assessment must include:</b></p> <ol style="list-style-type: none"> <li>1. At least one tour or an activity conducted</li> <li>2. At least three from cases, which have already taken place</li> <li>3. At least one customer feedback report</li> </ol>	<p><b>Suitable assessment methods may include:</b></p> <ul style="list-style-type: none"> <li>• Direct observation of the individual providing practical assistance</li> <li>• Use of case studies to assess ability to apply the knowledge and competences for providing practical assistance</li> <li>• Written or oral questioning to assess knowledge of customer interaction, complaint handling, information structuring, guest relationship building</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Guide Assistant	D2.TTG.CL3.11; D2.TTG.CL3.12

## TGS2.8. UNIT TITLE: PRESENT CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE

### UNIT DESCRIPTOR

This unit describes the competencies required to present cultural and heritage environment experience.

#### ELEMENTS AND PERFORMANCE CRITERIA

##### **E1. Present in tourism activities the specialised information on cultural and heritage environments**

- P1. Present information accurately
- P2. Deliver commentary within the time allowed
- P3. Use presentation aids suitable for the immediate environment where necessary
- P4. Maintain the interest of the group as well as enhance their enjoyment of the tour

##### **E2. Respond to feedback and questions**

- P5. Encourage customers to ask questions, seek clarification and make comments at identified and suitable points
- P6. Provide clear and accurate summaries and additional information points if requested

##### **E3. Update knowledge of specialised information on cultural and heritage environments to improve the experience**

- P7. Identify and use opportunities to maintain currency of knowledge about specialised topics
- P8. Proactively seek opportunities to enhance and expand own knowledge base
- P9. Incorporate updated and expanded knowledge into work activities

#### KNOWLEDGE REQUIREMENTS

- K1. Explain why and how questions should be encouraged and how to handle them
- K2. Explain why, when and how presentation equipment is used
- K3. Describe the characteristics of different types of client groups and their needs in relation to a presentation (e.g. deaf people, children, people with English as a second language, visually impaired)
- K4. Describe how to use verbal and non-verbal communication skills to maintain interest and emphasise the importance of specific subject matter

- K5. How to handle and use feedback
- K6. How to explain the consequences of giving inadequate and inaccurate information
- K7. Describe the current interpretive theory, methods and media
- K8. List sources of information on cultural and heritage environments
- K9. Explain how to update knowledge of specialised information on cultural and heritage environments to improve the experience

## CONDITIONS OF PERFORMANCE AND VARIABLES

### 1. Cultural issues may include:

- Use of cultural information; access restrictions
- Use of appropriate staff
- Traditional/contemporary values and customs
- Cultural differences in styles of negotiation and communication

### 2. Impacts on community may include:

- Positive aspects such as economic benefits to local community; improved local facilities; employment opportunities; cultural benefits; visitor education; greater understanding between host and visitor cultures
- Negative aspects such as trivialisation of culture; effect on social structures

### 3. Conducting cultural and heritage tourism activities may include:

- Positioning yourself and the group in the best possible position for them to see and hear your commentary
- Using delivery techniques effectively to maintain the interest of the group and enhance their enjoyment of the tour
- Drawing the attention of your group to the key features of your presentation/tourism activity.
- Cultural and heritage environments within the Vietnamese scope

### 4. Vietnamese general geographic conditions may include:

- Geographic location, topography, climate, hydrology, land, sea and islands, flora and fauna
- Local general geographic conditions
- Detailed geographic conditions of the sites: Site's location, accessibility and tourism resources
- Vietnamese history
- History relating the localities and the sites

### 5. General information on Vietnamese traditions, customs, habits may include:

- Being reflected in traditional festivals, way of life, lifestyles
- Different legends, stories relating to localities and the sites

## ASSESSMENT GUIDE

### Performance assessment must include:

1. At least three tourism activities in relation to culture and heritage
2. At least three reports on culture and heritage environment presented as a basis for a culture and heritage tourism activities

## ASSESSMENT METHODS

### Suitable assessment methods may include:

- Direct observation of the individual using knowledge to deliver interpretive tourism activities
- Questioning of group members about the individual's breadth of knowledge and ability to handle cultural and heritage information and tourism activity processing
- Review of a research portfolio prepared by the individual
- Written or oral questioning to assess the way in which the research process has been used
- Written or oral questioning to assess aspects of specialised knowledge
- Review of portfolios of evidence and third party workplace reports of on the job performance by the individual

## RELEVANT OCCUPATIONS

Heritage Specialist Guide, On-Site Tour Guide, Tour Guide, Tour Leader

## ACCSTP REF

D2.TTG.CL3.07

## TGS3.3. UNIT TITLE: PREPARE AND ORGANISE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES

### UNIT DESCRIPTOR

This unit describes the competencies required to organise and operate tourism activities with minimal negative environmental and social impact.

#### ELEMENTS AND PERFORMANCE CRITERIA

##### **E1. Identify specialised information on sustainable tourism activities**

- P1. Identify sustainable tourism activities
- P2. Identify key sources of specialised information about sustainable tourism activities
- P3. Evaluate the credibility and reliability of information sources
- P4. Make subjects of potential customer interest the focus of research activities

##### **E2. Prepare specialised information on sustainable tourism activities**

- P5. Organise information to support the ways in which it will be used and presented
- P6. Consult with all different stakeholders about environmental and social responsibility

##### **E3. Update knowledge of ecology and environmental concepts**

- P7. Identify and use opportunities to maintain currency of knowledge about specialised topics
- P8. Proactively seek opportunities to enhance and expand own knowledge base
- P9. Incorporate updated knowledge into work activities

##### **E4. Organise responsible and sustainable tourism activities**

- P10. Develop experiences that combine sustainability and entertainment
- P11. Ensure positive sustainable outcomes for both the customer and the local community
- P12. Consult with all different stakeholders about environmental and social responsibility

##### **E5. Implement responsible and sustainable tourism activities**

- P13. Advise customers about acceptable behaviour prior to entering area
- P14. Provide a role model for customers and colleagues

##### **E6. Update and improve responsible and sustainable tourism activities**

- P15. Collect environmental information on behalf of environmental and social agencies as required
- P16. Advise appropriate authorities of environmental and social change promptly

#### KNOWLEDGE REQUIREMENTS

- K1. Describe how to identify specialised information on tourism activities in multiple environments with minimal negative environmental and social impact
- K2. Describe how to organise and operate tourism activities in multiple environments with minimal negative environmental and social impact
- K3. Explain and list environmental issues, including those specific to tourism and in particular operating environments
- K4. Describe and identify environmentally sensitive location in which activities can be conducted real or simulated tourism activities

- K5. List and explain environmental practices, such as legislation, guidelines and industry codes of practice
- K6. Explain the relevance of stakeholders' interaction about environmental and social responsibility
- K7. Explain how to update and improve responsible and sustainable information and tourism activities

**CONDITIONS OF PERFORMANCE AND VARIABLES**

This unit standard covers the following sustainable tourism activities organisation processes:

**1. Responsibility for environmental and social sustainability that relate to:**

- Negative environmental aspects
- Negative social aspects
- Positive environmental aspects
- Positive social aspects

**2. Minimal impact techniques and procedures that relates to:**

- Restricting or limiting access
- Site hardening
- Staged authenticity
- Technological solutions
- Heritage preservation

**3. Changes in the natural environment that include:**

- Breeding events
- Changes to fauna
- Changes to flora
- Erosion
- Species sighting

**ASSESSMENT GUIDE****Performance assessment must include:**

1. At least one tour or an activity conducted
2. At least three from cases, which have already taken place
3. At least one environmental or/and social impact analysis

**ASSESSMENT METHODS****Suitable assessment methods may include:**

- Direct observation of the individual conducting a tour or activity in an environmentally sensitive area
- Use of case studies to assess ability to apply appropriate minimal impact approaches to different environments
- Written or oral questioning to assess knowledge of environmental and social impact of tourism, local environmental issues, minimal impact techniques and regulatory requirements

**RELEVANT OCCUPATIONS**

Tour Guide, Tour Leader

**ACCSTP REF**

D2.TTG.CL3.16

## TGS3.7. UNIT TITLE: PLAN AND IMPROVE SPECIALIZED TOUR COMMENTARY TO CUSTOMERS

### UNIT DESCRIPTOR

This unit describes the competencies required to plan and improve specialised tour commentary to customers

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Gather, process and structure information</b></p> <p>P1. Identify sites and sights in consultation with other tour guides, colleagues and organisational officials</p> <p>P2. Collect relevant information in relation to the sites, part of the corresponding travel itinerary</p> <p>P3. Process the information and arrange a content plan for each of the sites to be visited</p> <p>P4. Structure and organise the content into an appealing and entertaining presentation</p>	<p><b>E2. Evaluate, update and improve commentary</b></p> <p>P5. Identify relevant success indicators for the commentary and its presentation</p> <p>P6. Collect and record feedback from customers on the commentary, using suitable methods and if relevant to other people, pass on promptly</p> <p>P7. Base changes and improvements made to the commentary presentation on the results of evaluation of feedback and self-assessment</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Explain why and how questions should be encouraged and how to handle them</p> <p>K2. Describe characteristics of different types of client groups and their needs in relation to a presentation (e.g. deaf people, children, people with English as a second language, visually impaired)</p> <p>K3. Describe where to access the relevant information to update your commentary</p> <p>K4. Describe the ways of collecting basic data for the group (e.g. where from, where to, how long is their stay)</p> <p>K5. Explain the consequences of giving inadequate and inaccurate information</p>	<p>K6. Explain the content of the fixed-route commentary you are delivering</p> <p>K7. Describe any specific additional information likely to be requested by your customers for the tour and commentary you are delivering</p> <p>K8. Explain the success factors relevant to the commentary you are giving</p> <p>K9. List and describe the organisational requirements affecting the way you present commentaries to customers</p>
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**CONDITIONS OF PERFORMANCE AND VARIABLES****1. Preparation may include:**

- Developing a data base of all the information related to the itinerary planned
- Collecting and processing specific information and documentation (sites' portfolios)
- Compiling commentaries for each and every step of the programme
- Developing a feedback and rapport methodology

**2. Conducting commentary may include:**

- Positioning yourself and the group in the best possible position for them to see and hear your commentary
- Choosing the appropriate time, circumstances to deliver the commentary on the relevant topic
- Using delivery techniques effectively to maintain the interest of the group and enhance their enjoyment of the tour
- Drawing the attention of your group to the key features of your commentary

**3. Improvements and monitoring may include:**

- Feedback questionnaires compiling
- Analysing the data collected
- Further improvement based on the findings

**ASSESSMENT GUIDE****Performance assessment must include:**

1. At least three written commentaries developed as a basis for an itinerary
2. At least two written reports on how the commentary was monitored and improved

**ASSESSMENT METHODS****Suitable assessment methods may include:**

- Direct observation of the individual doing the commentary
- Use of case studies to assess ability to apply the requirements for developing a commentary
- Written or oral questioning to assess knowledge of requirements, specifics and basics for commentary development
- Naturally occurring evidence in the workplace, or from simulation, which must be carefully designed/undertaken to reflect reality of a true work environment

**RELEVANT OCCUPATIONS**

Heritage Specialist Guide, On-Site Tour Guide, Tour Guide, Tour Leader, Tour Guide Assistant

**ACCSTP REF**

D2.TTG.CL3.17

## TGS3.8. UNIT TITLE: PLAN AND EVALUATE ON-SITE ENTERTAINMENT AND GUIDANCE

### UNIT DESCRIPTOR

This unit describes the competencies required to plan and evaluate on-site entertainment within the guidance process.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Plan the entertainment</b></p> <p>P1. Identify criteria for success of the planned entertainment, and the methods by which customer feedback is to be gathered, and then agree them with the relevant person(s)</p> <p>P2. Suit the entertainment selected and planned to the venue</p> <p>P3. Plan the layout and set-up of the venue to be safe and adequate to the entertainment</p>	<p><b>E2. Evaluate the entertainment</b></p> <p>P4. Capture reliable customer feedback on the event and evaluate it to inform plans for future events</p> <p>P5. Incorporate updated and expanded knowledge into work activities</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Explain how to set suitable, measurable criteria for the success of different events</p> <p>K2. Explain the critical factors to consider when selecting and structuring the content of events to meet customers' requirements</p> <p>K3. Explain the importance of leaving your customers with a positive impression at the close of events</p>	<p>K4. Define the criteria for evaluating your own performance and using this to inform changes to future events</p> <p>K5. Define the impact criteria for organisation's specific requirements, standards and procedures relating to the provision of on-site entertainment by staff</p> <p>K6. Explain the procedures for noting and forwarding immediate customer feedback</p>
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#### CONDITIONS OF PERFORMANCE AND VARIABLES

<p><b>1. Needs and expectations may include:</b></p> <ul style="list-style-type: none"> <li>• The intended audience</li> <li>• The organisation</li> </ul> <p><b>2. Venue requirements may include:</b></p> <ul style="list-style-type: none"> <li>• Location and access</li> <li>• Type of venue</li> <li>• Venue facilities</li> <li>• Capacity of venue</li> <li>• Customer facilities</li> <li>• Health and safety</li> <li>• Cost</li> </ul>	<p><b>3. Resources may include:</b></p> <ul style="list-style-type: none"> <li>• Budget</li> <li>• Equipment and materials</li> <li>• People, publicity materials and channels</li> </ul> <p><b>4. Success criteria may include:</b></p> <ul style="list-style-type: none"> <li>• Attendance figures</li> <li>• Timing</li> <li>• Effectiveness of content and delivery</li> <li>• Suitability of venue</li> <li>• Level of customer satisfaction</li> </ul>
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ASSESSMENT GUIDE	ASSESSMENT METHODS
<p><b>Performance assessment must include:</b></p> <ol style="list-style-type: none"> <li>1. Two reports of at least two on-site entertainment events planned, delivered and evaluated</li> <li>2. At least five customer feedback questionnaires</li> </ol>	<p><b>Suitable assessment methods may include:</b></p> <ul style="list-style-type: none"> <li>• Questioning of group members about the individual's breadth of knowledge and ability to answer customer questions</li> <li>• Review of an entertainment portfolio prepared by the individual</li> <li>• Written or oral questioning to assess the way in which the feedback and improvement analysis has been compiled</li> <li>• Written or oral questioning to assess aspects of specialised knowledge</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
Heritage Specialist Guide, On-site Tour Guide, Tour Guide, Tour Leader	D2.TTG.CL3.03

## TGS3.11. UNIT TITLE: BUILD, MAINTAIN AND DEVELOP RELATIONSHIPS WITH TOUR PROGRAMME STAKEHOLDERS

### UNIT DESCRIPTOR

This unit describes the competencies required to build, maintain and develop relationships with tour programme stakeholders.

#### ELEMENTS AND PERFORMANCE CRITERIA

##### **E1. Identify tour programme stakeholders**

- P1. Analyse organisational requirements based on detailed review of all aspects towards relationships with tour programme stakeholders
- P2. Develop an accurate summary of the different types of stakeholder in consultation with organisational superiors
- P3. Incorporate safety and risk management issues into all planning documentation and processes to follow

##### **E2. Establish contacts with identified tour programme stakeholders**

- P4. Communicate with identified tour programme stakeholders
- P5. Organise meetings and discuss the issues of common interest
- P6. Present a short report to the organisational superiors for the steps to follow

##### **E3. Develop collaboration mechanisms with identified stakeholders**

- P7. Identify the need for collaboration and organise its implementation with confirmation in writing
- P8. Negotiate adjustments to maintain the integrity and quality of the collaboration
- P9. Evaluate work completed against tour programme requirements and time schedules, and take appropriate action

#### KNOWLEDGE REQUIREMENTS

- K1. Describe the roles and responsibilities of different types of tour programme stakeholders
- K2. Explain risk management issues to be considered for key areas of potential cooperation
- K3. Describe the terminology, services and key technology in key areas of tour programme collaboration such as:
  - Catering
  - Venue decoration
  - Audio-visual options
  - Lighting
  - Entertainment
  - Security
  - Electronic media coverage of events
  - Safety equipment, etc.

- K4. Explain how to analyse needs and expectations of tour programme stakeholders
- K5. List reporting techniques and their applicability
- K6. Describe the organisational communication and collaboration procedures
- K7. Explain how to design success criteria for collaboration

**CONDITIONS OF PERFORMANCE AND VARIABLES****1. Tour programme stakeholders may include:**

- Accommodation providers (hotels, tour resorts, cruise ships, motels, hostels, guest houses, etc.)
- F&B providers (restaurants, cafeterias, bars, confectionaries, etc.)
- Meeting halls' providers (conference, workshop, seminar venues; exhibition halls; etc.)
- Staging and audio visual suppliers
- Display suppliers
- Caterers
- Entertainers
- Equipment hire companies
- Transportation companies

**2. Specifications for stakeholder services may include or relate to:**

- Price
- Performance standards
- Timelines
- Technical specifications for equipment etc.
- Theme-related requirements
- Regulatory requirements
- Previous experience

**ASSESSMENT GUIDE****Performance assessment must include:**

1. At least three tour programme stakeholders' collaborations
2. At least two reports on collaboration
3. At least one analysis on potential collaboration

**ASSESSMENT METHODS****Suitable assessment methods may include:**

- Observation of practical candidate performance
- Interviews
- Role plays
- Oral and written questions

**RELEVANT OCCUPATIONS**

Tour Guide, Tour Leader, Tour Guide Assistant

**ACCSTP REF**

D2.TTG.CL3.13

## TGS3.15. UNIT TITLE: PREPARE CULTURAL AND HERITAGE ENVIRONMENT EXPERIENCE

### UNIT DESCRIPTOR

This unit describes the competencies required to prepare cultural and heritage environment experience.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Research specialised information on cultural and heritage environments</b></p> <p>P1. Identify key sources of specialised information about cultural and heritage environments</p> <p>P2. Evaluate the credibility and reliability of information sources</p> <p>P3. Use formal and informal research to access and obtain current and relevant information</p> <p>P4. Make subjects of potential customer interest the focus of research activities</p> <p><b>E2. Prepare and present in tourism activities the specialised information on cultural and heritage environments</b></p> <p>P5. Analyse information and develop themes and messages to meet customer needs and interests</p> <p>P6. Organise information to support the ways in which it will be used and presented</p> <p>P7. Present information accurately</p> <p>P8. Deliver commentary within the time allowed</p> <p>P9. Use presentation aids suitable for the immediate environment where necessary</p> <p>P10. Maintain the interest of the group as well as enhance their enjoyment of the tour</p> <p>P11. Encourage customers to ask questions, seek clarification and make comments at identified and suitable points</p> <p>P12. Provide clear and accurate summaries and additional information points if requested</p>	<p><b>E3. Update knowledge of specialised information on cultural and heritage environments to improve the experience</b></p> <p>P13. Identify and use opportunities to maintain currency of knowledge about specialised topics</p> <p>P14. Proactively seek opportunities to enhance and expand own knowledge base</p> <p>P15. Incorporate updated and expanded knowledge into work activities</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Explain why and how questions should be encouraged and how to handle them</p> <p>K2. Explain why, when and how presentation equipment is used</p> <p>K3. Describe the characteristics of different types of client groups and their needs in relation to a presentation (e.g. deaf people, children, people with English as a second language, visually impaired)</p> <p>K4. Describe how to use verbal and non-verbal communication skills to maintain interest and emphasise the importance of specific subject matter</p>	<p>K5. How to handle and use feedback</p> <p>K6. Explain where to access the relevant information to update the cultural and heritage tourism activity</p> <p>K7. How to explain the consequences of giving inadequate and inaccurate information</p> <p>K8. Describe the current interpretive theory, methods and media</p> <p>K9. List sources of information on cultural and heritage environments</p>
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**KNOWLEDGE REQUIREMENTS**

- K10. Explain the nature and significance of one or more cultural or heritage environments including:
- How the environment developed and evolved
  - Historically and culturally significant features, including details of any exhibits, displays or performances
  - Individuals associated with the environment, their roles and impacts
  - Role of the environment in the local community, both past and present
  - Relationship of the environment to past and current Vietnamese culture and history

- K11. Explain how to update knowledge of specialised information on cultural and heritage environments to improve the experience

**CONDITIONS OF PERFORMANCE AND VARIABLES****1. Cultural issues may include:**

- Use of cultural information; access restrictions
- Use of appropriate staff
- Traditional/contemporary values and customs
- Cultural differences in styles of negotiation and communication

**2. Impacts on community may include:**

- Positive aspects such as economic benefits to local community; improved local facilities; employment opportunities; cultural benefits; visitor education; greater understanding between host and visitor cultures
- Negative aspects such as trivialisation of culture; effect on social structures

**3. Preparation may include:**

- Developing a data base of all the heritage and culture information related to the tourism activity planned
- Collecting and processing specific information and documentation (sites' portfolios)
- Compiling culture and heritage commentaries for each and every step of the programme
- Developing a feedback and rapport methodology

**4. Cultural and heritage tourism activity conduction may include:**

- Positioning yourself and the group in the best possible position for them to see and hear your commentary
- Using delivery techniques effectively to maintain the interest of the group and enhance their enjoyment of the tour
- Drawing the attention of your group to the key features of your presentation/tourism activity
- Cultural and heritage environments within the Vietnamese scope

**5. Vietnamese general geographic conditions may include:**

- Geographic location, topography, climate, hydrology, land, sea and islands, flora and fauna
- Local general geographic conditions
- Detailed geographic conditions of the sites: Site's location, accessibility and tourism resources
- Vietnamese history
- History relating the localities and the sites

**6. General information on Vietnamese traditions, customs, habits may include:**

- Being reflected in traditional festivals, way of life, lifestyles
- Different legends, stories relating to localities and the sites

**7. Improvements and monitoring may include:**

- Feedback questionnaires compiling
- Analysing the data collected
- Further improvement based on the findings

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p><b>Performance assessment must include:</b></p> <ol style="list-style-type: none"> <li>1. At least one tourism activity in relation to culture and heritage</li> <li>2. At least three research reports on culture and heritage environment developed as a basis for a culture and heritage tourism activities</li> <li>3. At least one feedback questionnaire</li> </ol>	<p><b>Suitable assessment methods may include:</b></p> <ul style="list-style-type: none"> <li>• Direct observation of the individual using knowledge to deliver interpretive tourism activities</li> <li>• Questioning of group members about the individual's breadth of knowledge and ability to handle cultural and heritage information and tourism activity processing</li> <li>• Review of a research portfolio prepared by the individual</li> <li>• Written or oral questioning to assess the way in which the research process has been used</li> <li>• Written or oral questioning to assess aspects of specialised knowledge</li> <li>• Review of portfolios of evidence and third party workplace reports of on the job performance by the individual</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
Tour Guide, Tour Leader, On-site Tour Guide, Heritage Specialist Guide	D2.TTG.CL3.07

## TGS4.2. UNIT TITLE: ASSESS AND IMPROVE RESPONSIBLE AND SUSTAINABLE TOURISM ACTIVITIES

### UNIT DESCRIPTOR

This unit describes the competencies required to assess and improve responsible and sustainable tourism activities.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Analyse data base on responsible and sustainable tourism activities</b></p> <p>P1. Define the scope of responsible and sustainable tourism activities to be analysed</p> <p>P2. Develop criteria for responsible and sustainable tourism activities' analysis</p> <p>P3. Develop methodology for research and analysis</p> <p><b>E2. Provide recommendations based on the analysis</b></p> <p>P4. Critically analyse the responsible and sustainable tourism activities versus the criteria developed</p> <p>P5. Organise the findings based on the responsible and sustainable tourism activities implemented and analysed and provide recommendations for improvements</p>	<p><b>E3. Update and improve responsible and sustainable tourism activities</b></p> <p>P6. Advise of environmental and social components to be included into the existing responsible and sustainable activities</p> <p>P7. Search for opportunities to maintain regularity of analysis about responsible and sustainable tourism activities implemented</p> <p>P8. Incorporate updated knowledge into work activities</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Explain the specifics of operating tourism activities in multiple environments with minimal negative environmental and social impact</p> <p>K2. Explain the trends and developments of environmental issues, including those specific to tourism and in particular operating environments</p> <p>K3. Describe how to develop a system of responsible and sustainable tourism activities' analysis</p> <p>K4. List and explain research methodologies and techniques</p>	<p>K5. Describe types of findings and their specific impact on tour conduction</p> <p>K6. Explain how to interpret potentially complex and detailed research output on responsible and sustainable tourism activities</p> <p>K7. Describe how to proactively improve tour reports' analysis data base</p> <p>K8. Explain how to update and improve responsible and sustainable tourism activities</p>
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**CONDITIONS OF PERFORMANCE AND VARIABLES****1. Responsibility for environmental and social sustainability that relate to:**

- Negative environmental aspects
- Negative social aspects
- Positive environmental aspects
- Positive social aspects

**2. Minimal impact techniques and procedures that relates to:**

- Restricting or limiting access
- Site hardening
- Staged authenticity
- Technological solutions
- Heritage preservation

**3. Changes in the natural environment that include:**

- Breeding events
- Changes to fauna
- Changes to flora
- Erosion
- Species sighting

**4. Research methodology and technique:**

- Comparison
- Analysis
- Qualitative and quantitative methods
- Sampling
- Interviewing
- Collaborative sessions
- Surveys
- Questionnaires
- Focus groups
- Mobile interviews

**ASSESSMENT GUIDE****Performance assessment must include:**

1. At least one responsible and sustainable tourism activity analysed
2. At least three reports on responsible and sustainable tourism activity improvements
3. At least one environmental or/and social improvement plan implemented

**ASSESSMENT METHODS****Suitable assessment methods may include:**

- Use of case studies to assess ability to apply appropriate minimal impact approaches to different environments within sustainable tourism activity analysis
- Review of responsible and sustainable tourism activity report notes and analysis developed by the trainee
- Problem solving/case studies to assess ability to apply research methodology skills to a range of different responsible and sustainable tourism activity components

**RELEVANT OCCUPATIONS**

Tour Guide, Tour Leader

**ACCSTP REF**

D2.TTG.CL3.16

**COS4. UNIT TITLE: USE ENGLISH AT A BASIC OPERATIONAL LEVEL****UNIT DESCRIPTOR**

This unit describes the competencies required to converse orally in English in the workplace at a basic operational level.

**ELEMENTS AND PERFORMANCE CRITERIA****E1. Make simple conversation**

- P1. Respond to opening comments
- P2. Comment on familiar topics
- P3. Conclude a conversation

**E2. Respond to simple requests**

- P4. Confirm understanding of instructions or requests
- P5. Request clarification of instructions or requests

**E3. Make simple requests**

- P6. Use polite forms to make simple requests
- P7. Thank the person responding to your request

**E4. Express preferences**

- P8. Talk about likes and dislikes
- P9. Discuss preferences and give reasons

**KNOWLEDGE REQUIREMENTS**

- K1. Respond to opening comments and make simple conversation
- K2. Comment on familiar topics and conclude a conversation
- K3. Make and respond to simple requests
- K4. Confirm understanding and request clarification of instructions or requests

- K5. Describe routine procedures and explain a sequence of routine job tasks
- K6. Make suggestions on how to improve routine procedures or in communication with guests
- K7. Express likes, dislikes and preferences and give preferences and reasons

**CONDITIONS OF PERFORMANCE AND VARIABLES**

This unit applies where conversing in English at a basic operational level is required within all divisions of the hospitality and tourism industry and includes all staff with guest contact.

**1. Opening comments may include:**

- How are you? Did you have a good trip? How can I help you?
- Others

**2. Familiar topics may include:**

- Giving directions; providing advice on the best places to shop, eat, visit etc; providing advice about a customer's special needs; providing information; referring a customer complaint to a supervisor; safety & healthy related information
- Others

**3. Closing remarks may include:**

- I hope you enjoy your stay/tour; Goodbye and I hope we see you again soon; Thank you for staying here; Please enjoy your tour
- Others

**4. Ways to seek clarification may include:**

- Asking the person to repeat themselves, e.g. would you mind saying that again? Would you mind spelling it? Sorry I didn't catch that. Sorry I missed that, Can you go over that again? Can you say that again please?
- Seeking clarification, e.g. Can you please confirm you want to check out tomorrow? Are you looking for an all-day or half-day tour?

**5. Polite forms used for making requests may include:**

- Please can you provide your driving licence for the hired car? Would you mind waiting for five minutes while I deal with this guest?

**6. Avoiding jargon in conversations with guests:**

- Your room rate is US\$100 plus plus/net
- We are pleased to offer you FOC breakfast

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p><b>Assessment should ensure that the person can communicate effectively in the following situations:</b></p> <ol style="list-style-type: none"> <li>1. Respond to opening comments and make simple conversation</li> <li>2. Comment on familiar topics and conclude a conversation</li> <li>3. Make and respond to simple requests</li> <li>4. Confirm understanding and request clarification of instructions or requests</li> <li>5. Describe routine procedures and explain a sequence of routine job tasks</li> <li>6. Make suggestions on how to improve routine procedures</li> <li>7. Express likes, dislikes and preferences and give preferences and reasons</li> </ol>	<p>Assessment must ensure actual or simulated workplace application of situations where people converse at a basic operational level with guests or customers or in a classroom environment where the person can demonstrate their ability to communicate in basic English</p> <p><b>The following methods may be used to assess competency for this unit:</b></p> <ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Interviews</li> <li>• Role plays</li> <li>• Oral and written questions</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
All tourism occupations	D1.LAN.CL1.01

## COS5. UNIT TITLE: MAINTAIN INDUSTRY KNOWLEDGE

### UNIT DESCRIPTOR

This unit describes the competencies required to source, maintain and use hospitality and tourism industry knowledge in a range of settings in the workplace.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Source current information on the hospitality and tourism industry</b></p> <p>P1. Access sources of information on the hospitality and tourism industry relevant to job requirements</p> <p>P2. Obtain information on the hospitality and tourism industry to assist effective work performance</p>	<p><b>E2. Use industry information to inform best practice</b></p> <p>P3. Obtain and distribute information as required by customers or guests</p> <p>P4. Conduct work activities in accordance with legal requirements and ethical standards</p> <p>P5. Apply industry knowledge and information to the day-to-day operation of the hospitality or tourism business</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Identify sources of reliable information on the Internet and elsewhere to update industry knowledge</p> <p>K2. Describe the different sectors of the hospitality and tourism industry and their inter relationships</p> <p>K3. Explain the role and function of two of the following sectors: food and beverage, front office, food production/kitchen operations, housekeeping, travel agencies and tour operations/tour guiding</p>	<p>K4. Explain what is meant by quality and continuous improvement in hospitality and tourism and the role of individual staff members in maintaining quality services</p> <p>K5. Provide examples of responsible tourism including energy saving, waste minimization and recycling</p> <p>K6. Describe two basic laws, regulations or guidelines that apply to the hospitality and tourism industries and effect how a staff member conducts his/her work</p>
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#### CONDITIONS OF PERFORMANCE AND VARIABLES

<p><b>1. This unit applies to maintaining hospitality and tourism industry knowledge and may include:</b></p> <ul style="list-style-type: none"> <li>• Hotel operations</li> <li>• Travel and tour operations</li> <li>• Tour guiding</li> <li>• Event management</li> <li>• Other tourism related industries such as transport, airlines and spa and leisure etc.</li> </ul>	<p><b>2. Information may relate to:</b></p> <ul style="list-style-type: none"> <li>• Different sectors and relationships between travel and hospitality</li> <li>• Environmental issues and requirements, including responsible and sustainable tourism</li> <li>• Work ethic required to work in the industry</li> <li>• Industry expectations of staff</li> <li>• Quality assurance</li> <li>• Guest service information such as itineraries, airline or road travel, local attractions etc.</li> <li>• Information on local banks, hospitals, embassy and others</li> </ul>
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**CONDITIONS OF PERFORMANCE AND VARIABLES****3. Sources of information may include:**

- Internet (check reliability)
- Media
- Tourism associations
- Industry associations
- Industry journals
- Information services
- Personal observation and experience
- Colleagues, supervisors and managers
- Industry contacts, mentors and advisors
- Others

**4. Other industries may include:**

- Entertainment
- Food production
- Wine production
- Recreation
- Meetings and events
- Retail
- Others

**5. Legal issues which impact on the industry include:**

- Consumer protection
- Duty of care
- Equal employment opportunity
- Anti-discrimination
- Workplace relations
- Child sex tourism

**6. Ethical issues impacting to the industry include:**

- Confidentiality
- Commission procedures
- Overbooking
- Pricing
- Tipping
- Gifts and services free of charge
- Product recommendations
- Others

**ASSESSMENT GUIDE**

**This is a core unit that underpins effective performance in all other units; combined training and assessment may be appropriate:**

1. Evidence of ability to source various information from at least two sources
2. Evidence of ability to source at least three different types of information related to work performance
3. Evidence of obtaining and distributing three types of information as required by customers or guests
4. Two examples of conducting work activities in accordance with company legal requirements and ethical standards
5. Two examples of applying industry knowledge and information to the day-to-day operation of the hospitality or tourism business

**ASSESSMENT METHODS**

**For the learner to reach the required standard there should be evidence performance gathered through observation, work evidence and questioning:**

- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Role play

**RELEVANT OCCUPATIONS**

All occupational areas in tourism businesses

**ACCSTP REF**

D1.HOT.CL1.08

**COS6. UNIT TITLE: PROVIDE BASIC FIRST AID****UNIT DESCRIPTOR**

This unit covers the competencies required to perform basic first aid in a range of settings within a hospitality and tourism environment.

**ELEMENTS AND PERFORMANCE CRITERIA**

<p><b>E1. Perform immediate lifesaving first aid pending the arrival of medical aid</b></p> <p>P1. Ensure casualty is comfortable before requesting medical aid</p> <p>P2. Place unconscious casualty in stable side position and clear the airways to promote breathing in accordance with established first aid procedures</p> <p>P3. Stem casualty with external bleeding by following standard first aid procedures</p> <p><b>E2. Apply basic first aid</b></p> <p>P4. Provide first aid using established first aid procedures and available resources and equipment</p> <p>P5. Monitor casualty's condition and respond in accordance with accepted first aid principles</p> <p>P6. Seek first aid assistance from others in a timely manner</p> <p>P7. Record accidents and injuries in accordance with organisational procedures</p>	<p><b>E3. Adapt first aid procedures for remote situations</b></p> <p>P8. Care for injured person in remote conditions until help arrives, including the monitoring of airway, breathing and heartbeat, the control of pain, hydration and the maintenance of body temperature</p> <p>P9. Correctly care for casualty with 'severe injuries' in a remote situation, including preparation for transport</p> <p><b>E4. Communicate details of the incident</b></p> <p>P10. Request appropriate medical assistance using the most relevant and appropriate communication mechanism</p> <p>P11. Convey details of casualty's condition and first-aid management activities accurately to emergency services or other personnel</p> <p>P12. Prepare reports to supervisors in a timely manner, presenting all relevant facts</p>
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**KNOWLEDGE REQUIREMENTS**

<p>K1. Describe first aid situations that may occur in the workplace and appropriate first aid action, treatments and solutions</p> <p>K2. List relevant health legislation and procedures</p> <p>K3. Explain the priorities of first aid care</p> <p>K4. Explain first aid procedures for:</p> <ol style="list-style-type: none"> <li>a. Conducting an initial patient first aid assessment</li> <li>b. Managing injuries</li> <li>c. Carrying out resuscitation techniques</li> <li>d. Reporting on first aid situations and action taken</li> </ol> <p>K5. Describe techniques for management and care of casualties in various first aid situations, including:</p> <ol style="list-style-type: none"> <li>a. Acute illness and/or injury</li> <li>b. Wounds and bleeding</li> <li>c. Burns</li> <li>d. Bone, joint and muscle injuries</li> </ol> <p>K6. Explain causes of respiratory failure and breathing difficulty</p>	<p>K7. Describe the DRABC action plan for the identification and control of danger, loss of consciousness and response, loss of airway, breathing and circulation. RED: rest, elevate and direct pressure for bleeding cases</p> <p>K8. List the symptoms and signs of the most common causes of unconsciousness:</p> <ol style="list-style-type: none"> <li>a. Poisoning, bites and stings</li> <li>b. Sprains and strains</li> <li>c. Fractures (simple, compound and complicated)</li> <li>d. Dislocated joints</li> <li>e. Head, neck and back injuries</li> <li>f. Severe internal bleeding</li> <li>g. Abdominal, pelvic and chest injuries</li> <li>h. Shock as a result of severe injury</li> <li>i. Angina pain, heart attack and heart failure</li> <li>j. Burns and associated shock</li> </ol> <p>K9. Explain the safety precautions needed to prevent accidents, illness and injuries and infection in remote area situations</p> <p>K10. Describe communication techniques related to the provision of first aid</p>
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**CONDITIONS OF PERFORMANCE AND VARIABLES**

The unit variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between organisations and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to performing basic first aid procedures within hotel and tourism businesses and may include: Front Office, Housekeeping, Food and Beverage Service, Food Preparation, Travel and Tour Operations, Tour Guiding, On-site Tour Guiding, Tourist Boat Services.

**1. Physical hazards may include:**

- Workplace hazards, e.g. machinery, vehicles, environment
- Hazards associated with managing casualty, such as being bitten, confused, casualty becomes violent
- Bodily fluids
- Risk of further injury to the casualty

**2. Casualty's vital signs and physical condition are managed for:**

- Response, i.e. conscious or unconscious
- Airways, i.e. blocked, likely to become blocked
- Breathing, e.g. regular, irregular, possible problem with lungs
- Circulation, e.g. pulse, heart-beat is strong/weak, or racing pulse
- Possible neck or back injury
- Shock
- Allergic reaction/s
- Bleeding

**3. First aid management may include:**

- Management of external bleeding and shock
- Management of minor wounds and infection control
- Management of venomous bites and stings/poisons/allergic reactions
- Management of fractures
- Management of head and spinal injuries
- Management of airways including asthma

**4. First aid may include:**

- Resuscitation techniques
- CPR (Cardio pulmonary resuscitation) technique
- Bleeding and wound care
- Burns and scalds care
- Infection control
- Bandaging/splinting

**5. Seek first aid assistance may include:**

- Obtaining co-worker support
- Obtaining support from first aider
- Requesting emergency services assistance
- Requesting medical assistance
- Following hotel policy (helping guest to buy medicine or offering medicine to guests)

**6. Details may relate to:**

- Casualties conditions
- Location
- Assistance provided
- Number of casualties
- Assistance required

**ASSESSMENT GUIDE**

This unit will be difficult to assess by observation of work practices unless there are medical emergencies that the person is directly involved with in the workplace. Therefore the most likely method of assessment will be simulation in a controlled environment.

**Assessment should ensure:**

1. Knowledge of company policies and procedures in regard to administering first aid
2. Knowledge of policies and procedures in regard to completing records of first aid
3. Ability to apply the basic principles of administering first aid in a simulated situation for 3 incidents
4. Ability to carry out necessary procedures to manage a life-threatening situation for 2 incidents
5. Demonstration of CPR and resuscitation techniques on one occasion

**ASSESSMENT METHODS****This unit may be assessed in a simulated situation in order to provide experience in applying the competencies:**

- Assessment should include practical demonstration 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
- Knowledge can be tested by oral or written questioning
- Role play

RELEVANT OCCUPATIONS	ACCSTP REF
All tourism staff working in a variety of businesses and occupational areas	D1.HOT.CL1.12

## COS7. UNIT TITLE: PROVIDE SAFETY AND SECURITY

### UNIT DESCRIPTOR

This unit covers the competencies required in being safe in the workplace and being responsible for the safety and security of yourself and others. It is about identifying hazards, minimising risks and contributing to the security of the workplace.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Minimise risks to people and property in the workplace</b></p> <p>P1. Follow agreed safety procedures to minimise risks to people and property</p> <p>P2. Maintain the security of the workplace following agreed procedures</p> <p>P3. Ensure your own safety and security and that of others in your immediate workplace</p> <p>P4. Behave in a way that minimise the risks to yourself and others</p> <p><b>E2. Take action to deal with security and safety risks</b></p> <p>P5. Take appropriate action in the event of incidents involving the security and safety of self and others</p> <p>P6. Take appropriate measures to ensure you can work safely with aggressive and difficult customers</p> <p>P7. Take appropriate action in the event of identifying the risk of danger to individuals</p>	<p><b>E3. Provide basic security services</b></p> <p>P8. Operate basic security equipment in a work place or other establishment</p> <p>P9. Escort, carry and store valuable items</p> <p><b>E4. Recording and reporting hazards and incidents</b></p> <p>P10. Report potential hazards in the workplace to the appropriate person</p> <p>P11. Report and record incidents following agreed procedures</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Explain why risks should be assessed and reported</p> <p>K2. Describe what actions should be taken for different types of risks</p> <p>K3. State your personal responsibility for maintaining safety and security of yourself and others in the workplace</p> <p>K4. Describe the legal responsibilities of employers and employees in relation to health and safety in the workplace</p> <p>K5. Describe your role in maintaining health, safety and security in your immediate workplace</p> <p>K6. List the procedures to follow for different emergencies</p>	<p>K7. Describe the ways of identifying aggressive behaviours and actions to take to ensure own safety</p> <p>K8. Explain how to identify hazards and report them</p> <p>K9. List some ways of minimising risks in the workplace</p> <p>K10. Explain how to operate basic security equipment in work place or other establishment</p> <p>K11. Describe the process to escort, carry and store valuable items</p> <p>K12. List the required reporting arrangements in the event of accidents and incidents</p>
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## CONDITIONS OF PERFORMANCE AND VARIABLES

### 1. Safety procedures to minimise risks and provide security to people and property would include:

- Procedures issued by the organisation
- Government occupational health and safety legislation

### 2. Minimising risks to yourself and others would include:

- Ensuring safety of guests and customers
- Ensuring you do not take unnecessary risks

### 3. Incidents involving the security and safety of self and others could include:

- Fire
- Bomb threats
- Intruders
- Theft
- Weather
- Food poisoning
- Accidents
- Others

### 4. Appropriate measures to ensure you can work safely with aggressive and difficult customers may include:

- Trying to calm the customer
- Avoiding confrontation and physical action
- Calling for help from colleagues or security
- Involving management

### 5. Basic security equipment in work place or other establishment may include:

- Walkie-talkie handsets
- Security cameras
- Key control
- Security boxes
- Others

### 6. Escort, carry and store valuable items may include:

- Guest valuables
- Valuable equipment such as computers and cameras
- Staff personal property
- Others

### 7. Hazards may include:

- Lifting and pushing – e.g. handling heavy or awkward shaped objects
- Slips, trips, falls – e.g. slipping on a wet floor or tripping on uneven surfaces
- Hot surfaces and substances – e.g. hot plates, pans and splashes from hot oils or liquids
- Cutting equipment – e.g. knives and electric meat slicers
- Damaged furniture
- Obstructions – e.g. doors, passageways and rooms
- Chemicals or cleaning fluids

### 8. Report and record incidents following agreed procedures may include:

- Incident report form
- Shift report form
- Official accident or personal injury record
- Equipment damage form
- Bomb threat report
- Guest in-house report
- The most updated duty roster

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Where actual incidents have taken place, been addressed and reported, evidence from workplace supervisors should be included. Otherwise, these competences will need to be assessed through simulation, role play and other activities due to the nature of the issues being assessed.</p> <p><b>Evidence should show the person is able to:</b></p> <ol style="list-style-type: none"> <li>1. Take appropriate measures with aggressive and difficult customers on two occasions</li> <li>2. Operate basic security equipment in a work place or other establishment on one occasion</li> <li>3. Escort, carry and store valuable items on one occasion</li> <li>4. Record and report hazards and incidents on two occasions</li> </ol> <p><b>Have knowledge of:</b></p> <ol style="list-style-type: none"> <li>1. Agreed safety procedures to minimise risks to people and property</li> <li>2. Know how to take action to deal with security and safety risks</li> </ol>	<p>Assessment for this unit may be either from actual workplace incident reports and supervisor witness statements.</p> <p><b>If this cannot be assessed in the workplace, then assessment would involve:</b></p> <ul style="list-style-type: none"> <li>• Simulation of emergency situations/role play</li> <li>• Written test or oral questioning of the trainee to establish their understanding of the competences for this unit</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff in tourism occupations	D1.HSS.CL4.01

## COS8. UNIT TITLE: RESPOND TO EMERGENCIES

### UNIT DESCRIPTOR

This unit covers the competencies required to respond to fire, security threats and medical emergencies .

#### ELEMENTS AND PERFORMANCE CRITERIA

##### **E1. Assist with the local implementation of emergency procedures**

- P1. Ensure customers are clear that you are fully aware of the main details of the emergency and your role to assist with it
- P2. Ensure customers' morale and goodwill is maintained through the minimisation of any inconvenience
- P3. Maintain an appropriate balance between the needs of individuals and the needs of the group as a whole
- P4. Ensure all people affected by the emergency are kept up to date and offered re-assurance, when necessary

##### **E2. Respond to fire in the premises**

- P5. Establish nature and location of alarm
- P6. Contact emergency services and management as appropriate
- P7. Sound the alarm and provide first response assistance
- P8. Assist with evacuation of premises
- P9. Ensure access and assistance to emergency services upon their arrival

##### **E3. Respond to security threats**

- P10. Manage guests/customers who are displaying inappropriate behaviour
- P11. Secure unsecured areas
- P12. Respond to suspicious packages
- P13. Respond to bomb threats

##### **E4. Respond to medical emergencies**

- P14. Identify physical hazards and minimize risks to own and others' health and safety
- P15. Assess casualty's vital signs and physical condition in accordance
- P16. Apply basic first aid techniques in accordance with established first aid procedures and available resources and equipment
- P17. Monitor casualty's condition and respond to the casualty's condition in accordance with accepted first aid principles
- P18. Seek first aid assistance from others in a timely manner

#### KNOWLEDGE REQUIREMENTS

- K1. Describe steps to take in the event of any emergency
- K2. List the particular tasks that staff may be expected to perform in the event of an evacuation
- K3. Explain the different types of fire and which extinguisher class should be used on each
- K4. List the steps to take on discovering a fire and fire hazards in the Front Office area
- K5. List the steps to be taken on hearing an alarm

- K6. Explain what are the objectives of first aid
- K7. List the main types of injury that may be encountered in the work place
- K8. Describe first aid procedures for a variety of emergency traumas and situations
- K9. Describe in detail what steps should be taken for each of the types of injury
- K10. Describe the procedure to adopt when taking a bomb threat call

**CONDITIONS OF PERFORMANCE AND VARIABLES****1. Emergencies may include:**

- Fire
- Hurricanes, floods, and mudslides
- Explosion
- Power Failure
- Civil Disturbance
- Mass/Food Poisoning
- Elevator Break Down
- Bomb Threat
- Other

**2. Emergency numbers should include :**

- Fire department - 114
- Ambulance -115
- Police -113
- Hotel General Manager
- Hotel Security Manager
- Duty manager
- Hotel ERT (Emergency Response Team) list

**3. Hazards/Risks may include but are not limited to:**

- Physical hazards: impact, illumination, pressure, noise, vibration, temperature, radiation
- Biological hazards: bacteria, viruses, plants, parasites, mites, moulds, fungi, insects
- Chemical hazards: dusts, fibres, mists, fumes, smoke, gasses, vapours

**4. Ergonomic injuries may include:**

- Psychological factors – over exertion/excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles
- Physiological factors – monotony, personal relationships etc

**5. Fire detection and fire fighting systems may include:**

- Fire detection devices and systems
- Portable fire extinguishers
- Fire blankets
- Sprinkler systems
- Fire pumps – main and emergency fire pump
- Fire hoses, hydrants
- Smoke detectors
- Alarm bells
- Others

**6. Using types of extinguishers may include:**

- Use water extinguishers for carbonaceous fires only
- Use dry powder, Co2 and gas extinguishers for all categories of fire including electrical
- Use foam for oil or petrol fires, not electrical
- Fire blankets may be used on all categories

**7. Types of injury can include:**

- Small cuts and grazes
- Electric shocks
- Minor heat burns
- Chemical burns from acid or alkali
- Heart attack
- A stroke
- Nervous shock
- Others

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Where actual incidents have taken place, been addressed and reported, evidence from workplace supervisors should be included. Otherwise, these competences will need to be assessed through simulation, role play and other activities due to the nature of the issues being assessed.</p> <p><b>Evidence should show (through direct observation or simulation) that the person is able to:</b></p> <ol style="list-style-type: none"> <li>1. Give guests instructions as to where to find the nearest exit in the event of emergency on two occasions.</li> <li>2. Use the correct fires extinguisher on the correct type of fire (simulation) on one occasion</li> <li>3. Communicate effectively with others as required during fire prevention activities and fire emergencies (simulation) on one occasion</li> <li>4. Demonstrate first aid procedures for two emergency situations (simulation)</li> <li>5. Recognise and know how to deal with security threats (oral or written test)</li> </ol>	<p><b>The following methods may be used to assess competency for this unit:</b></p> <ul style="list-style-type: none"> <li>• Case study</li> <li>• Observation of practical candidate performance</li> <li>• Practical exercises</li> <li>• Role plays</li> <li>• Oral and written questions</li> <li>• Problem solving</li> <li>• Third party reports completed by a supervisor</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
All tourism occupations	D1.FO.CL2.03

## GES2. UNIT TITLE: RECEIVE AND RESOLVE COMPLAINTS

### UNIT DESCRIPTOR

This unit covers the competencies required to receive and resolve customer complaints in a range of settings within the hospitality and tourism industry workplace.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Identify and analyse the complaint</b></p> <p>P1. Receive and accurately record a verbal complaint using active listening and empathy techniques</p> <p>P2. Identify through appropriate communication techniques the exact nature of the customer's complaint</p> <p>P3. Maintain register or complaint file in accordance with procedures</p> <p><b>E2. Respond to complaints</b></p> <p>P4. Reassure the customer that their complaint will be handled as quickly as possible in order to resolve the problem</p> <p>P5. Process complaint in accordance with organisation standards, policies and procedures</p> <p>P6. Obtain and review documentation in relation to complaint</p> <p>P7. Update register of complaints</p>	<p><b>E3. Determine action and resolve complaint</b></p> <p>P8. Agree and confirm action to resolve the complaint with the customer</p> <p>P9. Demonstrate a commitment to the customer to resolve the complaint</p> <p>P10. Inform customer of outcome of investigation of complaint</p> <p><b>E4. Refer significant complaints</b></p> <p>P11. Identify complaints that require referral to other personnel, managers or external parties</p> <p>P12. Refer complaint to appropriate personnel for follow-up in accordance with individual level of responsibility</p> <p>P13. Forward all necessary documentation including investigation reports to appropriate personnel</p> <p>P14. Escalate complaints which cannot be resolved to an appropriate person</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Describe different types of common complaints</p> <p>K2. Describe the process for handling a simple complaint</p> <p>K3. Describe the factors in considering handling guests from different cultures</p> <p>K4. Explain how to record a verbal complaint using active listening and empathy techniques</p>	<p>K5. Relate how to maintain a register or complaint file in accordance with procedures</p> <p>K6. Explain the process for resolving a customer problem and informing the customer of the outcome of investigation of complaint</p> <p>K7. Explain the procedure for referring significant complaints</p>
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**CONDITIONS OF PERFORMANCE AND VARIABLES**

This unit applies to complaints received by any department in the hotel, restaurant or tour and travel company.

**1. Complaints may be related to any expression of dissatisfaction with service by a customer and could include:**

- Written complaints, e.g. letter, email, on website, through social media etc.
- Complaint or feedback form
- Verbal, face-to-face and over the telephone

**2. Appropriate communication techniques may be:**

- The use of active listening with open and closed questions
- Speaking clearly and concisely and using appropriate language and tone of voice
- Giving customers full attention by maintaining eye contact in face-to-face interactions
- Note-taking during the conversation

**3. Organisational standards, policies and procedures may include:**

- Complaint handling procedures
- Organisational standard report forms
- Job descriptions
- Code of ethics
- Quality systems, standards and guidelines
- Insurance/liabilities policies

**4. Inform customer of outcome may include:**

- Providing documentation and/or evidence that supports customer complaint
- Information (verbal or written) that directly relates to the complaint being investigated
- Information (verbal or written) that is presented in a calm and accurate manner

**5. Appropriate person may include:**

- Immediate superior within the organisational hierarchy
- Specialist customer service staff

**ASSESSMENT GUIDE**

**For the learner to reach the required standard there should be evidence performance gathered through observing the work for:**

1. At least two types of customers
2. At least two types of complaints
3. At least two types of communication methods
4. At least two examples of information provided to customers

**ASSESSMENT METHODS**

**This unit may be assessed on or off the job:**

- Assessment should include practical demonstration of complaint resolution processes 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

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

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

**RELEVANT OCCUPATIONS**

All customer-facing staff in hotels, restaurants or travel and tour operator companies, e.g. Guest Service Agent, Receptionist, Cashier, Concierge, Supervisor

**ACCSTP REF**

D1.HOT.CL1.11

## GES9. UNIT TITLE: DEVELOP GUEST RELATIONSHIPS

### UNIT DESCRIPTOR

This unit covers the competencies required to start conversations and develop good relationships with guests or customers.

#### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Meet and greet guests</b></p> <p>P1. Welcome guests appropriately P2. Introduce self and others P3. Ask questions to involve guests</p> <p><b>E2. Respond to guests' questions or requests</b></p> <p>P4. Answer questions clearly and honestly P5. Request repetition or clarification of questions or requests P6. Offer to fulfil guest's request in a timely manner P7. Provide explanation and apologize if unable to answer questions or fulfil requests on the spot and promise to answer in certain time. P8. Offer to seek help from other sources if unable to fulfil guest's request/s or answer questions</p>	<p><b>E3. Participate in a short, informal conversation with guests</b></p> <p>P9. Start a conversation using appropriate topics P10. Demonstrate turn taking techniques to hold and relinquish turns in a conversation P11. Show interest in what a speaker is saying P12. Interrupt a conversation politely P13. Close a conversation politely</p>
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#### KNOWLEDGE REQUIREMENTS

<p>K1. Meet and greet guests warmly K2. Explain how to hold a short conversation with guests using turn taking techniques K3. Explain the usage of correct open and closed question forms, including the use of auxiliary verbs, "wh" questions and question tags to involve guests in conversations K4. Describe how to discuss a range of topics</p>	<p>K5. Explain how to talk about events in the past, present and future K6. Describe how to identify potential taboo topics that may cause offence to guests K7. Explain how to use a range of functions when responding to guests' questions and requests</p>
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#### CONDITIONS OF PERFORMANCE AND VARIABLES

<p><b>1. Developing guest relationships can include:</b></p> <ul style="list-style-type: none"> <li>• Giving information and advice</li> <li>• Giving advice</li> <li>• Making suggestions</li> <li>• Asking questions</li> <li>• Giving directions</li> <li>• Giving instructions</li> <li>• Giving explanations</li> </ul>	<p><b>2. Developing appropriate personal manner and behaviour includes:</b></p> <ul style="list-style-type: none"> <li>• Offering opinions</li> <li>• Agreeing and disagreeing politely</li> <li>• Apologising</li> <li>• Promising to follow up a request</li> <li>• Giving factual information</li> <li>• Considering culture differences</li> </ul>
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ASSESSMENT GUIDE	ASSESSMENT METHODS
<p><b>Performance assessment must include:</b></p> <ol style="list-style-type: none"> <li>1. Evidence of at least three occasions of greeting guests appropriately should be observed or documented</li> <li>2. At least three occasions of responding to guests' questions or requests should be observed or documented</li> <li>3. At least three occasions of participating in a short, informal conversation with guests and demonstrating appropriate personal manner and behaviour should be observed or documented</li> </ol> <p>Knowledge assessment by documented oral questioning or written questions</p>	<p><b>Suitable assessment methods may include:</b></p> <ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Interviews</li> <li>• Role plays</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
<p>All staff who interact with guests or customers in tourism</p>	<p>D2.TTG.CL3.14</p>

## GES10. UNIT TITLE: PREPARE AND PRESENT REPORTS

### UNIT DESCRIPTOR

This unit covers the competencies required to develop, produce and present a range of reports used by the tourism and hospitality industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>E1. Prepare various types of reports</b></p> <p>P1. Develop report to specifications as required</p> <p>P2. Identify sources of data and access report data that underpins the final report objective(s)</p> <p>P3. Process data for inclusion in the report</p> <p>P4. Produce the report</p>	<p><b>E2. Present various types of reports</b></p> <p>P5. Distribute reports according to internal requirements</p> <p>P6. Deliver a verbal presentation in support of the report</p>
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### KNOWLEDGE REQUIREMENTS

<p>K1. Describe the different types of reports used in your organisation and the purposes of each report</p> <p>K2. Describe how to format reports or other documents used in your organisation</p> <p>K3. Describe the principles of confidentiality and security in relation to internal documentation and reports</p>	<p>K4. Explain how to ensure reports and other documents are clear and readable</p> <p>K5. Describe the ways in which you can produce diagrams, tables and graphics to make reports more readable and understandable</p> <p>K6. Explain the steps you need to take to prepare for and deliver a verbal presentation</p>
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### CONDITIONS OF PERFORMANCE AND VARIABLES

<p><b>1. Develop report to specifications may include:</b></p> <ul style="list-style-type: none"> <li>• Clarifying report objectives with relevant personnel and/or key stakeholders</li> <li>• Planning the final content of the report, including developing rationales for omitting certain information</li> <li>• Planning the format of the report, unless a standardised format exists</li> <li>• Matching the report to the identified report objectives</li> </ul> <p><b>2. Sources of data may include:</b></p> <ul style="list-style-type: none"> <li>• Field work</li> <li>• Research materials</li> <li>• Published books</li> <li>• Academic reports</li> <li>• Industry reports</li> <li>• Colleagues</li> <li>• Computerised databases</li> <li>• Internet searches and specific websites</li> <li>• Newspapers and journals</li> <li>• Industry publications</li> <li>• Industry specialists and experts</li> <li>• Others</li> </ul>	<p><b>3. Access report data may include:</b></p> <ul style="list-style-type: none"> <li>• Authorising release of relevant data and/or information that is commercial-in-confidence</li> <li>• Ensuring information from all available sources of data has been obtained</li> <li>• Verifying accuracy and currency of data, as far as is possible</li> <li>• Examining available data</li> <li>• Examining systems to establish data limitations</li> <li>• Others</li> </ul> <p><b>4. Analyse data for inclusion may include:</b></p> <ul style="list-style-type: none"> <li>• Ensuring report data is analysed in such a way that the process meets organisational objectives and requirements, which may include:             <ol style="list-style-type: none"> <li>a. Timelines</li> <li>b. Policy documentation requirements</li> <li>c. Verbal and written instructions given in relation to activities related to data analysis</li> <li>d. Internal control guidelines</li> <li>e. Computer system documentation</li> </ol> </li> <li>• Identifying the required and most applicable format as identified by the organisation</li> <li>• Others</li> </ul>
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## CONDITIONS OF PERFORMANCE AND VARIABLES

### 5. Produce the reports may include:

- Entering the required data into the report
- Editing data as required
- Saving, filing, sending and printing the reports

### 6. Using advanced functions to ensure completion of the task, which may include:

- Creating AutoText
- Templates
- Macros
- Table of contents
- Index
- Newspaper columns
- Glossaries
- Scanning
- Importing data, such as tables, graphs and charts from spread sheets
- Others

### 7. Meeting designated timeline requirements, which may include:

- As agreed with supervisors and management
- Nominated organisational deadlines as specified in policies, by operational imperatives and as determined by traditional practice
- Deadlines negotiated with individual end-users and/or persons requesting the report
- Inserting information from other files as necessary, including scanning and data importing
- Checking report for spelling, grammar and numeric data
- Proof reading reports for validity, reliability, accuracy of contents, consistency of layout and structure, applicable language and style
- Ensuring the report accords with organisational standards relating to formatting and other standards
- Ensuring the contents of the report reflect the stated objectives for the report and address the key management and operational requirements, as well as providing relevant and supporting ancillary information
- Making modifications to reports on the basis of errors, omissions, or inconsistencies identified during proof reading and checking activities
- Presenting report to nominated person for approval prior to final printing, where appropriate
- Printing the report
- Binding the report
- Saving and filing the report
- Making back-up copies of files and reports, as necessary and in keeping with organisational requirements

### 8. Distribute reports may include:

- Completing and circulating reports in keeping with policy guidelines that apply
- Hand delivering reports directly to nominated individuals
- Placing hard copy reports into designated locations such as pigeon holes
- Forwarding electronic copies of reports according to a distribution list
- Observing security and confidentiality requirements
- Obtaining signature to prove report has been delivered and received
- Including reports with other nominated material as part of meeting and/or briefing papers
- Ensuring reports are received in sufficient time to enable them to be read and digested by the user prior to a nominated meeting, or other decision-making event

### 9. Deliver a verbal presentation may include:

- Ensuring language and tone is appropriate to the audience
- Providing full, or short-form, hard copies of the report at the presentation
- Ensuring presentation is organised logically and is structured and balanced according to purpose, audience and context
- Generating and/or acquiring physical resources for use in supplementing and/or illustrating the presentation
- Adhering to industry and/or organisational standards in relation to the verbal presentation
- Practicing and polishing the presentation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p><b>Performance assessment must include:</b></p> <ol style="list-style-type: none"> <li>1. Preparation of at least two types of reports</li> <li>2. Two occasions when at least two verbal presentations are made</li> </ol>	<p><b>Suitable assessment methods may include:</b></p> <ul style="list-style-type: none"> <li>• Analysis of a portfolio of documents prepared by the candidate</li> <li>• Evaluation of the presentation made to support the reports(s)</li> <li>• Oral and written questions</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work</li> <li>• Observation of practical candidate performance</li> </ul>

RELEVANT OCCUPATIONS	ACCSTP REF
All areas within tourism	D1.HGA.CL6.08

**GES12. UNIT TITLE: APPLY RESPONSIBLE TOURISM PRINCIPLES****UNIT DESCRIPTOR**

This unit covers the competencies required to apply responsible tourism principles in a tourism environment.

**ELEMENTS AND PERFORMANCE CRITERIA**

<p><b>E1. Apply green organisation principles</b></p> <p>P1. Contribute to energy saving  P2. Reduce paper and printing  P3. Increase recycling whenever possible  P4. Apply organisational procedures for saving water and minimizing/classifying/separating waste</p> <p><b>E2. Contribute to responsible tourism activities</b></p> <p>P5. Support responsible tourism activities in the workplace  P6. Promote and communicate responsible tourism activities to customers  P7. Encourage suppliers to adopt responsible tourism principles</p>	<p><b>E3. Update responsible tourism knowledge</b></p> <p>P8. Take action to receive information from relevant parties  P9. Save and share new information  P10. Incorporate new knowledge into existing activities</p>
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**KNOWLEDGE REQUIREMENTS**

<p>K1. List and explain the importance of applying green office principles  K2. Describe the procedures for energy consumption reduction within an organisation  K3. Define the significance of water saving and minimizing/classifying/separating waste at an organisational level  K4. Explain how to apply responsible tourism principles to practice  K5. List and describe responsible tourism information sources</p>	<p>K6. Describe the promotion channels and tools for responsible tourism activities  K7. List and describe the ways of interacting with customers by promoting responsible tourism activities  K8. Describe ways in which suppliers can implement responsible tourism practices  K9. Explain how to organise and make use of responsible tourism information</p>
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**CONDITIONS OF PERFORMANCE AND VARIABLES****1. Principles of responsible tourism include:**

- Use natural resources optimally
- Respect and conserve socio-cultural authenticity
- Ensure viable, long-term economic benefits to all stakeholders

**2. Organisational procedures and themes may include:**

- Usage of solar or renewable energies where appropriate
- Reducing emissions of greenhouse gases
- Reducing use of non-renewable resources
- Making more efficient use of resources, energy and water
- Maximising opportunities to re-use, recycle and reclaim materials

**3. Identifying strategies to offset or mitigate environmental impacts include:**

- Energy conservation
- Reducing chemical use
- Reducing material consumption
- Eliminating the use of hazardous and toxic materials

**4. Apply responsible tourism themes and concepts may include:**

- Following the preservation of nature, narrowing the hazardous impact, timing or location of the activity
- Presenting responsible tourism information such as re-using towels, saving water, and informing guests or customers about physical resources scarcity

**5. Promote prepared responsible tourism activities may include:**

- Including the responsible tourism activity in new or existing advertisements, packages and itineraries
- Erecting signage to support the activity
- Notifying co-workers and suppliers in relation to the activity

**ASSESSMENT GUIDE****Performance assessment must include:**

1. At least one responsible tourism activity conducted (and recorded by documentary evidence or observation) in the hotel or travel/tour company
2. At least two cases of responsible tourism promotion in the hotel or travel/tour company
3. At least one organisational procedure on green office/green hotel principles applied

**ASSESSMENT METHODS****Suitable assessment methods may include:**

- Observation of practical performance
- Portfolio of responsible tourism activities such as information material, hand-outs, commentaries and other
- Feedback from people who have participated in responsible tourism activity
- Role play
- Oral and written questions.

**RELEVANT OCCUPATIONS**

All staff in tourism organisations

**ACCSTP REF**

N/A

# VIETNAM TOURISM OCCUPATIONAL STANDARDS (VTOS)

VTOS covers two major divisions within the tourism sector (hospitality and travel) with six key and four specialist occupational areas. For more information, please visit <http://vtos.esrt.vn>

## Hospitality Division

-  Front Office Operations
-  Housekeeping Operations
-  Food & Beverage Service
-  Food Preparation

## Travel Division

-  Travel and Tour Operations
-  Tour Guiding

## Specialist areas

-  Hotel Management
-  On-site Tour Guiding
-  Small Accommodation Operations
-  Tourist Boat Service



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