

TRAINING REGULATIONS

TOURISM PROMOTION SERVICES NC II



TOURISM SECTOR (HOTEL AND RESTAURANT)

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway (SLEX), Taguig City, Metro Manila

*Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)*

Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serve as basis for the:

- 1 Competency assessment and certification;
- 2 Registration and delivery of training programs; and
- 3 Development of curriculum and assessment instruments.

Each TR has four sections:

- Section 1 Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.
- Section 2 Competency Standards - gives the specifications of competencies required for effective work performance.
- Section 3 Training Arrangements - contains information and requirements in designing training program for certain Qualification. It includes curriculum design, training delivery; trainee entry requirements; tools and requirements; tools and equipment; training facilities and trainer's qualification.
- Section 4 Assessment and Certification Arrangements - describes the policies governing assessment and certification procedure

TABLE OF CONTENTS

TOURISM SECTOR

TOURISM PROMOTION SERVICES NC II

	Page No.
SECTION 1 TOURISM PROMOTION SERVICES NC II QUALIFICATION	1
SECTION 2 COMPETENCY STANDARDS	2 - 58
• Basic Competencies	2-20
• Common Competencies	21-42
• Core Competencies	43-58
SECTION 3 TRAINING ARRANGEMNTS	59 - 76
3.1 Curriculum Design	59-73
3.2 Training Delivery	74
3.3 Trainee Entry Requirements	75
3.4 List of Tools, Equipment and Materials	75
3.5 Training Facilities	76
3.6 Trainer’s Qualifications	76
3.7 Institutional Assessment	76
SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS	77 - 78
COMPETENCY MAP	79
DEFINITION OF TERMS	80
ACKNOWLEDGMENTS	81

TRAINING REGULATIONS FOR TOURSIM PROMOTION SERVICES NC II

SECTION 1 TOURISM PROMOTION SERVICES NC II QUALIFICATION

The TOURISM PROMOTION SERVICES NC II Qualification consists of competencies that a person must achieve to advocate and sell tourism destination, products and services through technology-based information gathering and application of sales and promotions principles and techniques.

This Qualification is packaged from the competency map of the **Tourism Sector** as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

CODE NO. BASIC COMPETENCIES

500311105	Participate in workplace communication
500311106	Work in team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures

CODE NO. COMMON COMPETENCIES

TRS311201	Develop and update industry knowledge
TRS311202	Observe workplace hygiene procedures
TRS311203	Perform computer operations
TRS311204	Perform workplace and safety practices
TRS311205	Provide effective customer service

CODE NO. CORE COMPETENCIES

TRS5113123	Operate technology-based information system
TRS5113124	Provide information and advice on a destination, product or service
TRS5113125	Promote tourism products and services

A person who has achieved this Qualification is competent to be a:

- Tourist Information Officer (LGU)
- Tourism Desk Officer (LGU)
- Travel Adviser/Consultant (Tourism Enterprise)
- Concierge Agent (Tourism Enterprise)

SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **TOURISM PROMOTION SERVICES NC II**.

BASIC COMPETENCIES

UNIT OF COMPETENCY: PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 500311105

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non-verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely	1.1 Effective communication 1.2 Different modes of communication 1.3 Written communication 1.4 Organizational policies 1.5 Sources of information 1.6 Types of question 1.7 Medium of communication 1.8 Flow of communication 1.9 Storage system 1.10 Telephone courtesy	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Ability to relate to people of social range in the workplace 1.4 Gathering and providing information in response to workplace requirements 1.5 Listening skills 1.6 Questioning skills 1.7 Workplace language skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time 2.2 Own opinions are clearly expressed and those of others are listened to without interruption 2.3 Meeting inputs are consistent with the meeting purpose and established protocols 2.4 Workplace interactions are conducted in a courteous manner 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented	2.1 Communication procedures and systems 2.2 Meeting protocols 2.3 Nature of workplace meetings 2.4 Barriers of communication 2.5 Workplace interactions 2.6 Non-verbal communication	2.1 Ability to relate to people of social range in the workplace 2.2 Interpersonal communication skill 2.3 Observing meeting protocols

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Complete relevant work related documents	3.1 Range of forms relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Basic mathematical processes are used for routine calculations 3.4 Errors in recording information on forms/ documents are identified and properly acted upon 3.5 Reporting requirements to supervisor are completed according to organizational guidelines	3.1 Technology relevant to the enterprise and the individual's work responsibilities 3.2 Types of workplace documents and forms 3.3 Basic mathematical concepts 3.4 Kinds of workplace report	3.1 Applying basic mathematical processes of addition, subtraction, division and multiplication 3.2 Data recording 3.3 Report writing

RANGE OF VARIABLES

VARIABLES	RANGE
1. Appropriate sources	May include: 1.1. Team members 1.2. Suppliers 1.3. Trade personnel 1.4. Local government 1.5. Industry bodies
2. Medium	May include: 2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information discussion 2.5. Follow-up or verbal instructions 2.6. Face to face communication
3. Storage	May include: 3.1. Manual filing system 3.2. Computer-based filing system
4. Forms	May include: 4.1. Personnel forms, telephone message forms, safety reports
5. Workplace interactions	May include: 5.1. Face to face 5.2. Telephone 5.3. Electronic and two way radio 5.4. Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
6. Protocols	May include: 6.1. Observing meeting 6.2. Compliance with meeting decisions 6.3. Obeying meeting instructions

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Prepared written communication following standard format of the organization</p> <p>1.2. Accessed information using communication equipment</p> <p>1.3. Made use of relevant terms as an aid to transfer information effectively</p> <p>1.4. Conveyed information effectively adopting the formal or informal communication</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1. Fax machine</p> <p>2.2. Telephone</p> <p>2.3. Writing materials</p> <p>2.4. Internet</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1. Direct observation</p> <p>3.2. Oral interview and written test</p>
4. Context for Assessment	<p>4.1 Competency assessment may occur in workplace or any appropriately simulated environment.</p> <p>4.2 Assessment shall be observed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

UNIT OF COMPETENCY: WORK IN TEAM ENVIRONMENT**UNIT CODE : 500311106****UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The <i>role and objective of the team</i> is identified from available <i>sources of information</i> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Team roles 1.2 Definition of Team 1.3 Difference between team and group 1.4 Different sources of information 1.5 Objectives and goals of team	1.1 Describing the team role and scope
2. Identify own role and responsibility within team	2.1 Individual role and responsibilities within the team environment are identified 2.2 Roles and responsibility of other team members are identified and recognized 2.3 Reporting relationships within team and external to team are identified	2.1 Team structure 2.2 Roles and responsibility of team members 2.3 Teams in work environment 2.4 Fundamental rights at work including gender sensitivity	2.1 Communicating appropriately, consistent with the culture of the workplace 2.2 Identifying individual role and responsibility 2.3 Identifying external relationship
3. Work as a team member	3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives	3.1 Communication process 3.2 Group planning and decision making 3.3 Team goals and objectives 3.4 Understanding individual competencies relative to teamwork 3.5 Types of individuals 3.6 Role of leaders	3.1 Interacting effectively with others 3.2 Setting team goals and expectations

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and workplace context 3.3 Observed protocols in reporting using standard operating procedures 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members		

RANGE OF VARIABLES

VARIABLES	RANGE
1. Role and objective of team	May include: <ol style="list-style-type: none"> 1.1. Work activities in a team environment with enterprise or specific sector 1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include: <ol style="list-style-type: none"> 2.1. Standard operating and/or other workplace procedures 2.2. Job procedures 2.3. Machine/equipment manufacturer's specifications and instructions 2.4. Organizational or external personnel 2.5. Client/supplier instructions 2.6. Quality standards 2.7. OHS and environmental standards
3. Workplace context	May include: <ol style="list-style-type: none"> 3.1. Work procedures and practices 3.2. Conditions of work environments 3.3. Legislation and industrial agreements 3.4. Standard work practice including the storage, safe handling and disposal of chemicals 3.5. Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Operated in a team to complete workplace activity 1.2 Worked effectively with others 1.3 Conveyed information in written or oral form 1.4 Selected and used appropriate workplace language 1.5 Followed designated work plan for the job 1.6 Reported outcomes
2. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation of the individual member in relation to the work activities of the group 3.2 Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 3.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
4. Context for Assessment	<ul style="list-style-type: none"> 4.1 Competency assessment may occur in workplace or any appropriately simulated environment. 4.2 Assessment shall be observed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

UNIT OF COMPETENCY: PRACTICE CAREER PROFESSIONALISM

UNIT CODE : 500311107

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2 Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance evaluation 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties	1.1 Work values and ethics (Code of Conduct, Code of Ethics, etc.) 1.2 Understanding personal objectives 1.3 Understanding organizational goals 1.4 Difference between intra and interpersonal relationship 1.5 Performance evaluation	1.1 Demonstrating Intra and Interpersonal skills at work 1.2 Demonstrating personal commitment in work

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives 2.2 Resources are utilized efficiently and effectively to manage work priorities and commitments 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures	2.1 Company policies 2.2 Company operations, procedures and standards 2.3 Time management 2.4 Basic strategic planning concepts 2.5 Resource utilization and management	2.1 Managing goals and time 2.2 Practicing economic use of resources and facilities 2.3 Setting work priorities 2.4 Practicing time management
3. Maintain professional growth and development	3.1 Trainings and career opportunities are identified and availed of based on job requirements 3.2 Recognitions are sought/received and demonstrated as proof of career advancement 3.3 Licenses and/or certifications relevant to job and career are obtained and renewed	3.1 Career development opportunities 3.2 Company recognition and incentives 3.3 Information on relevant licenses and or certifications	3.1 Determining personal career development needs 3.2 Identifying career opportunities

RANGE OF VARIABLES

VARIABLES	RANGE
1. Evaluation	May include: 1.1 Performance Appraisal 1.2 Psychological Profile 1.3 Aptitude Tests
2. Resources	May include: 2.1 Human 2.2 Financial 2.3 Technology 2.3.1 Hardware 2.3.2 Software
3. Trainings and career opportunities	May include: 3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	May include: 4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	May include: 5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Attained job targets within key result areas (KRAs)</p> <p>1.2 Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation</p> <p>1.3 Completed trainings and career opportunities which are based on the requirements of the industries</p> <p>1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Workplace or assessment location</p> <p>2.2 Case studies/scenarios</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Portfolio Assessment</p> <p>3.2 Interview</p> <p>3.3 Simulation/Role-plays</p> <p>3.4 Observation</p> <p>3.5 Third Party Reports</p> <p>3.6 Exams and Tests</p>
4. Context for assessment	<p>4.1 Competency assessment may occur in workplace or any appropriately simulated environment.</p> <p>4.2 Assessment shall be observed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

UNIT OF COMPETENCY : PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

UNIT CODE : 500311108

UNIT DESCRIPTOR : This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify hazards and risks	1.1 Safety regulations and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures 1.2 Hazards/risks in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures 1.3 Contingency measures during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedures	1.1 OHS procedures and practices and regulations 1.2 Hazards/risks identification and control 1.3 OHS indicators 1.4 Organizational contingency practices	1.1 Hazards/risks identification and control skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV) 2.2 Effects of the hazards are determined 2.3 OHS issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OHS legislation	2.1 Threshold Limit Value -TLV 2.2 Effects of safety hazards	2.1 Communication skills 2.2 Reporting safety hazards
3. Control hazards and risks	3.1 Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace are consistently followed 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OHS policies 3.3 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices	3.1 Personal hygiene practices 3.2 Organization safety and health protocol 3.3 Company emergency procedure practices	3.1 Practicing personal hygiene 3.2 Responding to emergency

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol		
4. Maintain OHS awareness	4.1 <i>Emergency-related drills and trainings</i> are participated in as per established organization guidelines and procedures 4.2 <i>OHS personal records</i> are completed and updated in accordance with workplace requirements	4.1 Workplace OHS personal records 4.2 Information on emergency-related drills	4.1 Practicing emergency-related drill skills in the workplace

RANGE OF VARIABLES

VARIABLES	RANGE
1. Safety regulations	May include: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include: 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 2.4 Ergonomics 2.4.1 Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles 2.4.2 Physiological factors – monotony, personal relationship, work out cycle
3. Contingency measures	May include: 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 (Calling designed) emergency personnel

VARIABLES	RANGE
4. PPE	May include: 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits
5. Emergency-related drills and training	May include: 5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OHS personal records	May include: 6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OHS-related training completed

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Explained clearly established workplace safety and hazard control practices and procedures</p> <p>1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures</p> <p>1.3 Recognized contingency measures during workplace accidents, fire and other emergencies</p> <p>1.4 Identified terms of maximum tolerable limits based on threshold limit value- TLV.</p> <p>1.5 Followed Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace</p> <p>1.6 Used Personal Protective Equipment (PPE) in accordance with company OHS procedures and practices</p> <p>1.7 Completed and updated OHS personal records in accordance with workplace requirements</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Workplace or assessment location</p> <p>2.2 OHS personal records</p> <p>2.3 PPE</p> <p>2.4 Health records</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Portfolio Assessment</p> <p>3.2 Interview</p> <p>3.3 Case Study/Situation</p>
4. Context for assessment	<p>4.1 Competency assessment may occur in workplace or any appropriately simulated environment.</p> <p>4.2 Assessment shall be observed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

COMMON COMPETENCIES**UNIT OF COMPETENCY : DEVELOP AND UPDATE INDUSTRY KNOWLEDGE****UNIT CODE : TRS311201****UNIT DESCRIPTOR :** This unit of competency deals with the knowledge, skills required to access, increase and update industry knowledge. It includes seek information on the industry and update industry knowledge.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek information on the industry	1.1 Sources of information on the industry are correctly identified and accessed 1.2 Information to assist effective work performance is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities	1.1 Overview of quality assurance in the industry 1.2 Role of individual staff members 1.3 Industry information sources	1.1 Ready skills needed to access industry information 1.2 Basic competency skills needed to access the internet
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities	2.1 Role of individual staff members 2.2 Industry information sources	2.1 Time management 2.2 Ready skills needed to access industry information

RANGE OF VARIABLES

VARIABLES	RANGE
1. Information sources	May include : 1.1 Media 1.2 Reference books 1.3 Libraries 1.4 Unions 1.5 Industry associations 1.6 Industry journals 1.7 Internet 1.8 Personal observation and experience
2. Information to assist effective work performance	May include: 2.1 Different sectors of the industry and the services available in each sector 2.2 Relationship between tourism and hospitality 2.3 Relationship between the industry and other industries 2.4 Industry working conditions 2.5 Legislation that affects the industry <ul style="list-style-type: none"> • Liquor • Health and safety • Hygiene • Gaming • Workers compensation • Consumer protection • Duty of care • Building regulations 2.6 Trade unions 2.7 Environmental issues and requirements 2.8 Industrial relations issues and major organizations 2.9 Career opportunities within the industry 2.10 Work ethic required to work in the industry and industry expectations of staff 2.11 Quality assurance

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Knew key sources of information on the industry</p> <p>1.2 Updated industry knowledge</p> <p>1.3 Accessed and used industry information</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Sources of information on the industry</p> <p>2.2 Industry knowledge</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Interview/questions</p> <p>3.2 Practical demonstration</p> <p>3.3 Portfolio of industry information related to trainee's work</p>
4. Context for assessment	<p>4.1 Competency assessment may occur in workplace or any appropriately simulated environment.</p> <p>4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

UNIT OF COMPETENCY : OBSERVE WORKPLACE HYGIENE PROCEDURES

UNIT CODE : TRS311202

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes in observing workplace hygiene procedures. It includes following hygiene procedures and identifying and preventing hygiene risks.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Follow hygiene procedures	1.1 Workplace hygiene procedures are implemented in line with enterprise and legal requirements 1.2 Handling and storage of items are undertaken in line with enterprise and legal requirements	1.1 Typical hygiene and control procedures in the hospitality and tourism industries 1.2 Overview of legislation and regulation in relation to food handling, personal and general hygiene 1.3 Knowledge on factors which contribute to workplace hygiene problems 1.4 General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection	1.1 Ability to follow correct procedures and instructions 1.2 Ability to handle operating tools/ equipment 1.3 Application to hygiene principles

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Identify and prevent hygiene risks	2.1 Potential hygiene risks are identified in line with enterprise procedures 2.2 Action to minimize and remove risks are taken within scope of individual responsibility of enterprise/legal requirements 2.3 Hygiene risks beyond the control of individual staff members are reported to the appropriate person for follow up	2.1 Typical hygiene and control procedures in the hospitality and tourism industries 2.2 Overview of legislation and regulation in relation to food handling, personal and general hygiene 2.3 Knowledge on factors which contribute to workplace hygiene problems 2.4 General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection 2.5 Sources of and reasons for food poisoning	2.1 Ability to follow correct procedures and instructions 2.2 Application to hygiene principles

RAGE OF VARIABLES

VARIABLES	RANGE
1. Hygiene procedures	May include: <ul style="list-style-type: none"> 1.1 Safe and hygienic handling of food and beverage 1.2 Regular hand washing 1.3 Correct food storage 1.4 Appropriate and clean clothing 1.5 Avoidance of cross-contamination 1.6 Safe handling disposal of linen and laundry 1.7 Appropriate handling and disposal of garbage 1.8 Cleaning and sanitizing procedures 1.9 Personal hygiene 1.10 Proper grooming
2. Hygiene risk	May include: <ul style="list-style-type: none"> 2.1 Bacterial and other contamination arising from poor handling of food 2.2 Inappropriate storage of foods 2.3 Storage at incorrect temperatures 2.4 Foods left uncovered 2.5 Poor personal hygiene practices 2.6 Poor work practices <ul style="list-style-type: none"> 2.6.1 Cleaning 2.6.2 Housekeeping 2.6.3 Food handling 2.6.4 Vermin 2.6.5 airborne dust 2.7 Cross-contamination through cleaning inappropriate cleaning practices 2.8 Inappropriate handling of potentially infectious linen 2.9 Contaminated wastes such as blood and body secretions 2.10 Disposal of garbage and contaminated or potentially contaminated wastes
3. Minimizing or removing risk	May include: <ul style="list-style-type: none"> 3.1 Auditing staff skills and providing training 3.2 Ensuring policies and procedures are followed strictly 3.3 Audits or incidents with follow up actions

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Followed hygiene procedures 1.2 Identified and responded to hygiene risk 1.3 Practiced personal grooming and hygiene</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Hygiene procedures, actual or simulated workplace, products used in hotel/restaurant /tourism workplace</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Written examination 3.2 Practical demonstration</p>
4. Context for assessment	<p>4.1 Competency assessment may occur in workplace or any appropriately simulated environment.</p> <p>4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

UNIT OF COMPETENCY: PERFORM COMPUTER OPERATIONS**UNIT CODE : TRS311203****UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes and values needed to perform computer operations which includes inputting, accessing, producing and transferring data using the appropriate hardware and software

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for task to be undertaken	1.1 Requirements of task are determined 1.2 Appropriate hardware and software is selected according to task assigned and required outcome 1.3 Task is planned to ensure OH & S guidelines and procedures are followed	1.1 Basic ergonomics of keyboard and computer use 1.2 Main types of computers and basic features of different operating systems 1.3 Main parts of a computer 1.4 Storage devices and basic categories of memory 1.5 Relevant types of software 1.6 General security 1.7 Viruses 1.8 OH & S principles and responsibilities 1.9 Calculating computer capacity	1.1 Reading skills required to interpret work instruction 1.2 Communication skills
2. Input data into computer	2.1 Data are entered into the computer using appropriate program/application in accordance with company procedures 2.2 Accuracy of information is checked and information is saved in accordance with standard operating procedures 2.3 Inputted data are stored in storage media according to requirements	2.1 Storage devices and basic categories of memory 2.2 Relevant types of software 2.3 General security 2.4 Viruses 2.5 OH & S principles and responsibilities 2.6 Calculating computer capacity	2.1 Reading skills required to interpret work instruction 2.2 Communication skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Work is performed within <i>ergonomic guidelines</i>		
3. Access information using computer	3.1 Correct program/application is selected based on job requirements 3.2 Program/application containing the information required is accessed according to company procedures 3.3 <i>Desktop icons</i> are correctly selected, opened and closed for navigation purposes 3.4 Keyboard techniques are carried out in line with OH & S requirements for safe use of keyboards	3.1 Relevant types of software 3.2 OH & S principles and responsibilities 3.3 Calculating computer capacity	3.1 Reading skills required to interpret work instruction 3.2 Communication skills
4. Produce/output data using computer system	4.1 Entered data are processed using appropriate software commands 4.2 Data are printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 4.3 Files and data are transferred between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures	4.1 Relevant types of software 4.2 General security 4.3 Viruses 4.4 OH & S principles and responsibilities 4.5 Calculating computer capacity	4.1 Reading skills required to interpret work instruction 4.2 Communication skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Maintain computer equipment and systems	5.1 Systems for cleaning, minor <i>maintenance</i> and replacement of consumables are implemented 5.2 Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures 5.3 Basic file maintenance procedures are implemented in line with the standard operating procedures	5.1 General security 5.2 Viruses 5.3 OH & S principles and responsibilities 5.4 Calculating computer capacity 5.5 Maintenance procedures for computer	5.1 Applying maintenance procedures

RANGE OF VARIABLES

VARIABLES	RANGE
1. Hardware and peripheral devices	May include: <ul style="list-style-type: none"> 1.1. Personal computers 1.2. Networked systems 1.3. Communication equipment 1.4. Printers 1.5. Scanners 1.6. Keyboard 1.7. Mouse
2. Software	May include: <ul style="list-style-type: none"> 2.1. Word processing packages 2.2. Data base packages 2.3. Internet 2.4. Spreadsheets
3. OH & S guidelines	May include but are not limited to: <ul style="list-style-type: none"> 3.1. OHS guidelines 3.2. Enterprise procedures
4. Storage media	May include: <ul style="list-style-type: none"> 4.1. Diskettes 4.2. CDs 4.3. Zip disks 4.4. Hard disk drives, local and remote
5. Ergonomic guidelines	May include: <ul style="list-style-type: none"> 5.1. Types of equipment used 5.2. Appropriate furniture 5.3. Seating posture 5.4. Lifting posture 5.5. Visual display unit screen brightness

VARIABLE	RANGE
6. Desktop icons	May include: 6.1. Directories/folders 6.2. Files 6.3. Network devices 6.4. Recycle bin
7. Maintenance	May include: 7.1. Creating more space in the hard disk 7.2. Reviewing programs 7.3. Deleting unwanted files 7.4. Backing up files 7.5. Checking hard drive for errors 7.6. Using up to date anti-virus programs 7.7. Cleaning dust from internal and external surfaces

EVIDENCE GUIDE

1. Critical aspect of competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Selected and used hardware components correctly and according to the task requirement 1.2. Identified and explain the functions of both hardware and software used, their general features and capabilities 1.3. Produced accurate and complete data in accordance with the requirements 1.4. Used appropriate devices and procedures to transfer files/data accurately 1.5. Maintained computer system
2. Resource implications	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1. Computer hardware with peripherals 2.2. Appropriate software
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Observation 3.2. Questioning 3.3. Practical demonstration
4. Context for assessment	<ol style="list-style-type: none"> 4.1. Competency assessment may occur in workplace or any appropriately simulated environment. 4.2. Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

UNIT OF COMPETENCY: PERFORM WORKPLACE AND SAFETY PRACTICES

UNIT CODE : TRS311204

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes in following health, safety and security practices. It includes dealing with emergency situations and maintaining safe personal presentation standards.

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Follow workplace procedures for health, safety and security practices	1.1 Correct health, safety and security procedures are followed in line with legislation, regulations and enterprise procedures 1.2 Breaches of health, safety and security procedures are identified and reported in line with enterprise procedure 1.3 Suspicious behavior or unusual occurrence are reported in line with enterprise procedure	1.1 Communication 1.1.1 Interactive communication with others 1.1.2 Interpersonal skills 1.1.3 Good working attitude 1.1.4 Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values 1.1.5 Ability to focus on task at hand 1.2 Systems, Processes and Operations 1.2.1 Workplace health, safety and security procedures 1.2.2 Emergency procedures 1.2.3 Personal presentation 1.3 Safety Practices 1.3.1 Proper disposal of garbage 1.3.2 Practice safety measures 1.3.3 5S Implementation	1.1 Ability to make decision 1.2 Time management 1.3 Ability to offer alternative steps 1.4 Care in handling and operating equipment

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Deal with emergency situations	2.1 <i>Emergency</i> and potential emergency situations are recognized and appropriate action are taken within individual's scope of responsibility 2.2 Emergency procedures are followed in line with enterprise procedures 2.3 Assistance is sought from colleagues to resolve or respond to emergency situations 2.4 Details of emergency situations are reported in line with enterprise procedures	2.1 Systems, Processes and Operations 2.1.1 Workplace health, safety and security procedures 2.1.2 Emergency procedures 2.1.3 Personal presentation 2.2 Safety Practices 2.2.1 Practice safety measures 2.2.2 5S Implementation	2.1 Ability to make decision 2.2 Time management 2.3 Ability to offer alternative steps 2.4 Applying emergency procedures
3. Maintain safe personal presentation standards	3.1 Safe personal standards are identified and followed in line with enterprise requirements	3.1 Personal presentation 3.2 Safety Practices 3.2.1 Practice safety measures 3.2.2 5S Implementation	3.1 Following safe personal standards

RANGE OF VARIABLES

VARIABLES	RANGE
1. Health, safety and security procedures	May include : 1.1 Use of personal protective clothing and equipment 1.2 Safe posture including sitting, standing, bending 1.3 Manual handling including lifting, transferring 1.4 Safe work techniques including knives and equipment, handling hot surfaces, computers and electronic equipment 1.5 Safe handling of chemicals, poisons and dangerous materials 1.6 Ergonomically sound furniture and work stations 1.7 Emergency fire and accident 1.8 Hazard identification and control 1.9 Security of documents, cash, equipment, people 1.10 Key control systems
2. Breaches of procedure	May include: 2.1 Loss of keys 2.2 Strange or suspicious persons 2.3 Broken or malfunctioning equipment 2.4 Loss of property, goods or materials 2.5 Damaged property or fittings 2.6 Lack of suitable signage when required 2.7 Lack of training on health and safety issues 2.8 Unsafe work practices
3. Emergency	May include: 3.1 Personal injuries 3.2 Fire 3.3 Electrocution 3.4 Natural calamity i.e. earthquake/flood 3.5 Criminal acts i.e. robbery

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate :</p> <ul style="list-style-type: none"> 1.1 Complied with industry practices and procedures 1.2 Used interactive communication with others 1.3 Complied with workplace safety, security and hygiene practices 1.4 Identified faults & problems and the necessary corrective action 1.5 Promoted public relation among others 1.6 Complied with quality standards 1.7 Responded to emergency situations in line with enterprise guidelines 1.8 Complied with proper dress code
2. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Procedures Manual on safety, security, health and emergency 2.2 Availability of tools, equipment, supplies and materials
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written examination 3.2 Practical demonstration 3.3 Interview
4. Context for assessment	<ul style="list-style-type: none"> 4.1 Competency assessment may occur in workplace or any appropriately simulated environment. 4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

UNIT OF COMPETENCY: PROVIDE EFFECTIVE CUSTOMER SERVICE**UNIT CODE : TRS311205**

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes in providing effective customer service. It includes greeting customer, identifying customer needs, delivering service to customer, handling queries through telephone, fax machine, internet and email and handling complaints, evaluation and recommendation.

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Greet customer	1.1 Guests are greeted in line with enterprise procedure 1.2 Verbal and non-verbal communications are appropriate to the given situation 1.3 <i>Non-verbal communication</i> of customer is observed responding to customer 1.4 Sensitivity to <i>cultural and social differences</i> is demonstrated	1.1 Communication 1.1.1 Interactive communication with others 1.1.2 Interpersonal skills/ social graces with sincerity 1.2 Attitude 1.2.1 Attentive, patient and cordial 1.2.2 Eye-to-eye contact 1.2.3 Maintain teamwork and cooperation 1.3 Theory 1.3.1 Interview techniques 1.3.2 Communication process 1.3.3 Communication barriers	1.1 Effective communication skills 1.2 Non-verbal communication - body language 1.3 Good time management 1.4 Ability to work calmly and unobtrusively effectively
2. Identify customer needs	2.1 Appropriate <i>interpersonal skills</i> are used to ensure that customer needs are accurately identified 2.2 <i>Customer needs</i> are assessed for urgency so that priority for service delivery can be identified 2.3 Customers are provided with information	2.1 Communication 2.1.1 Interactive communication with others 2.1.2 Interpersonal skills/ social graces with sincerity 2.2 Safety Practices 2.2.1 Safe work practices 2.2.2 Personal hygiene 2.3 Attitude 2.3.1 Attentive, patient and cordial 2.3.2 Eye-to-eye contact 2.3.3 Maintain teamwork and cooperation	2.1 Effective communication skills 2.2 Non-verbal communication - body language 2.3 Good time management 2.4 Ability to work calmly and unobtrusively effectively

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor	2.4 Theory 2.4.1 Selling/upselling techniques 2.4.2 Interview techniques 2.4.3 Conflict resolution 2.4.4 Communication process 2.4.5 Communication barriers	
3. Deliver service to customer	3.1 Customer needs are promptly attended to in line with <i>enterprise procedure</i> 3.2 Appropriate rapport is maintained with customer to enable high quality service delivery 3.3 Opportunity to enhance the quality of service and products are taken wherever possible	3.1 Communication 3.1. Interactive communication with others 3.1.2 Interpersonal skills/ social graces with sincerity 3.2 Safety Practices 3.2.1 Safe work practices 3.2.2 Personal hygiene 3.3 Attitude 3.3.1 Attentive, patient and cordial 3.3.2 Eye-to-eye contact 3.3.3 Maintain teamwork and cooperation 3.4 Theory 3.4.1 Selling/upselling techniques 3.4.2 Interview techniques 3.4.3 Conflict resolution 3.4.4 Communication process 3.4.5 Communication Barriers	3.1 Effective communication skills 3.2 Non-verbal communication - body language 3.3 Good time management 3.4 Ability to work calmly and unobtrusively effectively

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Handle queries through telephone, fax machine, internet and email	<p>4.1 Use telephone, computer, fax machine, internet efficiently to determine customer requirements</p> <p>4.2 Queries/ information are recorded in line with enterprise procedure</p> <p>4.3 Queries are acted upon promptly and correctly in line with enterprise procedure</p>	<p>4.1 Communication</p> <p>4.1.1 Interactive communication with others</p> <p>4.1.2 Interpersonal skills/ social graces with sincerity</p> <p>4.2 Attitude</p> <p>4.2.1 Attentive, patient and cordial</p> <p>4.2.2 Maintain teamwork and cooperation</p> <p>4.3 Theory</p> <p>4.3.1 Interview techniques</p> <p>4.3.2 Communication process</p> <p>4.3.3 Communication barriers</p>	<p>4.1 Effective communication skills</p> <p>4.2 Non-verbal communication - body language</p> <p>4.3 Good time management</p> <p>4.4 Ability to work calmly and unobtrusively effectively</p>
5. Handle complaints, evaluation and recommendations	<p>5.1 Guests are greeted with a smile and eye-to-eye contact</p> <p>5.2 Responsibility for resolving the complaint is taken within limit of responsibility</p> <p>5.3 Nature and details of complaint are established and agreed with the customer</p> <p>5.4 Appropriate action is taken to resolve the complaint to the customer's satisfaction wherever possible</p>	<p>5.1 Communication</p> <p>5.1.1 Interactive communication with others</p> <p>5.1.2 Interpersonal skills/ social graces with sincerity</p> <p>5.2 Attitude</p> <p>5.2.1 Attentive, patient and cordial</p> <p>5.2.2 Eye-to-eye contact</p> <p>5.2.3 Maintain teamwork and cooperation</p> <p>5.3 Theory</p> <p>5.3.1 Interview techniques</p> <p>5.3.2 Conflict resolution</p> <p>5.3.3 Communication process</p> <p>5.3.4 Communication barriers</p>	<p>5.1 Effective communication skills</p> <p>5.2 Non-verbal communication - body language</p> <p>5.3 Good time management</p> <p>5.4 Ability to work calmly and unobtrusively effectively</p> <p>5.5 Proper way of handling complaints</p>

RANGE OF VARIABLES

VARIABLES	RANGE
1. Non-verbal communication	May include: 1.1 Body language 1.2 Dress and accessories 1.3 Gestures and mannerisms 1.4 Voice tonality and volume 1.5 Use of space 1.6 Culturally specific communication customs and practices
2. Cultural and social differences	May include: 2.1 Modes of greeting, farewelling and conversation 2.2 Body language/ use of body gestures 2.3 Formality of language
3. Interpersonal skills	May include: 3.1 Interactive communication 3.2 Public relation 3.3 Good working attitude 3.4 Sincerity 3.5 Pleasant disposition 3.6 Effective communication skills
4. Customer needs	May include: 4.1 Those with a disability 4.2 Those with special cultural or language needs 4.3 Unaccompanied children 4.4 Parents with young children 4.5 Pregnant women 4.6 Single women

VARIABLES	RANGE
5. Enterprise procedure	May include: <ul style="list-style-type: none"> 5.1 Modes of greeting and farewelling 5.2 Addressing the person by name 5.3 Time-lapse before a response 5.4 Style manual requirements 5.5 Standard letters and proformas

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Complied with industry practices and procedures 1.2 Used interactive communication with others 1.3 Complied with occupational, health and safety practices 1.4 Promoted public relation among others 1.5 Complied with service manual standards 1.6 Demonstrated familiarity with company facilities, products and services 1.7 Applied company rules and standards 1.8 Applied telephone ethics 1.9 Applied correct procedure in using telephone, fax machine, internet 1.10 Handled customer complaints
2. Resource implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1 Availability of telephone, fax machine, internet, etc. 2.2 Availability of data on projects and services; tariff and rates, promotional activities in place etc. 2.3 Availability of office supplies
3. Methods of assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> 3.1 Written examination 3.2 Practical demonstration
4. Context for assessment	<ul style="list-style-type: none"> 4.1 Competency assessment may occur in workplace or any appropriately simulated environment. 4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

CORE COMPETENCIES

UNIT OF COMPETENCY : **OPERATE TECHNOLOGY-BASED INFORMATION SYSTEM**

UNIT CODE : **TRS5113123**

UNIT DESCRIPTOR : This unit deals with the knowledge, skills, behavior and motivations required to access and interpret information by using computer-based systems and internet resources to acquire and interpret tourism-related information on a destination, product or service.

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Access information on an automated system	1.1 Sources of information and <i>Information requirements</i> are identified as to relevance and accessibility 1.2 <i>Identified information sources</i> are accessed with the <i>automated system</i> in an efficient manner 1.3 Appropriate search methods are selected for the type of information required 1.4 Key words and phrases are used to search for required information 1.5 Other sources of information – electronic or otherwise - selected in accordance with enterprise policy, commercial agreements and	1.1 Role of automated information systems in the tourism industry 1.2 Functions of the information system 1.3 Sources of tourism product information 1.4 Major automated systems of information gathering 1.5 Industry terminology and common abbreviations	1.1 Basic keyboarding skills 1.2 Querying and information-retrieval skills 1.3 Electronic file handling (saving, copying, printing) 1.4 Establishing source of information and accessing the required information

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>other specific need that meet sales and operational needs</p> <p>1.6 <i>Features of the system</i> are used and manipulated to access the full range of system information</p>		
2. Check and download information	<p>2.1 Information is accessed to meet the required scope and purpose</p> <p>2.2 Further search is conducted if information is insufficient</p> <p>2.3 Information is selected based on client/situation requirements</p> <p>2.4 Order is placed for any information that requires purchase</p> <p>2.5 Information is downloaded/printed in accordance with system procedures and company requirements</p>	<p>2.1. Functions and role of automated information system</p> <p>2.2. Other sources of tourism product information</p>	<p>2.1 Basic keyboarding skills</p> <p>2.2 Querying and information-retrieval skills</p> <p>2.3 Establishing the correct source of information and accessing the required information</p>
3. Interpret downloaded information	<p>3.1 Downloaded information is interpreted and classified to meet any particular need</p> <p>3.2 Specific information is correctly interpreted and selected to meet specific operational needs</p>	<p>3.1 Tourism terminology and abbreviations</p> <p>3.2 Use of the 24-hour clock</p> <p>3.3 Product systems and procedures</p> <p>3.4 Understanding copy rights and intellectual property of on-line information</p> <p>3.5 Specific legal issues relating to different products</p>	<p>3.1 Collecting, organizing and analyzing information to determine what product information is needed</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Specific technical terms or jargon are correctly interpreted to facilitate delivery of accurate information		
4. Organize information	4.1 Information is classified in a suitable format for use 4.2 Information is stored/ filed in accordance with company policies	4.1 Categories of products and services 4.2. Electronic and manual filing systems	4.1 Electronic file handling (saving, copying, printing)

RANGE OF VARIABLES

VARIABLES	RANGE
1. Information requirements	May include: <ul style="list-style-type: none"> 1.1 Destination/s <ul style="list-style-type: none"> 1.1.1 General destination location, description, accessibility and essential information 1.1.2 Main existing attractions and activities 1.1.3 Special destination features and attributes 1.2 Product/s <ul style="list-style-type: none"> 1.2.1 General product description and information 1.2.2 Product prices and inclusions 1.2.3 Special product features 1.2.4 Booking and payment procedures 1.3 Services <ul style="list-style-type: none"> 1.3.1 General Transportation Information <ul style="list-style-type: none"> 1.3.1.1 Fares and schedules 1.3.1.2 Types of service and equipment 1.4 Miscellaneous Services <ul style="list-style-type: none"> 1.4.1 Guides services and fees 1.4.2 Outfitters services and fees 1.4.3 Other services and fees
2. Information sources identified	May include: <ul style="list-style-type: none"> 2.1 Principal or supplier of the product 2.2 Product library of the company and company-designed information systems (e.g. inventory control base) 2.3 Internet 2.4 Local government tourism authority information systems 2.5 National government tourism authority information systems 2.6 Brochures 2.7 Timetables 2.8 Sales kits 2.9 Supplier information kits 2.10 Product manuals 2.11 Advertising fliers 2.12 Manufacturer's specifications

VARIABLES	RANGE
3. Automated system	May include: 3.1 Internet 3.2 Enterprise-designed systems 3.3 Local government tourism authority information systems 3.4 National government tourism authority information systems 3.5 Global distribution systems
4. Features of the system	May include: 4.1 Different search engines 4.2 Database research functions
5. Information is classified	May include: 5.1 Destination/s 5.2 Product/s 5.3 Service/s 5.4 Others

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated the ability to use an industry-current automated information system to source multiple types of information for differing customer needs</p> <p>1.2 Demonstrated ability to utilize computers, printers and information systems currently used within the industry to store tourism-related information such as the internet</p> <p>1.3 Demonstrated ability to access and interpret information on different categories of tourism products within company acceptable timeframes</p> <p>1.4 Demonstrated knowledge of product terminology and procedures according to the industry sector and workplace</p> <p>1.5 Completed activities to access and retrieve a range of information within typical workplace time constraints.</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Fully-equipped industry-realistic office environment using appropriate computers, printers, information programs and publications</p> <p>2.2 Access to industry-current automated information system to source multiple types of information for differing customer needs</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration with questioning of the candidate using the system in response to specific requests.</p> <p>3.2 Evaluation of candidate's output such as information samples sourced by the candidate to meet particular customer needs.</p> <p>3.3 Third -party workplace reports of on-the-job performance by the candidate.</p> <p>3.4 Written Examination</p>
4. Context for assessment	<p>4.1 Competency assessment may occur in workplace or any appropriately simulated environment.</p> <p>4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

UNIT OF COMPETENCY: PROVIDE INFORMATION AND ADVICE ON A DESTINATION, PRODUCT OR SERVICE

UNIT CODE : TRS5113124

UNIT DESCRIPTOR : This unit deals with the knowledge, skills, behavior and motivations required to provide information and advice to fulfill a range of sales and operational activities such as promoting a destination, products and services.

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop information on a destination, product or service	1.1 Information sources are identified and accessed for current and accurate information on a destination, product or service 1.2 Information is obtained on features of the destination and the general type of tourism products and services available 1.3 Information is identified and obtained on the different tourism products and services available which can meet customer needs. 1.4 Information is recorded and stored for future use in accordance with enterprise procedures.	1.1 Sources of information on destinations 1.2 Industry information networks 1.3 Methods of sourcing information sought by customers 1.4 Destination knowledge as appropriate to the sector or specific workplace	1.1 Fundamental research skills

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Update information on a destination, product or service	2.1 <i>Informal and formal research</i> are used to update destination and general product and services knowledge 2.2 Feedback is sought on experience with destinations from both colleagues and customers and this is provided to other organizations where appropriate. 2.3 Updated information is shared with colleagues in accordance with enterprise procedures.	2.1 Sources of information on destinations and services 2.2 Industry information networks 2.3 Methods of updating information on tourism products and services	3.1 Analyzing information to determine up-datedness 3.2 Identifying a correct source of information 3.3 Accessing this source to establish its applicability 3.4 Collecting the up-dated and applicable information 3.5 Organizing the information collected 3.6 Preparing the information in a manner that facilitate its retrieval as and when needed
3. Provide information and advice on a destination, product or services available at the destination	3.1 Specific information and advice needs of the customer are accurately identified 3.2 Range of current and accurate destination and <i>general product information</i> and advice is provided in a timely manner and in accordance with company procedures 3.3 Customer needs are addressed by ensuring appropriate scope and depth of information 3.4 Information and advice are presented in an appropriate format and style	3.1 Destination knowledge as appropriate to the sector or specific workplace 3.2. Customer-focus information and data	3.1 Communication skills to be able to explain industry jargon to a customer 3.2 Communication skills for dealing with customers and colleagues

RANGE OF VARIABLES

VARIABLES	RANGE
1. Information sources	May include: <ul style="list-style-type: none"> 1.1 Destination and product library of the company 1.2 Internet 1.3 Local government tourism authority information systems 1.4 National government tourism authority information systems 1.5 Brochures 1.6 Sales kits 1.7 Supplier information kits 1.8 Product manuals 1.9 Advertising fliers
2. Features of the destination	May include: <ul style="list-style-type: none"> 2.1 Major tourist areas 2.2 Geographic features 2.3 History 2.4 Local economy 2.5 Local customs 2.6 Specific regional features 2.7 Cultural elements 2.8 Special features of the host community 2.9 Appropriate health and safety considerations 2.10 Climate and seasonal factors 2.11 Local facilities 2.12 Banking, currency information 2.13 Facilities for customers with special needs
3. Informal and formal research	May include: <ul style="list-style-type: none"> 3.1 Informal discussions with colleagues 3.2 Formal study 3.3 Reading of brochures 3.4 Trade and general media 3.5 Product updates and launches 3.6 Promotional seminars 3.7 Direct contact with other organizations 3.8 Familiarizations 3.9 Reading of travel guide books 3.10 Accessing the internet 3.11 Personal on-site observation/exploration 3.12 Organizing information from own memory and experiences 3.13 Watching TV, videos and films 3.14 Listening to radio 3.15 Reading newspapers, books and other references

VARIABLES	RANGE
4. General product information	May include: 4.1 Types of product available within the destination 4.2 Seasonal availability of product 4.3 Location of product within the destination
5. Sales or operational need	May include: 5.1 Providing destination information and advice 5.2 Promoting tourism products to the customer 5.3 Coordinating supplier services for the customer 5.4 Purchasing promotional products
6. Specific details about the product or service	May include: 6.1 Costs/tariffs/rates 6.2 Conditions and rules 6.3 Scheduling information 6.4 Product codes 6.5 Booking procedures 6.6 Point of departure 6.7 Touring inclusions and exclusions 6.8 Technical specifications for audio visual and other meetings and events equipment 6.9 Specifications for products to be branded with corporate details

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidences that the candidate:</p> <p>1.1 Demonstrated the ability to locate in the office files relevant and accurate information on tourism destinations and the types of product offered in those destinations</p> <p>1.2 Demonstrated knowledge to source of current industry information requested</p> <p>1.3 Demonstrated ability to provide information on different categories of tourism products within company acceptable timeframes</p> <p>1.4 Demonstrated ability to provide knowledge of product terminology and procedures according to the industry sector and workplace</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Fully-equipped industry-realistic office environment using appropriate computers, printers, information programs and publications</p> <p>2.2 Provision of information and advice within timeframes and constraints that reflect typical industry practice</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration of skills with oral questioning through the presentation of product options prepared by the candidate to meet differing customer needs</p> <p>3.2 Evaluation of candidate's output to check whether content, format and style of information presented is consistent with requested information.</p> <p>3.3 Third-party reports of on-the-job performance by the candidate.</p>
4. Context for assessment	<p>4.1 Competency assessment may occur in workplace or any appropriately simulated environment</p> <p>4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

UNIT OF COMPETENCY : PROMOTE TOURISM PRODUCTS AND SERVICES

UNIT CODE : TRS5113125

UNIT DESCRIPTOR : This unit deals with the knowledge, skills, behavior and motivations required to promote a destination and sell tourism products and services proactively in a range of industry contexts.

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify customer needs	1.1 <i>Specific customer needs and preferences</i> are accurately identified, including cultural needs and expectations. 1.2 Customer requirements which, if met, would breach <i>ethical and legal commitments</i> , are immediately identified. 1.3 Rapport is established with the customer to promote goodwill and trust.	1.1 Fundamental communication principles 1.2 Customer preferences 1.3. Customer profile – socio-economic status 1.4 Available time or time element	1.1 Communication skills, specifically active listening and questioning 1.2 Interpreting customer profile
2. Suggest products to meet customer needs	2.1 Research is conducted, when required, to source information to meet specific customer needs 2.2 Product options are tailored to the specific needs of the customer 2.3 Product suggestions are made in accordance with current enterprise promotional focus and any preferred product arrangements where appropriate	2.1 General product or service knowledge as appropriate to the enterprise or industry sector 2.2 Content and format of product information 2.3. Enterprise preference for specific products and services	2.1 Communication skills, persuasive, positive and active 2.2 Reading facial expression and body language 2.3 Meeting and managing objections

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.4 Customers are made aware of additional products and options which may enhance their itinerary</p> <p>2.5 All options are provided within the appropriate or agreed timeframe</p> <p>2.6 All options are presented in a format and style most appropriate to the particular customer and in accordance with enterprise procedures</p>		
3. Provide product information and advice	<p>3.1 Specific product information and advice needs of the customer are accurately identified</p> <p>3.2 Current and accurate product information and advice are provided in a timely manner</p> <p>3.3 Scope and depth of the information are made appropriate to customer needs</p> <p>3.4 Information and advice are presented in an appropriate format and style</p> <p>3.5 Features and benefits are clearly explained and promoted to the customer</p>	<p>3.1 Specific product information</p> <p>3.2. Required and essential scope and depth of the information that is appropriate to customer needs</p> <p>3.2. Enterprise preference for specific products and services</p> <p>3.4. Basic information of Child-wise Tourism Program and related topics</p> <p>3.5. Environmental protection and conservation practices in the locality</p>	<p>3.1 Positive presentation of information on the product or service to the customer – highlight the features and the benefits</p> <p>3.2 Providing additional information to meet, manage and overcome objections</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Sell tourism related products and services	4.1 Customer interest is created according to established sales guidelines 4.2 Suitable sales pitch/ presentation regarding tourism-related products and services are created and executed 4.3 Customer's reactions to sales pitch is observed and addressed accordingly 4.4 Customer's issues and problems are proactively identified and resolved 4.5 Appropriate sales closing techniques are applied according to established sales guidelines	4.1 Sales principles and selling techniques 4.2 Price and inclusions of the product or service 4.3 Specific terms and conditions of the sale 4.4 On-line sales and marketing promotional techniques 4.5 Tourism- related products and services 4.6 Local tourism ordinances and rules, regulations and practices	4.1 Application of sales principles and selling techniques 4.2 Providing additional information to meet, manage and overcome objections 4.3 Application of closure techniques at the appropriate time

RANGE OF VARIABLES

VARIABLES	RANGE
1. Specific customer needs and preferences	May include: 1.1 Preferences of different cultures/nationalities 1.2 Family status 1.3 Age 1.4 Gender 1.5 Available budget 1.6 Time available 1.7 Special interests
2. Ethical and legal commitments	May include: 2.1 Child sex tourism products or services 2.2 Products which breach environmental laws
3. Products	May include: 3.1 Lodging establishments 3.2 Food and Beverage outlets 3.3 Attractions and activities 3.4 Arts and crafts/souvenirs 3.5 Native food and delicacies 3.6 Sightseeing tours and tour packages 3.7 Outdoor and sports packages
4. Services	May include: 4.1 Transportation and communication 4.2 Local guide 4.3 Health and wellness/spa 4.4 Interpreter 4.5 Child daycare 4.6 Financial services and institutions

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated the ability to communicate with the customer and interpreted the customer's requirements</p> <p>1.2 Demonstrated the ability to create customer's interests</p> <p>1.3 Demonstrated good product knowledge and suggestive advice and selling skills</p> <p>1.4 Demonstrated the ability to apply closing sales techniques</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Interaction with others to demonstrate selling skills</p> <p>2.2 Relevant and current product information eg. brochures, timetables, product sales kits</p> <p>2.3 Access to internet resources and gadgets, smart phones and the like</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration of skills with questioning in promoting a product or service.</p> <p>3.2 Evaluation of candidate's output.</p> <p>3.3 Third party workplace reports of on-the-job performance by the candidate.</p>
4. Context for assessment	<p>4.1 Competency assessment may occur in workplace or any appropriately simulated environment.</p> <p>4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **TOURISM PROMOTION SERVICES NC II**.

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification.

3.1 CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany their curricula.

Course Title: TOURISM PROMOTION SERVICES

NC Level: II

**Nominal Training Duration: 20 Hrs. (Basic)
28 Hrs. (Common)
28 Hrs. (Core)
76 Hours**

Course Description:

This course is designed to enhance the knowledge, skills, behavior and motivations in accordance with industry standards.

To advocate and sell tourism destination, products and services through technology-based information gathering and application of sales and promotions principles and techniques.

BASIC COMPETENCIES

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
1. Participate in workplace communication	1.1 Obtain and convey workplace information	<ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities • Sources of information • Types of question • Medium of communication • Flow of communication • Storage system • Telephone courtesy 	<ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Ability to relate to people of social range in the workplace • Gather and provide information in response to workplace requirements 	<ul style="list-style-type: none"> • Group discussion • Role Play • Demonstration 	<ul style="list-style-type: none"> • Oral Interview • Written test • Demonstration 	5 hours
	1.2 Complete relevant work related documents	<ul style="list-style-type: none"> • Communication procedures and systems • Meeting protocols • Nature of workplace meetings • Barriers of communication • Workplace interactions • Non-verbal communication 	<ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures 	<ul style="list-style-type: none"> • Role Play • Demonstration 	<ul style="list-style-type: none"> • Observation • Oral Interview • Written test 	

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
			<ul style="list-style-type: none"> • Basic mathematical processes of addition, subtraction, division and multiplication • Ability to relate to people of social range in the workplace • Gather and provide information in response to workplace requirements 			
	1.3 Participate in workplace meeting and discussion	<ul style="list-style-type: none"> • Technology relevant to the enterprise and the individual's work responsibilities • Types of workplace documents and forms • Basic mathematical concepts • Kinds of workplace report 	<ul style="list-style-type: none"> • Follow simple spoken language • Ability to relate to people of social range in the workplace • Gather and provide information in response to workplace requirements 	<ul style="list-style-type: none"> • Interaction • Demonstration 	<ul style="list-style-type: none"> • Observation • Oral Interview • Written test 	
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team.	<ul style="list-style-type: none"> • Definition of Team • Difference between team and group • Different sources of information • Objectives and goals of team 	<ul style="list-style-type: none"> • Describing the team role and scope 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation 	5 hours
	2.2 Describe work as a team member	<ul style="list-style-type: none"> • Team goals and objectives • Fundamental rights at work including gender sensitivity • Understanding individual competencies relative to 	<ul style="list-style-type: none"> • Identifying individual role and responsibility • Identifying external relationship • Interacting effectively with others • Setting team goals and 	<ul style="list-style-type: none"> • Interaction 	<ul style="list-style-type: none"> • Interviews/questioning 	

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
		teamwork <ul style="list-style-type: none"> • Types of individuals • Role of leaders 	expectations			
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals	<ul style="list-style-type: none"> • Work values and ethics (Code of Conduct, Code of Ethics, etc.) • Understanding personal objectives • Understanding organizational goals • Difference between intra and interpersonal relationship • Performance evaluation 	<ul style="list-style-type: none"> • Demonstrate Intra and Interpersonal skills at work • Demonstrate personal commitment in work 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Demonstration 	5 hours
	3.2 Set and meet work priorities	<ul style="list-style-type: none"> • Company policies • Company operations, procedures and standards • Time management • Time Management • Basic strategic planning concepts • Resource utilization and management 	<ul style="list-style-type: none"> • Managing goals and time • Practice economic use of resources and facilities • Setting work priorities • Practice time management 	<ul style="list-style-type: none"> • Interaction 	<ul style="list-style-type: none"> • Observation 	
	3.3 Maintain professional growth and development	<ul style="list-style-type: none"> • Career development opportunities • Company recognition and incentives • Information on relevant licenses and or certifications 	<ul style="list-style-type: none"> • Determining personal career development needs • Identifying career opportunities 	<ul style="list-style-type: none"> • Interaction 	<ul style="list-style-type: none"> • Interviews/questioning 	

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
4. Practice occupational health and safety	4.1 Identify hazard and risks	<ul style="list-style-type: none"> • OHS procedures, practices and regulations • Hazards/risks identification and control • OHS indicators • Organizational contingency practices 	<ul style="list-style-type: none"> • Hazards/risks identification and control skills 	<ul style="list-style-type: none"> • Discussion • Plant tour • Symposium 	<ul style="list-style-type: none"> • Observation • Interview 	5 hours
	4.2 Evaluate hazard and risks	<ul style="list-style-type: none"> • Threshold Limit Value – TLV • Effects of safety hazards 	<ul style="list-style-type: none"> • Communication skills • Reporting safety hazards 	<ul style="list-style-type: none"> • Discussion • Plant tour 	<ul style="list-style-type: none"> • Observation • Interview 	
	4.3 Control hazards and risks	<ul style="list-style-type: none"> • Personal hygiene practices • Organization safety and health protocol • Company emergency procedure practices 	<ul style="list-style-type: none"> • Respond to emergency 	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Portfolio assessment • Interview 	
	4.4 Maintain occupational health and safety awareness	<ul style="list-style-type: none"> • Workplace OHS personal records • Information on emergency-related drills 	<ul style="list-style-type: none"> • Practice emergency-related drill skills in the workplace 	<ul style="list-style-type: none"> • Role-play • Simulation 	<ul style="list-style-type: none"> • Portfolio assessment • Interview 	

COMMON COMPETENCIES

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
1. Develop and update industry knowledge	1.1 Identify and access key sources of information on the industry	<ul style="list-style-type: none"> • Industry information sources <ul style="list-style-type: none"> - Media - Reference book - Libraries - Union - Industry association - Internet - Personal observation 	<ul style="list-style-type: none"> • Time management • Ready skills needed to access industry information • Basic competency skills needed to access the internet 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Interviews/ Questioning 	5 hours
	1.2 Access, apply and share industry information	<ul style="list-style-type: none"> • Overview of quality assurance in the industry • Role of individual staff members • Industry information sources 	<ul style="list-style-type: none"> • Time management • Ready skills needed to access industry information • Basic competency skills needed to access the internet 	<ul style="list-style-type: none"> • Individual/ Group Assignment • Demonstration 	<ul style="list-style-type: none"> • Individual/ Group Project or Report 	
	1.3 Update continuously relevant industry knowledge	<ul style="list-style-type: none"> • Information sources <ul style="list-style-type: none"> - Media - Libraries/reference book - Union/industry association - Internet • Legislation that affects the industry 	<ul style="list-style-type: none"> • Time management • Ready skills needed to access industry information • Basic competency skills needed to access the internet 	<ul style="list-style-type: none"> • Individual/ Group Assignment • Demonstration 	<ul style="list-style-type: none"> • Individual/ Group Project or Report 	
2. Observe workplace hygiene procedures	2.1 Practice personal grooming and hygiene	<ul style="list-style-type: none"> • Typical hygiene and control procedures in the hospitality and tourism industries • Overview of legislation and regulation in relation to food handling, personal and general hygiene 	<ul style="list-style-type: none"> • Ability to follow correct procedures and instructions • Application to hygiene principles 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role-play 	<ul style="list-style-type: none"> • Demonstration • Written Examination • Interviews/ Questioning 	5 hours

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	2.2 Practice safe and hygienic handling, storage and disposal of food, beverage and materials	<ul style="list-style-type: none"> • Knowledge on factors which contribute to workplace hygiene problems • General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection • Sources of and reasons for food poisoning 	<ul style="list-style-type: none"> • Ability to follow correct procedures and instructions • Ability to handle operating tools/ equipment • Application to hygiene principles 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role-play 	<ul style="list-style-type: none"> • Demonstration • Written Examination • Interviews/ Questioning 	
3. Perform computer operations	3.1 Identify and explain the functions, general features and capabilities of both hardware and software	<ul style="list-style-type: none"> • Main types of computers and basic features of different operating systems • Main parts of a computer • Storage devices and basic categories of memory 	<ul style="list-style-type: none"> • Reading skills required to interpret work instruction • Communication skills 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Tutorial or self-pace 	<ul style="list-style-type: none"> • Interviews/ Questioning • Demonstration • Observation 	6 hours
	3.2 Prepare and use appropriate hardware and software according to task requirement	<ul style="list-style-type: none"> • Basic ergonomics of keyboard and computer use • Relevant types of software 	<ul style="list-style-type: none"> • Reading skills required to interpret work instruction • Communication skills • Calculating computer capacity 	<ul style="list-style-type: none"> • Lecture • Tutorial or self-pace 	<ul style="list-style-type: none"> • Interviews/ Questioning • Demonstration • Observation 	
	3.3 Use appropriate devices and procedures to transfer files/data	<ul style="list-style-type: none"> • Procedures/techniques in accessing Information • Desktop Icons • Keyboard techniques based on OHS requirements 	<ul style="list-style-type: none"> • Reading skills required to interpret work instruction • Communication skills 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Tutorial or self-pace 	<ul style="list-style-type: none"> • Interviews/ Questioning • Demonstration • Observation 	
	3.4 Produce accurate and complete data according to the requirements	<ul style="list-style-type: none"> • Software commands • Operation and use of peripheral devices • Procedures in transferring files/data 	<ul style="list-style-type: none"> • Reading skills required to interpret work instruction • Communication skills 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Tutorial or self-pace 	<ul style="list-style-type: none"> • Interviews/ Questioning • Demonstration • Observation 	

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	3.5 Maintain computer system	<ul style="list-style-type: none"> • Software commands • Operation and use of peripheral devices • Procedures in transferring files/data • General security • Viruses • OH & S principles and responsibilities 	<ul style="list-style-type: none"> • Cleaning, Minor Maintenance and Replacements of Consumables • Creating More Space in the Hard Disk • Reviewing Programs • Deleting Unwanted Files • Checking Hard Disk for Errors • Viruses and Up to Date Anti-Virus Programs 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Tutorial or self-pace 	<ul style="list-style-type: none"> • Interviews/ Questioning • Demonstration • Observation 	
4. Perform workplace and safety practices	4.1 Practice workplace safety, security and hygiene systems, processes and operations	<ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> - Interactive communication with others - Interpersonal skills - Good working attitude • Systems, Processes and Operations <ul style="list-style-type: none"> - Workplace health, safety and security procedures - Emergency procedures - Personal presentation • Safety Practices <ul style="list-style-type: none"> - Proper disposal of garbage - Practice safety measures - 5S Implementation 	<ul style="list-style-type: none"> • Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values • Ability to focus on task at hand 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role-play • Simulation 	<ul style="list-style-type: none"> • Demonstration • Interviews/ Questioning • Written Examination 	6 hours

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	4.2 Respond appropriately to faults, problems and emergency situations in line with enterprise guidelines	<ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> - Interactive communication with others - Interpersonal skills - Good working attitude • Systems, Processes and Operations <ul style="list-style-type: none"> - Workplace health, safety and security procedures - Emergency procedures - Personal presentation • Safety Practices <ul style="list-style-type: none"> - Proper disposal of garbage - Practice safety measures • 5S Implementation 	<ul style="list-style-type: none"> • Ability to make decision • Time management • Ability to offer alternative steps • Care in handling and operating equipment 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role-play • Simulation 	<ul style="list-style-type: none"> • Demonstration • Interviews/ Questioning • Written Examination 	
	4.3 Maintain safe personal presentation standards	<ul style="list-style-type: none"> • Proper use of personal protective equipment • Waste management • Pollution control • Effect of pollution • Types of pollutants 	<ul style="list-style-type: none"> • Ability to make decision • Time management • Ability to offer alternative steps • Care in handling and operating equipment 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role-play • Simulation 	<ul style="list-style-type: none"> • Demonstration • Interviews/ Questioning • Written Examination 	
5. Provide effective customer service	5.1 Apply effective verbal and non-verbal communication skills to respond to customer needs	<ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> - Interactive communication with others - Interpersonal skills/ social graces with sincerity 	<ul style="list-style-type: none"> • Preparing job documentation - Following instructions - Filling-out forms 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role-play • Simulation 	<ul style="list-style-type: none"> • Demonstration • Interviews/ Questioning • Observation 	6 hours

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	5.2 Provide prompt and quality service to customer	<ul style="list-style-type: none"> • Attitude - Attentive, patient and cordial - Eye-to-eye contact - Maintain teamwork and cooperation • Communication barriers 	<ul style="list-style-type: none"> • Ability to work calmly and unobtrusively effectively 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role-play • Simulation 	<ul style="list-style-type: none"> • Demonstration • Interviews/ Questioning • Observation 	
	5.3 Handle queries promptly and correctly in line with enterprise procedures	<ul style="list-style-type: none"> • Theory - Interview techniques - Communication process • Telephone and electronic mail ethics 	<ul style="list-style-type: none"> • Uses of telephone, fax machine, internet and e-mail • Handling queries 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role-play • Simulation 	<ul style="list-style-type: none"> • Demonstration • Interviews/ Questioning • Observation 	
	5.4 Handle customer complaints, evaluation and recommendations	<ul style="list-style-type: none"> • Guidelines in handling complaints • Procedures in responding and resolving complaints 	<ul style="list-style-type: none"> • Responding to and resolving complaints 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role-play • Simulation 	<ul style="list-style-type: none"> • Demonstration • Interviews/ Questioning • Observation 	

CORE COMPETENCIES

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
1. Operate technology-based information system	1.1 Access information on an automated system	<ul style="list-style-type: none"> • Role of automated information systems in the tourism industry • Functions of the information system • Sources of tourism product information • Major automated systems of information gathering • Industry terminology and common abbreviations 	<ul style="list-style-type: none"> • Basic keyboarding skills • Querying and information-retrieval skills • Electronic file handling (saving, copying, printing) • Establishing source of information and accessing the required information 	<ul style="list-style-type: none"> • Group Discussion • Interaction • Lecture 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning • Written tests 	<u>8 hours</u>
	1.2 Check and download information	<ul style="list-style-type: none"> • Functions and role of automated info system • Other sources of tourism product information 	<ul style="list-style-type: none"> • Basic keyboarding skills • Querying and information-retrieval skills • Establishing the correct source of information and accessing the required information 	<ul style="list-style-type: none"> • Group Discussion • Interaction • Lecture 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning • Written tests 	
	1.3 Interpret downloaded information	<ul style="list-style-type: none"> • Tourism terminology and abbreviations • Use of the 24-hour clock • Product systems and procedures • Understanding copy rights and intellectual property of on- line information • Specific legal issues relating to different products 	<ul style="list-style-type: none"> • Collecting, organizing and analyzing information to determine what product information is needed 	<ul style="list-style-type: none"> • Group Discussion • Interaction • Lecture 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning • Written tests 	

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	1.4 Organize data base	<ul style="list-style-type: none"> Profiling of customers, products and services Electronic and manual filing systems 	<ul style="list-style-type: none"> Creation of data base Electronic file handling (saving, copying, printing) 	<ul style="list-style-type: none"> Group Discussion Interaction Lecture 	<ul style="list-style-type: none"> Demonstration Observation Interviews/ Questioning Written tests 	
2. Provide information and advice on a destination, product or service	2.1 Develop information on a destination, product or service	<ul style="list-style-type: none"> Sources of information on destinations Industry information networks Methods of sourcing information sought by customers Destination knowledge as appropriate to the sector or specific workplace 	<ul style="list-style-type: none"> Fundamental research skills 	<ul style="list-style-type: none"> Group Discussion Interaction Lecture 	<ul style="list-style-type: none"> Demonstration Observation Interviews/ Questioning Written tests 	6 hours
	2.2 Update information on a destination, product or service	<ul style="list-style-type: none"> Sources of information on destinations and services Industry information networks Methods of updating information on tourism products and services 	<ul style="list-style-type: none"> Analyzing information to determine up-datedness Identifying a correct source of information Accessing this source to establish its applicability Collecting the up-dated and applicable information Organizing the information collected Preparing the information in a manner that facilitate its retrieval as and when needed 	<ul style="list-style-type: none"> Group Discussion Interaction Lecture 	<ul style="list-style-type: none"> Demonstration Observation Interviews/ Questioning Written tests 	

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	2.3 Provide information and advice on destination, product or services available at the destination	<ul style="list-style-type: none"> • Destination knowledge as appropriate to the sector or specific workplace • Customer-focus information and data 	<ul style="list-style-type: none"> • Communication skills to be able to explain industry jargon to a customer • Communication skills for dealing with customers and colleagues 	<ul style="list-style-type: none"> • Group Discussion • Interaction • Lecture 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning • Written tests 	
3. Promote tourism products and services	3.1 Identify customer needs	<ul style="list-style-type: none"> • Principles of selling • Fundamental communication principles • Customer preference • Customer profile – socio-economic status • Available time or time element 	<ul style="list-style-type: none"> • Communication skills, specifically active listening and questioning • Interpreting customer profile 	<ul style="list-style-type: none"> • Group Discussion • Interaction • Lecture 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning • Written tests 	6 hours
	3.2 Suggest products to meet customer needs	<ul style="list-style-type: none"> • Price and inclusions of the product or service • Specific terms and conditions of the sale • General product or service knowledge as appropriate to the enterprise or industry sector • Content and format of product information • Enterprise preference for specific products and services 	<ul style="list-style-type: none"> • Communication skills, persuasive, positive and active • Reading facial expression and body language • Meeting and managing objections 	<ul style="list-style-type: none"> • Group Discussion • Interaction • Lecture 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning • Written tests 	

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	3.3 Provide product information and advice	<ul style="list-style-type: none"> • Specific product information • Required and essential scope and depth of the information that is appropriate to customer needs • Enterprise preference for specific products and services • Basic information of Child-wise Tourism and related topics • Environmental protection and conservation practices in the locality 	<ul style="list-style-type: none"> • Positive presentation of information on the product or service to the customer – highlight the features and the benefits • Providing additional information to meet, manage and overcome objections • Application of closure techniques at the appropriate time 	<ul style="list-style-type: none"> • Group Discussion • Interaction • Lecture 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning • Written tests 	

Unit of Competency	Learning Outcomes	Learning Contents	Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	3.4 Sell tourism related products and services	4.1 Customer interest is created according to established sales guidelines 4.2 Suitable sales pitch/ presentation regarding <i>tourism-related products and services</i> are created and executed 4.3 Customer's reactions to sales pitch is observed and addressed accordingly 4.4 Customer's issues and problems are proactively identified and resolved 4.5 Appropriate sales closing techniques are applied according to established sales guidelines	<ul style="list-style-type: none"> • Sales presentation • Demonstration and sampling • Use of sales tools • Use of Interactive Learning thru technology 	<ul style="list-style-type: none"> • Lecture • group discussions • Study tour • Demonstration • Role play • Group Presentation 	<ul style="list-style-type: none"> • Oral interview • Demonstration • Observation 	8 hours

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
 - a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
 - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
 - c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
 - d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
 - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
 - f. Training program allows for recognition of prior learning (RPL) or current competencies;
 - g. Training completion is based on satisfactory performance of all specified competencies.
2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:
 - 2.1. Institution- Based:
 - The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.
 - 2.2 Enterprise-based Training - where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students who wish to enter this training should possess the following requirements:

- can communicate in basic English in both oral and written form
- can perform basic mathematical computation

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for TOURISM PROMOTION SERVICES NC II are as follows:

TOOLS		EQUIPMENT		MATERIALS (Latest Versions)	
QTY		QTY		QTY	
		5 units	Computer with internet connection	1 set	Telephone Directory
		1 unit	LCD projector	1 set	Maps (world, national & regional)
		1 unit	Telephone		Posters of destinations
				Assorted	Travel brochures & guidebooks
		1 unit	Fax machine	Assorted	Pictures/samples of souvenirs, arts & crafts & delicacies
		1 unit	Sound system	1 set	Price lists of products & services
		1 unit	Photocopier	1 set	DOT latest version, regional situationer reports, statistics and marketing plan
		1 unit	Printer	1 set	Current schedules of different modes of transportation to different local destinations
				5 sets	Headset

***NOTE:** Implementation of the training program can be facilitated through a Memorandum of Agreement between the training provider and industry partner/s regarding the use of facilities. This is in response to the high cost of facilities and equipment. Air-conditioned vehicles can be hired on a per trip basis subject to requirement.

3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Student/Trainee Working Space	1 x 1 m.	1 sq. m.	25 sq. m
Lecture/Demo Room	8 x 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/ Circulation Area			24 sq. m.
Total workshop area:			104 sq. m.

3.6 TRAINER'S QUALIFICATIONS FOR TOURISM SECTOR

TOURISM PROMOTION SERVICES NCII

TRAINER'S QUALIFICATIONS

- Must be a holder of National TVET Trainer's Certificate Level I in Tourism Promotion Services NC II
- Must have at least 3-5 years job/industry experience
- Must have attended relevant training and seminars

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

The result of the institutional assessments may be considered as an evidence for national assessment.

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence through project-type full qualification assessment sequentially covering all the units of competency that comprise the Training Regulations for Tourism Promotion Services NC II as follows:

BASIC COMPETENCIES
Participate in workplace communication
Work in team environment
Practice career professionalism
Practice occupational health and safety procedures
COMMON COMPETENCIES
Develop and update industry knowledge
Observe computer operations
Perform workplace and safety practices
Provide effective customer service
CORE COMPETENCIES
Operate technology-based information system
Provide information and advice on a destination, product or service
Promote tourism products and services

- 4.1.2 Candidates wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.
- 4.1.3 Candidates applying for competency assessment and certification for Tourism Promotion Services NC II:
- 4.1.3.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs
 - 4.1.3.2 Experienced workers (wage-employed or self-employed)

4.1.4 Conduct of assessment and issuance of certificates shall follow the procedures manual and implementing guidelines developed for the purpose.

4.2 COMPETENCY ASSESSMENT REQUISITE

4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:

- a. Identify the candidate's skills and knowledge
- b. Highlight gaps in candidate's skills and knowledge
- c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
- d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior`

4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

COMPETENCY MAP - TOURISM Sector TOURISM PROMOTION SERVICES NC II

ANNEX A

CORE COMPETENCIES	Book travel-related reservation	Administer billing and settlement plan	Issue air sea land tickets and multi-purpose documents	Research information relevant to tour itinerary	Manage arrangements for visitors	Accompany and guide visitors in accordance with the tour itinerary	Receive and process reservations	Operate computerized reservations system	Provide accommodation reception services
	Conduct night audit	Provide club reception services	Provide porter services	Plan and develop event proposal and bid	Develop an event concept	Develop event program	Select event venue and site	Develop and update event industry knowledge	Provide on-site event management services
	Manage contractors for indoor events	Develop and update knowledge on protocol	Provide on-site information and assistance	Monitor entry to venue	Provide a site briefing or scripted commentary	Operate a ride location	Load and unload a ride	Maintain safety in water-based rides	Operate a games location
	Promote at a games location	Operate animal enclosure/exhibit	Provide general animal care	Rescue animals	Provide customers with information on animals	Operate technology-based information	Provide information and advice on a destination, product or service	Promote tourism products and services	
COMMON COMPETENCIES	Develop and update industry knowledge	Observe workplace hygiene procedures	Perform computer operations	Perform workplace and safety practices	Provide effective customer service	Roster staff	Control and order stock	Train small groups	Establish and conduct business relationships
	Conduct assessment	Manage workplace diversity	Manage finances within a budget	Manage quality customer service					
BASIC COMPETENCIES	Participate in workplace communication	Work in team environment	Practice career professionalism	Practice occupational health and safety practices	Lead workplace communication	Lead small teams	Develop and practice negotiation skills	Solve problems related to work activities	
	Use mathematical concepts and techniques	Use relevant technologies	Utilize specialized communication skills	Develop teams and individuals	Apply problem-solving techniques in the workplace	Collect, analyze and organize information	Plan and organize work	Promote environmental protection	

DEFINITION OF TERMS

1. **DESTINATION** - a geographical area with basic infrastructure and tourism attractions, products and services.
2. **DOT** – Department of Tourism
3. **INFORMATION SYSTEM** - a system of persons, data records and activities that process the data and information in a given organization, including manual processes or automated processes
4. **TOURISM PRODUCTS** - refer to the product of tourism sector which is a necessity for the tourist during their travel activity. This includes lodging establishments, food and beverage outlets, attractions and activities, arts and crafts/souvenirs, native food and delicacies, sightseeing tours and tour packages, outdoor and sports packages
5. **TOURISM SERVICES** – refer to the services one receives from their tourist provider. This includes to transportation and communication, local guide, health and wellness/spa, interpreter, child daycare, financial services and institutions

ACKNOWLEDGMENTS

The Technical Education and Skills Development Authority (TESDA) wishes to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development and validation of these Training Regulations.¹

REVIEW PANEL

ANABELLE O. MORENO

Technical Expert
Tourism Industry Board Foundation, Inc.
University of the Philippines - Asian
Institute of Tourism (UP-AIT)
Past President, Association of Human
Resources Managers for Hotels and
Restaurants (AHRM)

BIENVENIDO G. CLARAVALL

Technical Expert
TIBFI – IWG Member
University of the Philippines - Asian
Institute of Tourism (UP-AIT)
U.P. Diliman, Quezon City

The Participants in the Validation of these Training Regulations

CHRISTINA G. AQUINO

Technical Expert
Planning and Development
Lyceum of the Philippines University
University of the Philippines
Intramuros, Manila/
Council of Hotel and Restaurant
Educators of the Philippines (COHREP)

CHRISTINE ANN IBARRETA

Technical Expert
FILXENOS Marketing Consultancy

MIGUELA M. MENA

Technical Expert
UP-Asian Institute of Tourism (UP-AIT)

GLORIA BAKEN W. SIY

Technical Expert
Association of Administrators in
Hotel and Restaurant Management
Educational Institutions (AAHRMEI)

FE ABLING-YU

Technical Expert
ARFEL Travel and Tours/
Philippine Travel Agencies
Association (PTAA)

DANIEL L. EDRALIN

Technical Expert
Tourism Industry Board Foundation, Inc.
(TIBFI)
National Union of Workers in Hotels and
Restaurant and Allied Industries
(NUWHRAIN-APL)

The TESDA Board Members and Secretariat

The MANAGEMENT and STAFF of the TESDA Secretariat

- Qualifications and Standards Office (QSO)
