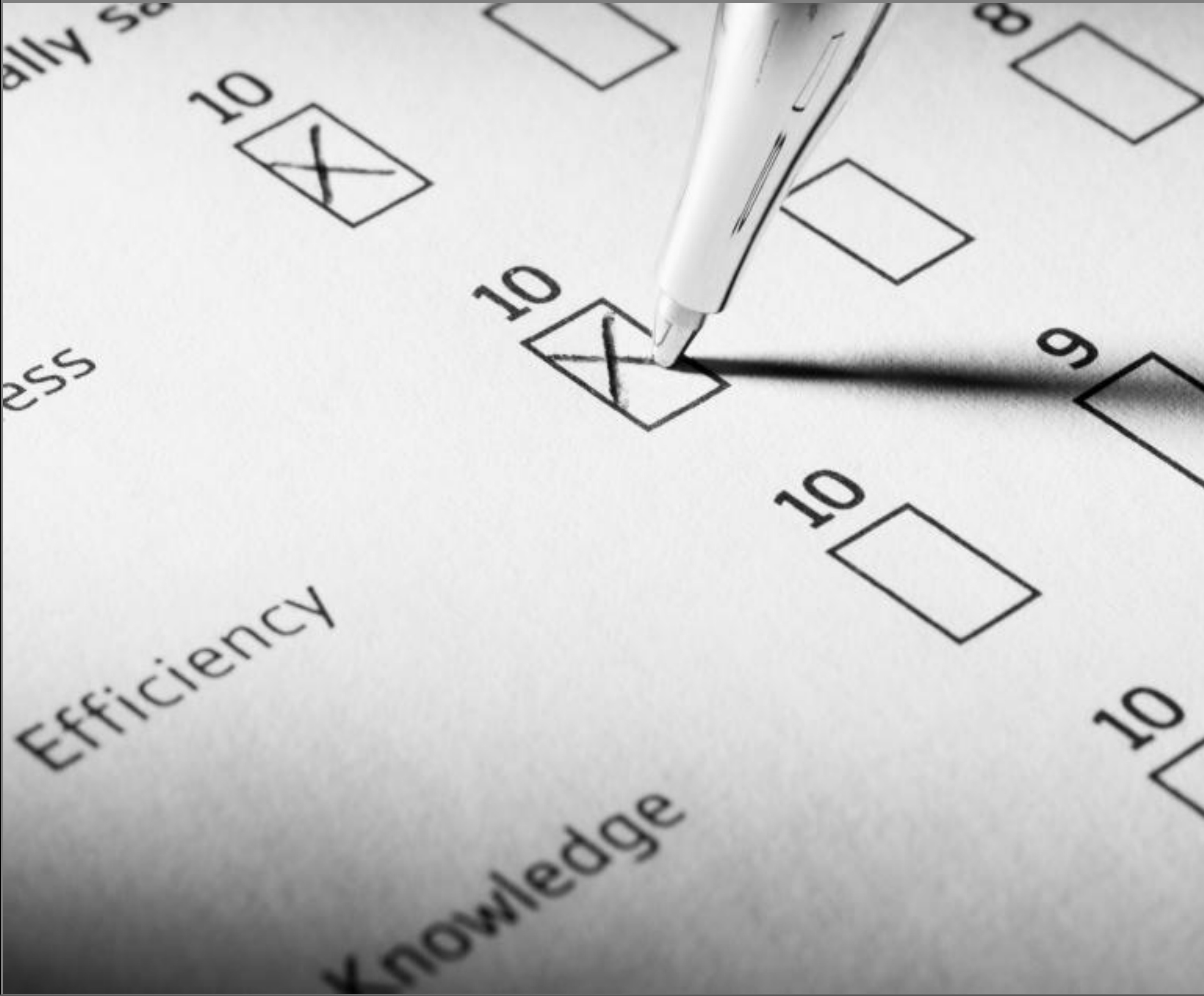
Develop and update local knowledge

D1.HRS.CL1.06
D1.HOT.CL1.09
D2.TTA.CL2.11

Assessor Manual



Specialist centre
for foods, tourism
& hospitality

Develop and update local knowledge

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Assessor Manual

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested Assessment Methods

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

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

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

Alternative Assessment Methods

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

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audio tapes
- Case studies
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

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

Selection of Assessment Methods

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

‘Sufficient’ evidence to support the ‘Competent’/’Not Yet Competent’ decision must be captured.

In practice this means a minimum of two - three Assessment Methods for each candidate for each Competency Element is suggested.

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

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

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

Assessing Competency

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

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

- ‘Pass Competent’ (PC)
- ‘Not Yet Competent’ (NYC).

Pass Competent (PC)

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

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

Not Yet Competent’ (NYC)

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

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

The participant may be required to:

a) Undertake further training or instruction

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

Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

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

Recognition of Prior Learning

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

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

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

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their C/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing Checklist

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

Checklist for Assessors

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

Instructions for recording competency

Specifications for Recording Competency

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

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
    - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
    - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment

- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place.
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

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

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

  - You are required to complete these activities:
    a) *Using the 'X' method of assessment.*
    b) *At 'X' location*
    c) *You will have 'X time period' for this assessment.*
  - You are required to compile information in a format that you feel is appropriate to the assessment.
  - Do you have any questions about this assessment?"
- Commence Work Project assessment:
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions.
- Participants complete work projects in the most appropriate format
- Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard.
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked

- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

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

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

  We have 60 minutes for this assessment.

  - I will give you feedback at the end of the assessment.
  - Do you have any questions about this assessment?"
- Commence Oral Questioning assessment:
- Complete Assessment Record for the Oral Questioning by:
  - Ticking C or NYC, as appropriate
  - Entering 'Remarks' as required
  - Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines.

- Familiarise self with Questions and Answers provided.
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date.
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

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

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

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

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

  We have X time for this assessment.

  - The due date for completion of this assessment is X

  - On this date you must forward the completed questions to the assessor by X time on the date of X
  - Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions.
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard.
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

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

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

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

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

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

Specifications for Third Party Statement

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

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

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

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Competency Standard

UNIT TITLE: DEVELOP AND UPDATE LOCAL KNOWLEDGE	**NOMINAL HOURS:** 30
UNIT NUMBER: D1.HRS.CL1.06 D1.HOT.CL1.09 D2.TTA.CL2.11	
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to develop and update local knowledge in a range of settings within the in the hotel and travel industries workplace context.	
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Develop local knowledge **1.1** Identify and access sources for *information* on the local area, correctly **1.2** Identify and obtain *information* to assist queries on local/national tourism industry, correctly **1.3** Store and update *information* according to enterprise procedures **1.4** Share *information* with colleagues **Element 2: Update local knowledge** **2.1** Use *informal and/or formal research* to update local knowledge **2.2** Share updated knowledge with customers and colleagues, as appropriate **2.3** Incorporate the sharing of local knowledge into day to day working activities	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to all industry sectors that require the worker to develop and update local knowledge to be applied within the labour divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation *Information* may include: • General information on the tourism industry

Element 3: Maintain contact with local communities **3.1** Provide accurate local tourism information in response to queries **3.2** Use local knowledge to promote *tourism products and services* to encourage usage and purchase **3.3** Make customers aware of possible extras, add-ons and further benefits **3.4** Report queries and results to designated person within enterprise for follow-up purposes	• Local tourism destinations, facilities, infrastructure and modes of transportation • Tourism products, services, facilities, rates • Environmental issues • Local transport • Local attractions, tours, events, places of interest • Local customs. *Informal and/or formal research* may include: • Networking activities • Familiarization activities • Internet research • Travel and tourism literature. *Tourism products and services* may include: • Destinations • Facilities • Accommodation • Attractions, tours, places of interest • Transportation. **Assessment Guide** The following skills and knowledge must be assessed as part of this unit: • Knowledge of the enterprise's polices and procedures in regard to developing and updating local knowledge • Knowledge of the enterprise's policies and procedures in regard to sharing local knowledge and responding to queries • Demonstrated ability to provide accurate local tourism information regarding the local environment in response to queries relevant to job role

	- Ability to source information - Ability to store and maintain information. **Linkages to other units** - Maintain hospitality industry knowledge - Maintain tourism industry knowledge - Work effectively with colleagues and customers. **Critical Aspects of Assessment** Evidence of the following is essential: - The ability to identify and promote local tourism products and services - The ability to source accurate and current information on the local area - The ability to apply general knowledge of the local area to answer commonly asked customer questions, relevant to the job role. **Context of Assessment** This unit may be assessed on or off the job: - Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge - Assessment must relate to the individual's work area or area of responsibility. **Resource Implications** Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment. **Assessment Methods** The following methods may be used to assess competency for this unit: - Case studies - Observation of practical candidate performance - Oral and written questions

- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	**Level**	**Examples**
Collecting, organizing and analysing information	1	Interpret procedures correctly
Communicating ideas and information	2	Interact with customers; promote local tourism products and services
Planning and organizing activities	2	Prioritize actions
Working with others and in teams	1	Identify opportunities for designated person to take follow-up action
Using mathematical ideas and techniques	-	
Solving problems	1	Use relevant enterprise procedures to resolve problems
Using technology	1	Use internet to identify and obtain sources of local knowledge

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop and update local knowledge D1.HRS.CL1.06 D1.HOT.CL1.09 D2.TTA.CL2.11
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Competent 'C' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	**Response**	
	C	**NYC**
1. Tell me about the sources you use to up-date your knowledge about local information, and tell me how you access those sources.	☐	☐

Questions	**Response**	
	C	**NYC**
2. Tell me of the sources you use to up-date your knowledge about national tourism, and tell me how you access those sources.	☐	☐
3. When you have identified new/up-dated local information give me an example of how you might store that information within the workplace.	☐	☐
4. Give me an example of when and how you have shared up-dated local information with colleagues in your workplace.	☐	☐

Questions	**Response**	
	C	**NYC**
5. Tell me about the formal and informal research techniques you use to up-date your local knowledge.	☐	☐
6. Describe a time/occasion when you shared your up-dated local information with a customer/group of customers in your workplace.	☐	☐
7. Give me an example of how you incorporate up-dated local knowledge into your day-to-day workplace activities.	☐	☐

Questions	Response	
	C	NYC
8. Tell me how you/your workplace provides local information and knowledge to visiting tourists to/guests of your business.	☐	☐
9. A visiting customer/guest to your country/area has just asked how they should occupy themselves for an afternoon they have free: how would you respond to this query to provide them with an interesting local experience?	☐	☐
10. Give me an example of how you might use local knowledge to the benefit of customers/tourists to encourage extra (or add-on) purchases while at the same time delivering good value for money and a worthwhile local experience.	☐	☐

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Questions	Response	
	C	NYC
11. A tourist/customer has made an enquiry about a local business. You do not know of this business, you do not know where it is or what it offers: how would you deal professionally and effectively with such a request in your workplace?	☐	☐

Written Questions

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Student Name: ____

Answer all the following questions and submit to your Trainer.

1. Give three reasons you should have local knowledge about your venue, town, region or country.

____

____

____

____

2. List four general topics you should aim to capture information about when developing local knowledge.

____

____

____

____

3. Answer ‘True’ or ‘False’ to the following statement: ‘Probably the first point of contact when trying to develop local knowledge is the local Visitor Information Centre’.

True ☐ False ☐

4. List four types of written material that can be used to develop local knowledge to pass on to tourists/visitors.

____

____

____

____

5. Identify three ways of obtaining the information required to gain local knowledge.

____

____

____

____

6. List four general information topics on the tourism industry about which information should be captured when developing your industry/local knowledge.

____

____

____

____

7. What are ‘man-made attractions also known as?

____

8. When advising visitors about local attractions it is vital to address any local dangers that may exist: give three examples of these possible local dangers.

____

____

____

____

9. What are the two common options for storing local information in a venue?

____

____

10. When up-dating local information available for visitors at a venue, what must happen to out-of-date materials that have been replaced?

____

____

11. Identify four ways to share local knowledge you have discovered with other staff at your workplace.

____

____

____

____

12. What are the two generic types of research you can undertake to gain local knowledge?

____

____

____

____

13. List three keys to research that will enable you to get the most out of your efforts to update your local knowledge.

____

____

____

____

14. Identify three basics of sharing local information with customers.

____

____

____

____

15. Identify three types of trips/tours a venue should develop for its visitors.

____

____

____

____

16. What staff should be involved in communicating local knowledge to visitors?

17. What is identified in the notes as the ‘Big No-No’ in relation to providing local information to visitors?

18. Give three examples of ‘local communities’ for the purpose of this Unit.

19. List three ways you/a venue can stay in contact with local communities.

20. What are identified in the notes as the five elements of an effective response to a customer enquiry?

21. When providing information to visitors about local transport options, list four types of information you should be able to give.

22. What are the two aims of promoting tourism products and services to visitors?

23. List three activities involved in being proactive when promoting local tourism products and services.

24. Give three reasons why staff should promote local tourism products and services.

25. Why is it important to develop a rapport with visitors when trying to promote local tourism products and/or services?

26. Answer 'Yes' or 'No' to the following: Is it important to use polite and respectful language when talking to visitors to promote local tourism products and services?

Yes ☐ No ☐

27. Answer 'True' or 'False' to the following statement: Management expect you to put pressure on visitors to buy when promoting local tourism products and services.

True ☐ False ☐

28. Give three reasons it is important for every tourist venue/destination to be actively involved in monitoring the queries of visitors, and the information provided to visitors by venue staff.

29. What are the three options for reporting visitor queries and results to management?

30. List three examples of possible internal action and/or follow-up after feedback on visitor queries and results/outcomes.

Answers to Written Questions

Develop and update local knowledge - D1.HRS.CL1.06 D1.HOT.CL1.09 D2.TTA.CL2.11

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

1. Give three reasons you should have local knowledge about your venue, town, region or country.

Any from the following:

- Pass this on to tourists/visitors
- Inform tourists/visitors about what is happening locally
- Meet tourist/visitor expectation.

2. List four general topics you should aim to capture information about when developing local knowledge.

Any from the following:

- General information on the tourism industry
- Local tourism destinations, facilities and infrastructure
- Tourism products – including tourism services, facilities and rates
- Environmental issues – including eco-tourism
- Local attractions, tours, events and places of interest
- Local customs – which can include information about what visitors should not say/do, and information about local food and drinks.

3. **Answer 'True' or 'False' to the following statement: 'Probably the first point of contact when trying to develop local knowledge is the local Visitor Information Centre'.**

True.

4. **List four types of written material that can be used to develop local knowledge to pass on to tourists/visitors.**

   Any from the following:

   - Reference books
   - Trade magazines
   - Guidebooks
   - Newspapers
   - Telephone book
   - Advertisements.

5. **Identify three ways of obtaining the information required to gain local knowledge.**

   Any from the following:

   - Subscribing to, and reading, industry magazines, newsletters, up-dates, fact sheets, reports, research findings
   - Reading through local and city newspapers
   - Visiting the Visitor Information Centre
   - Surfing the internet
   - Joining your local industry association
   - Reading books
   - Being a tourist in your local area.

6. **List four general information topics on the tourism industry about which information should be captured when developing your industry/local knowledge.**

   Any from the following:

   - Numbers of inbound tourists
   - Reasons for their visits
   - Amount spent
   - Countries of origin
   - Most popular times of the year for travel
   - Method of travel.

7. **What are ‘man-made attractions also known as?**

   Built attractions.

8. **When advising visitors about local attractions it is vital to address any local dangers that may exist: give three examples of these possible local dangers.**

   Any from the following:

   - Wild animals
   - Currents and tides
   - Areas/locations, neighbourhoods they should avoid because of the potential for attack – the 'no go' areas
   - Geographical features with the potential to cause death/injury
   - Activities that may be inappropriate given the profile of the visitor
   - Weather conditions – rain, sun, wind.

9. **What are the two common options for storing local information in a venue?**

   - Filing system/cabinets
   - Electronic database of some sort (including CRS: computerised reservation system).

10. **When up-dating local information available for visitors at a venue, what must happen to out-of-date materials that have been replaced?**

    Must be disposed of/thrown out.

11. **Identify four ways to share local knowledge you have discovered with other staff at your workplace.**

    Any from the following:

    - Verbally tell your colleagues about what you have learned
    - E-mail co-workers with the information you have discovered
    - Prepare a short handout
    - Up-date the internal systems
    - Replace and replenish internal displays and/or information points with new/revised materials
    - Arrange for a guest speaker from the venue/attraction to come and talk to staff
    - Arrange for a speaker/representative from the Visitor Information Centre to attend and make a formal presentation to venue staff
    - Arrange for staff to visit the venue/attraction personally.

12. **What are the two generic types of research you can undertake to gain local knowledge?**

    - Formal research
    - Informal research.

13. List three keys to research that will enable you to get the most out of your efforts to up-date your local knowledge.

Any from the following:

- Do it regularly
- Take notes
- Obtain hard-copy material
- Involve others
- Share your findings.

14. Identify three basics of sharing local information with customers.

Any from the following:

- Advising of altered conditions when talking to customers, guests and visitors
- Mentioning new options to customers/guests:
- Asking people where they have already been and what they have already seen
- Prepare local ‘information packs
- Develop a series of tours suitable for guests or visitors.

15. Identify three types of trips/tours a venue should develop for its visitors.

- Full-day
- Half-day
- 2-hour.

16. What staff should be involved in communicating local knowledge to visitors?

All customer contact/frontline staff.

17. What is identified in the notes as the ‘Big No-No’ in relation to providing local information to visitors?

Simply responding to a query to which you do not know the answer by saying ‘Sorry, I don’t know’.

18. Give three examples of ‘local communities’ for the purpose of this Unit.

- Other businesses in the area
- Local groups, clubs and interest groups who conduct events and/or support local tourism initiatives
- Individuals who are active in promoting the local area.

19. List three ways you/a venue can stay in contact with local communities.

Any from the following:

- Join local groups and attend their meetings
- Participate in what local groups are doing and contribute assistance, information and resources to help them achieve outcomes that are mutually beneficial
- Contact them on a regular basis – visit them face-to-face or telephone them regularly
- Ask them to contact you
- Thank them whenever they contact you
- Offer your venue as a meeting place.

20. What are identified in the notes as the five elements of an effective response to a customer enquiry?

- Honesty
- Comprehensiveness
- Currency – must be up-to-date
- Relevancy
- Timeliness.

21. When providing information to visitors about local transport options, list four types of information you should be able to give.

- Transport options
- Cost
- Where station and bus stops are
- Frequency of public transport (buses, trams and trains) – supplemented by current timetables.

22. What are the two aims of promoting tourism products and services to visitors?

- Enhance/optimize the tourist experience
- Encourage tourists to stay another night or two in the area.

23. List three activities involved in being proactive when promoting local tourism products and services.

Any from the following:

- Offer the local knowledge/information without having to be asked
- Making suggestions about what tourists/visitors can do with their time
- Showing enthusiasm for suggestions made
- Talking to people after they return from a suggested trip/experience.

24. Give three reasons why staff should promote local tourism products and services.

Any from the following:

- Meets visitor/tourist expectations
- Provides better job satisfaction
- Enhances job security and enables extra hours to be worked by you and others
- Identifies you as someone trying to help visitors and may identify you as someone with the potential for promotion/career advancement
- Allows you to learn more from other people and creates the potential for a greater network of contacts
- Increases the possibility of tips/gratuities
- Demonstrates you/your venue is a good corporate citizen by sharing wealth and opportunity
- Assists your workplace maintain its on-going viability by generating extra revenue and repeat and/or referral business
- Supports local businesses and the local community by generating income for them which creates/maintains local industry, employment
- Enhances visitor/tourist enjoyment of the local area/region
- Shares the local culture with visitors enabling better appreciation of the country/region amongst visitors/tourists
- Gives greater insight into, and understanding of, the people and the country to overseas visitors.

25. Why is it important to develop a rapport with visitors when trying to promote local tourism products and/or services?

It facilitates the exchange of ideas, questions and information. It increases the trust between the parties and encourages people to ask you questions and to ask for advice.

26. Answer ‘Yes’ or ‘No’ to the following: Is it important to use polite and respectful language when talking to visitors to promote local tourism products and services?

Yes.

27. Answer ‘True’ or ‘False’ to the following statement: Management expect you to put pressure on visitors to buy when promoting local tourism products and services.

False.

28. Give three reasons it is important for every tourist venue/destination to be actively involved in monitoring the queries of visitors, and the information provided to visitors by venue staff.

Any from the following:

- This is an effective and inexpensive way of identifying what is important and of interest to our visitors
- It demonstrates customer focus
- This is an excellent way of sharing information between staff at the venue
- It makes staff accountable.

29. What are the three options for reporting visitor queries and results to management?

- Verbal
- Written
- Combination of verbal and written.

30. List three examples of possible internal action and/or follow-up after feedback on visitor queries and results/outcomes.

Any from the following:

- Staff training
- Revision to standard materials available at the venue
- Introducing, changing or removing products and services
- Changing venue advertisements
- Apologies to customers.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop and update local knowledge D1.HRS.CL1.06 D1.HOT.CL1.09 D2.TTA.CL2.11
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: a) Develop local knowledge b) Update local knowledge c) Maintain contact with local communities 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	**Yes**	**No**
Element 1: Develop local knowledge		
Identify and access sources for information on the local area, correctly	☐	☐
Identify and obtain information to assist queries on local/national tourism industry, correctly	☐	☐
Store and update information according to enterprise procedures	☐	☐
Share information with colleagues	☐	☐
Element 2: Update local knowledge		
Use informal and/or formal research to update local knowledge	☐	☐
Share updated knowledge with customers and colleagues, as appropriate	☐	☐
Incorporate the sharing of local knowledge into day to day working activities	☐	☐

Did the candidate	Yes	No
Element 3: Maintain contact with local communities		
Provide accurate local tourism information in response to queries	☐	☐
Use local knowledge to promote tourism products and services to encourage usage and purchase	☐	☐
Make customers aware of possible extras, add-ons and further benefits	☐	☐
Report queries and results to designated person within enterprise for follow-up purposes	☐	☐
Did the student's overall performance meet the standard?	☐	☐

Feedback to student and trainer/assessor
Strengths:
Improvements needed:
General comments:

Candidate signature		**Date**	
Assessor signature		**Date**	

Third Party Statement

Student name:			
Name of third party:		**Contact no**	
Relationship to student:	☐ Employer ☐ Supervisor ☐ Colleague ☐ Other *Please specify:*____ *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Develop and update local knowledge D1.HRS.CL1.06 D1.HOT.CL1.09 D2.TTA.CL2.11		

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

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

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Identifies and accesses sources for information on the local area to obtain information to assist queries on local/national tourism industry	☐	☐	☐
Stores and up-dates local information in the business	☐	☐	☐
Uses informal and/or formal research to update local knowledge	☐	☐	☐
Shares up-dated knowledge with customers and colleagues	☐	☐	☐
Incorporates sharing of local knowledge into day-to-day working activities	☐	☐	☐
Provides accurate local tourism information in response to customer/guest queries	☐	☐	☐
Uses local knowledge to promote tourism products and services to encourage usage and purchase	☐	☐	☐
Makes customers aware of possible extras, add-ons and further benefits	☐	☐	☐
Reports queries and results to designated person within enterprise for follow-up purposes as appropriate	☐	☐	☐

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

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Develop and update local knowledge	D1.HRS.CL1.06 D1.HOT.CL1.09 D2.TTA.CL2.11
Date assessment commenced		
Date assessment finalised		
Assessment decision	Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

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

Element & Performance Criteria	**Observation of skills**	**3rd Party Statement**	**Oral Questions**	**Written Questions**	**Work Projects**	**Other**
Element 1: Develop local knowledge						
Identify and access sources for information on the local area, correctly						
Identify and obtain information to assist queries on local/national tourism industry, correctly						
Store and update information according to enterprise procedures						
Share information with colleagues						
Element 2: Update local knowledge						
Use informal and/or formal research to update local knowledge						
Share updated knowledge with customers and colleagues, as appropriate						
Incorporate the sharing of local knowledge into day to day working activities						
Element 3: Maintain contact with local communities						
Provide accurate local tourism information in response to queries						

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

Element & Performance Criteria	**Observation of skills**	**3rd Party Statement**	**Oral Questions**	**Written Questions**	**Work Projects**	**Other**
Use local knowledge to promote tourism products and services to encourage usage and purchase						
Make customers aware of possible extras, add-ons and further benefits						
Report queries and results to designated person within enterprise for follow-up purposes						

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