



Tourism Occupational Skill Standard Development In The APEC Region - Stage IV

**Book 2/2
APEC Skill Standards
Assessment Materials-
Chapter 2
General Vocational Units**

**APEC PROJECT NO. TWG - 01/2005
NOVEMBER 2006**



**Asia-Pacific
Economic Cooperation
Tourism working Group**



Asia-Pacific
Economic Cooperation
Tourism working Group

ROAM
ASIA PACIFIC
WORKPLACES
WITH
APEC Skill Standards

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Tourism Occupational Skill Standards Development in the APEC Region – Stage IV



Asia-Pacific
Economic Cooperation
Tourism working Group

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APEC Secretariat

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Book 2/1 :
APEC Skill Standards Assessment Materials
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– Hospitality Vocational Units
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– Tour & Travel Business Units
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Book 3 :
APEC Skill Standards Assessor
Program Handbook
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Book 4 :
APEC Skill Standards Organization Structure
& Miscellaneous
ISBN-10: 981-05-7130-5
ISBN-13: 978-981-05-7130-6
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**TOURISM OCCUPATIONAL SKILL
STANDARD DEVELOPMENT
IN THE APEC REGION – STAGE IV
APEC PROJECT NO. TWG 01/2005**

**ASIA PACIFIC ECONOMIC COOPERATION
TOURISM WORKING GROUP**

APEC Project TWG 01/2005

Tourism Occupational Skill Standards Development in the APEC Region – Stage IV

Book 2/2 : APEC Skill Standards Assessment Materials – General Vocational Units

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APEC Secretariat

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BOOK 2/2
APEC SKILL STANDARD
ASSESSMENT FILE
General Vocational Units

This set of 4 books is specially written for easy reference in the preparation of APEC Skill Standard Assessment by Certified APEC SS Assessor. The first book (Book 2 / 1) contains Assessment Materials for all General Units (Chapter 1). The second book (Book 2 / 2) contains Assessment Materials for all General Vocational Units (Chapter 2). The third book (Book 2 / 3) contains Assessment Materials for all Hospitality Vocational Units (Chapter 3) and the fourth book (Book 2 / 4) contains Assessment Materials for all Tour & Travel Business Units (Chapter 4).

However, this set of Assessment Materials Books should not hinder you from accumulating your own references for the assessment process such as Bank of Questions, Simulation scenarios, Study cases etc.

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ASSESSMENT MATERIALS
APEC SKILL STANDARD UNITS
2005

ASSESSMENT FILE BY UNITS
CHAPTER 2.01 – CUSTOMER SERVICE, SALES AND MARKETING (16 Units)

SUMMARY OF UNITS

Unit code	Unit Name	Elmts	Total PC
2.01.01.05	Promote products and services to customers	2	7+4 = 11
2.01.02.05	Conduct presentation	2	5+9 = 14
2.01.03.05	Plan and implement sales activities	4	7+3+8+4 = 22
2.01.04.05	Coordinate marketing and promotional activities	7	4+3+3+5+3+4+4 = 26
2.01.05.05	Establish and conduct business relationships	4	3+5+3+4 = 15
2.01.06.05	Sell products and services	3	2+9+2 = 13
2.01.07.05	Manage quality customer service (idem 1.02.XX.05)	2	4+6 = 10
2.01.08.05	Coordinate the production of brochures and marketing materials	5	1+3+2+5+6 = 17
2.01.09.05	Create a promotional display / stand	4	5+2+3+3 = 13
2.01.10.05	Develop, manage and evaluate marketing strategies	4	1+5+3+3 = 12
2.01.11.05	Research Data (idem 1.02.xx.05)	3	2+4+3 = 9
2.01.12.05	Maintain product inventory (idem 3.03.xx.05)	4	2+2+3+3 = 10
2.01.13.05	Sell merchandise (idem 4.06.xx.05)	7	2+5+4+5+4+3+3 = 26
2.01.14.05	Advice on merchandise (idem 4.06.xx.05)	2	2+3 = 5
2.01.15.05	Merchandise products (idem 4.06.xx.05)	5	7+5+3+7+1 = 23
2.01.16.05	Apply Point of Sales (POS) Transactions (idem 2.02.xx.05 / 4.06.xx.05)	4	9+7+3+5 = 24
	Total 16 units	62	250

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.01.05 - PROMOTE PRODUCTS AND SERVICES TO CUSTOMERS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Develop products / service and market knowledge 1) Opportunities are taken to develop product / service knowledge. 2) Informal and formal research is used to update knowledge. 3) Customer feedback and workplace observation is used to evaluate products, services and promotional initiatives. 4) Knowledge obtained is shared with colleagues to enhance the sales effectiveness of the team. 5) Information gained from workplace experience and direct customer contact is passed to the appropriate person for consideration in future planning. 6) Changes in customer preferences are identified. 7) Ideas for product and service adjustments to meet customer needs are suggested to the appropriate person in accordance with enterprise policy.</p> <p>Element 2 – Encourage customers to use and buy products and services 1) Accurate information about products and services is offered to customers. 2) Selling techniques are employed to encourage usage and purchase. 3) Customers are made aware of possible extras and add-ons. 4) Products and services are promoted in accordance with current enterprise goals and promotional focus.</p>	<p>UNIT VARIABLES Formal and informal research may include discussions with colleagues, reading enterprise information, research of product and service information brochures, general media. Products and services include all products, facilities and services offered by the enterprise.</p> <p>ASSESSMENT GUIDE* 1) Ability to demonstrate competence and knowledge in any legal issues which impact on the sale of products and services, in-depth knowledge of enterprise products and services, selling techniques. 2) Ability to use selling techniques to promote enterprise products and services, knowledge of contexts in which this promotion may apply.</p>

Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.01.05 - PROMOTE PRODUCTS AND SERVICES TO CUSTOMERS*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	

08	Appeal/Review Process	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.01.05 - PROMOTE PRODUCTS AND SERVICES TO CUSTOMERS*

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Develop products / service and market knowledge						
	1) Opportunities are taken to develop product / service knowledge.					
	2) Informal and formal research is used to update knowledge.					
	3) Customer feedback and workplace observation is used to evaluate products, services and promotional initiatives.					
	4) Knowledge obtained is shared with colleagues to enhance the sales effectiveness of the team.					
	5) Information gained from workplace experience and direct customer contact is passed to the appropriate person for consideration in future planning.					
	6) Changes in customer preferences are identified.					
	7) Ideas for product and service adjustments to meet customer needs are suggested to the appropriate person in accordance with enterprise policy.					
Element 2 – Encourage customers to use and buy products and services						
	1) Accurate information about products and services is offered to customers.					
	2) Selling techniques are employed to encourage usage and purchase.					
	3) Customers are made aware of possible extras and add-ons.					
	4) Products and services are promoted in accordance with current enterprise goals and promotional focus.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.01.01.05 - PROMOTE PRODUCTS AND SERVICES TO CUSTOMERS*

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.02.05 - CONDUCT PRESENTATIONS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Prepare for presentations 1) Presentation is planned in advance. 2) Material is researched and selected according to purpose and objectives, audience characteristics, occasion and venue. 3) Material is organized in a clear and logical manner. 4) Information presented is current, accurate and relevant. 5) Supporting materials such as slides, overheads or computer-based programs are created and organized within appropriate timeframes.</p> <p>Element 2 – Conduct presentations 1) Information is presented in a clear and concise manner. 2) Appropriate protocols are observed. 3) Recognized public speaking techniques are employed during the presentation. 4) Humor is appropriately used. 5) Visual aids and equipment are appropriately used. 6) Where audience is external the enterprise is promoted throughout the presentation. 7) Where possible the audience is involved in the presentation and feedback is encouraged. 8) Audience needs are quickly identified and any adjustments to presentation made accordingly. 9) Presentations are followed up with actions as required.</p>	<p>UNIT VARIABLES Presentations may be internal or external and may include sales presentations, training delivery, presentations within meetings, conference addresses, and staff briefings.</p> <p>ASSESSMENT GUIDE* 1) Ability to demonstrate competence and knowledge in presentation planning, public speaking techniques, knowledge of subject matter for the presentation. 2) Ability to apply established techniques in the preparation of the presentation. 3) Ability to deliver a logical well structured presentation that shows effective use of public speaking techniques. 4) Ability to tailor the presentation to specific audience needs.</p>

1. APEC SS ASSESSMENT COVER SHEET

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01	Name of Candidate	XXX
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04	Unit Assessed	APEC SS 2.01.02.05 - CONDUCT PRESENTATIONS*
05	Results of Assessment	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.02.05 - CONDUCT PRESENTATIONS*

Name of Candidate :
Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Prepare for presentations						
	1) Presentation is planned in advance.					
	2) Material is researched and selected according to purpose and objectives, audience characteristics, occasion and venue.					
	3) Material is organized in a clear and logical manner.					
	4) Information presented is current, accurate and relevant.					

	5) Supporting materials such as slides, overheads or computer-based programs are created and organized within appropriate timeframes.					
Element 2 – Conduct presentations						
	1) Information is presented in a clear and concise manner.					
	2) Appropriate protocols are observed.					
	3) Recognized public speaking techniques are employed during the presentation.					
	4) Humor is appropriately used.					
	5) Visual aids and equipment are appropriately used.					
	6) Where audience is external the enterprise is promoted throughout the presentation.					
	7) Where possible the audience is involved in the presentation and feedback is encouraged.					
	8) Audience needs are quickly identified and any adjustments to presentation made accordingly.					
	9) Presentations are followed up with actions as required.					

Assessment Document 3
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APEC SKILL STANDARD

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APEC SS 2.01.02.05 - CONDUCT PRESENTATIONS*

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

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RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

ASSESSMENT FILE

APEC SS 2.01.03.05 - PLAN AND IMPLEMENT SALES ACTIVITIES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Plan sales activities 1) Sales activities are planned and scheduled in accordance with the marketing plan or other enterprise systems. 2) Sales planning includes consideration of both existing and potential customers. 3) Information is identified, analyzed and incorporated into sales planning, including: a. sales and marketing reports; b. financial statistics; c. market trends; d. competitive activity. 4) Prospects are pro-actively sourced and profile created. 5) Potential revenue is estimated in consultation with appropriate colleagues. 6) Activities are planned to maximize opportunities to meet individual and team targets. 7) Sales calls pattern are established according to the following as appropriate: a. specific sales and revenue targets; b. call intensity required; c. geographic considerations and restraints; d. current enterprise priorities; e. need for administration and reporting time.</p> <p>Element 2 – Prepare for sales calls 1) Where appropriate, appointments are made in advance. 2) Sales calls strategies and tactics are developed based on market knowledge, current sales focus and consultation with appropriate operational colleagues. 3) Specific information, data and support material are gathered for individual sales calls.</p> <p>Element 3 – Makes sales calls 1) Sales calls are made according to agreed call pattern. 2) Relationship is build with customers through the use of effective interpersonal communication styles. 3) Customer trust and confidence is developed through the demonstration of personal and professional integrity. 4) A pro-active approach is taken in identifying and resolving customer issues and problems. 5) Selling techniques are used to maximize opportunities to meet and exceed sales targets. 6) Information on product features and benefits is current, accurate and relevant to customer needs. 7) Sales calls take account of the current enterprise marketing focus. 8) Feedback from customers is encouraged and market intelligence is pro-actively sought.</p> <p>Element 4 – Review and report on sales activities 1) Sales reports are prepared in accordance with required timelines and enterprise procedures. 2) Market intelligence is presented in a manner which provides clear and concise information to those responsible for sales and marketing planning. 3) Market intelligence is shared with relevant colleagues. 4) All activities are reviewed in accordance with agreed evaluation methods and the results incorporated into future sales planning.</p>	<p>UNIT VARIABLES Sales activities may be face to face or on the telephone.</p> <p>ASSESSMENT GUIDE* 1) Ability to demonstrate competence and knowledge in product knowledge, knowledge of the legal issues that affect the sales executive role, industry and market knowledge, customer trends and preferences, knowledge of sales and marketing principles, ability to interpret marketing plan, sales techniques, planning and organizational skills in relation to sales activities. 2) Ability to plan and implement sales activities for the specific organization, logical and thorough planning which takes account of specific industry issues. 3) Ability to integrate preparation with actual conduct of sales calls.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.03.05 - PLAN AND IMPLEMENT SALES ACTIVITIES*
05	Results of Assessment	

06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.03.05 - PLAN AND IMPLEMENT SALES ACTIVITIES*

Name of Candidate :
 Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Plan sales activities						
	1) Sales activities are planned and scheduled in accordance with the marketing plan or other enterprise systems.					
	2) Sales planning includes consideration of both existing and potential customers.					
	3) Information is identified, analyzed and incorporated into sales planning, including: a. sales and marketing reports; b. financial statistics; c. market trends; d. competitive activity.					
	4) Prospects are pro-actively sourced and profile created.					
	5) Potential revenue is estimated in consultation with appropriate colleagues.					
	6) Activities are planned to maximize opportunities to meet individual and team targets.					
	7) Sales calls pattern are established according to the following as appropriate: a. specific sales and revenue targets; b. call intensity required; c. geographic considerations and restraints; d. current enterprise priorities; e. need for administration and reporting time.					
Element 2 – Prepare for sales calls						
	1) Where appropriate, appointments are made in advance.					
	2) Sales calls strategies and tactics are developed based on market knowledge, current sales focus and consultation with appropriate operational colleagues.					
	3) Specific information, data and support material are gathered for individual sales calls.					
Element 3 – Makes sales calls						
	1) Sales calls are made according to agreed call pattern.					
	2) Relationship is build with customers through the use of effective interpersonal communication styles.					
	3) Customer trust and confidence is developed through the demonstration of personal and professional integrity.					

	4) A pro-active approach is taken in identifying and resolving customer issues and problems.					
	5) Selling techniques are used to maximize opportunities to meet and exceed sales targets.					
	6) Information on product features and benefits is current, accurate and relevant to customer needs.					
	7) Sales calls take account of the current enterprise marketing focus.					
	8) Feedback from customers is encouraged and market intelligence is pro-actively sought.					
Element 4 – Review and report on sales activities						
	1) Sales reports are prepared in accordance with required timelines and enterprise procedures.					
	2) Market intelligence is presented in a manner which provides clear and concise information to those responsible for sales and marketing planning.					
	3) Market intelligence is shared with relevant colleagues.					
	4) All activities are reviewed in accordance with agreed evaluation methods and the results incorporated into future sales planning.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.01.03.05 - PLAN AND IMPLEMENT SALES ACTIVITIES*

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 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

ASSESSMENT FILE

APEC SS 2.01.04.05 - COORDINATE MARKETING AND PROMOTIONAL ACTIVITIES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Plan marketing and promotional activities</p> <p>1) Promotional activities are planned and scheduled in accordance with the marketing plan or other enterprise systems. 2) Overall objectives for activities are agreed with appropriate colleagues. 3) Relevant information is identified, analyzed and incorporated into short term planning including: a. marketing reports; b. sales reports; c. financial statistics; d. market trends; e. competitor activities. 4) Detailed action plans for promotional activities are developed and implemented at the appropriate time.</p> <p>Element 2 – Coordinate participation in trade and consumer shows</p> <p>1) Invitations to participate in trade and consumer shows are evaluated to take account of the following factors: a. consistency with overall marketing plan; b. level of exposure to be achieved; c. matching of attendees to target markets; d. financial resources issues; e. human resource requirement; f. timing of event. 2) When participation is confirmed a plan is created to ensure timely attention and preparation to the following issues: a. staffing requirements and briefings; b. availability of brochures and display materials; c. contracting of other services (e.g. display); d. travel arrangements; e. strategies to ensure maximum benefits; f. fulfilling administrative and procedural requirements. 3) Participation is reviewed for effectiveness and amendments made accordingly.</p> <p>Element 3 – Coordinate in-house promotions</p> <p>1) In-house promotions are scheduled and organized according to marketing plan. 2) A plan for promotions is created and implemented to take account of the following: a. objectives of the promotion; b. venue and location; c. duration; d. date selection; e. style and format of event; f. technical equipment required; g. number of invitees; h. who to invite; i. promotional materials required; j. budget available; k. public relations implications; l. design and distribution of invitations; m. coordination of RSVPs; n. need for external assistance; o. staffing implications; p. strategies for maximizing attendance and impact; q. possible cooperative approaches. 3) Promotions are reviewed for effectiveness and future amendments made accordingly.</p> <p>Element 4 – Coordinate familiarization programs</p> <p>1) Familiarization programs are developed and conducted both in response to particular requests and proactive approaches to take account of: a. potential enterprise benefits; b. current enterprise promotional focus; c. agreements with other organizations and suppliers; d. matching of itineraries to individual or group needs; e. use of new or unusual products to create maximum impact; f. FOC negotiations with product suppliers and operational budgetary constraints. 2) Appropriate participants are selected according to promotional objectives. 3) Administrative and booking details are efficiently organized. 4) Where appropriate familiarizations are escorted in a professional and friendly manner. 5) Familiarizations are reviewed for effectiveness and amendments made accordingly.</p> <p>Element 5 – Undertake a general public relations role</p> <p>1) Relationships with industry and media colleagues are established and conducted in a manner that enhances the positive image of the organization. 2) Networks are used to assist in the implementation of promotional activities. 3) Where appropriate public relations resources are developed including media releases and industry/media support materials.</p> <p>Element 6 – Develop special products to meet customer needs</p> <p>1) Opportunities to develop products to meet particular customer needs are identified. 2) Specific needs are established through consultation with the customer. 3) Development of products is agreed within scope of individual responsibility. 4) Products are developed in conjunction with appropriate colleagues.</p> <p>Element 7 – Review and report on promotional activities</p> <p>1) Reports are prepared in accordance with enterprise policy and required timeframes. 2) Market intelligence is presented in a manner which provides clear and concise information to those responsible for sales and marketing planning. 3) Informal reports are made to relevant colleagues to maximize opportunity to meet team targets. 4) All activities are reviewed in accordance with agreed evaluation methods and the results incorporated into future planning.</p>	<p>UNIT VARIABLES</p> <p>Marketing and promotional activities may include promotional events, display and signage initiatives, trade and journalists familiarizations, limited product development within scope of individual responsibility, market research, advertising campaign, industry and public relations activities.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate competence and knowledge in in-depth product knowledge, knowledge of related legal issues, industry and market knowledge, industry marketing and sales networks, product distribution systems, customer trends and preferences. 2) Ability to demonstrate competence and knowledge of sales and marketing principles and ability to interpret marketing plan, general knowledge of promotional activities such as trade shows, in-house promotions, advertising, public relations, familiarization, signage and display. 3) Knowledge in planning and organizational skills in relation to marketing activities. 4) Ability to coordinate and organize a number of promotional activities. 5) Ability to logic and thorough activity planning including development of supporting organizational systems. 6) Knowledge of marketing principles and their application to practical workplace contexts.</p>

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	XXX
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.04.05 - COORDINATE MARKETING AND PROMOTIONAL ACTIVITIES*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.04.05 - COORDINATE MARKETING AND PROMOTIONAL ACTIVITIES*

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Plan marketing and promotional activities						
	1) Promotional activities are planned and scheduled in accordance with the marketing plan or other enterprise systems.					
	2) Overall objectives for activities are agreed with appropriate colleagues.					
	3) Relevant information is identified, analyzed and incorporated into short term planning including: a. marketing reports; b. sales reports; c. financial statistics; d. market trends; e.					

APEC TOURISM WORKING GROUP

APEC TWG Project No. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

EMPOWER Associates, Consultant

	competitor activities.					
	4) Detailed action plans for promotional activities are developed and implemented at the appropriate time.					
Element 2 – Coordinate participation in trade and consumer shows						
	1) Invitations to participate in trade and consumer shows are evaluated to take account of the following factors: a. consistency with overall marketing plan; b. level of exposure to be achieved; c. matching of attendees to target markets; d. financial resources issues; e. human resource requirement; f. timing of event.					
	2) When participation is confirmed a plan is created to ensure timely attention and preparation to the following issues: a. staffing requirements and briefings; b. availability of brochures and display materials; c. contracting of other services (e.g. display); d. travel arrangements; e. strategies to ensure maximum benefits; f. fulfilling administrative and procedural requirements.					
	3) Participation is reviewed for effectiveness and amendments made accordingly.					
Element 3 – Coordinate in-house promotions						
	1) In-house promotions are scheduled and organized according to marketing plan.					
	2) A plan for promotions is created and implemented to take account of the following: a. objectives of the promotion; b. venue and location; c. duration; d. date selection; e. style and format of event; f. technical equipment required; g. number of invitees; h. who to invite; i. promotional materials required; j. budget available; k. public relations implications; l. design and distribution of invitations; m. coordination of RSVPs; n. need for external assistance; o. staffing implications; p. strategies for maximizing attendance and impact; q. possible cooperative approaches.					
	3) Promotions are reviewed for effectiveness and future amendments made accordingly.					
Element 4 – Coordinate familiarization programs						
	1) Familiarization programs are developed and conducted both in response to particular requests and pro-active approaches to take account of: a. potential enterprise benefits; b. current enterprise promotional focus; c. agreements with other organizations and suppliers; d. matching of itineraries to individual or group needs; e. use of new or unusual products to create maximum impact; f. FOC negotiations with product suppliers and operational budgetary constraints.					
	2) Appropriate participants are selected according to promotional objectives.					
	3) Administrative and booking details are efficiently organized.					
	4) Where appropriate familiarizations are escorted in a professional and friendly manner.					
	5) Familiarizations are reviewed for effectiveness and amendments made accordingly.					
Element 5 – Undertake a general public relations role						
	1) Relationships with industry and media colleagues are established and conducted in a manner that enhances the positive image of the organization.					
	2) Networks are used to assist in the implementation of promotional activities.					
	3) Where appropriate public relations resources are developed including media releases and industry/media support materials.					
Element 6 – Develop special products to meet customer needs						
	1) Opportunities to develop products to meet particular customer needs are identified.					
	2) Specific needs are established through consultation with the customer.					
	3) Development of products is agreed within scope of individual responsibility.					
	4) Products are developed in conjunction with appropriate colleagues.					
Element 7 – Review and report on promotional activities						
	1) Reports are prepared in accordance with enterprise policy and required timeframes.					
	2) Market intelligence is presented in a manner which provides clear and concise information to those responsible for sales and marketing planning.					
	3) Informal reports are made to relevant colleagues to maximize opportunity to meet team targets.					
	4) All activities are reviewed in accordance with agreed evaluation methods and the results incorporated into future planning.					

Assessment Document 3

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.01.04.05 - COORDINATE MARKETING AND PROMOTIONAL ACTIVITIES*

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.05.05 - ESTABLISH AND CONDUCT A BUSINESS RELATIONSHIP

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Establish and conduct business relationships 1) Relationships are established within appropriate cultural context in a manner which promotes goodwill and trust between the enterprise, its customers and suppliers. 2) Effective communication skills and techniques are employed in relationships to build trust and respect. 3) Opportunities to maintain contact with customers and suppliers are taken up wherever possible.</p> <p>Element 2 – Conduct negotiations 1) Negotiations are conducted in a business like and professional manner within the relevant cultural context. 2) Negotiations are conducted using techniques to maximize benefits for all parties in the context of establishing long term relationships. 3) Negotiations take account of input from colleagues. 4) Negotiations are conducted in the context of the current enterprise marketing focus. 5) The result of negotiations is communicated to appropriate personnel within appropriate timeframes.</p> <p>Element 3 – Make formal business appointments 1) Agreements are confirmed in writing and contracts drawn up in accordance with enterprise</p>	<p>UNIT VARIABLES Negotiations may include corporate accounts, agency agreements, venue contracts, rate negotiations, allotment agreements, marketing agreements etc.</p> <p>ASSESSMENT GUIDE* 1) Ability to demonstrate competence and knowledge of related industry marketing and competitive environment, knowledge of related legal issues, internal enterprise capabilities & limitations</p>

requirements. 2) All aspects of formal agreements checked and approved in accordance with enterprise procedures. 3) Special advice sought in the development of contracts where appropriate. Element 4 – Develop and nurture business relationships 1) Information needed to nurture sound business relationships is pro-actively sought, reviewed and acted upon. 2) Agreements are honored within the scope of individual responsibility. 3) Adjustment to agreements is made in consultation with the customer/supplier and information is shared with appropriate colleagues. 4) Relationships are nurtured through regular contact and the use of effective interpersonal and communication styles.	and current marketing focus, negotiation skills and techniques, general knowledge of industrial contracts. 2) Ability to conduct business negotiations, knowledge and understanding of current industrial environment and operations. 3) Knowledge and understanding of contracts.
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	XXX
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.05.05 - ESTABLISH AND CONDUCT BUSINESS RELATIONSHIP*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.05.05 - ESTABLISH AND CONDUCT BUSINESS RELATIONSHIP*
 Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
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Element 2 – Conduct negotiations						
	1) Negotiations are conducted in a business like and professional manner within the relevant cultural context.					
	2) Negotiations are conducted using techniques to maximize benefits for all parties in the context of establishing long term relationships.					
	3) Negotiations take account of input from colleagues.					
	4) Negotiations are conducted in the context of the current enterprise marketing focus.					
	5) The result of negotiations is communicated to appropriate personnel within appropriate timeframes.					
Element 3 – Make formal business appointments						
	1) Agreements are confirmed in writing and contracts drawn up in accordance with enterprise requirements.					
	2) All aspects of formal agreements checked and approved in accordance with enterprise procedures.					
	3) Special advice sought in the development of contracts where appropriate.					
Element 4 – Develop and nurture business relationships						
	1) Information needed to nurture sound business relationships is pro-actively sought, reviewed and acted upon.					
	2) Agreements are honored within the scope of individual responsibility.					
	3) Adjustment to agreements is made in consultation with the customer/supplier and information is shared with appropriate colleagues.					
	4) Relationships are nurtured through regular contact and the use of effective interpersonal and communication styles.					

Assessment Document 3

APEC TOURISM WORKING GROUP APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.01.05.05 - ESTABLISH AND CONDUCT BUSINESS RELATIONSHIP*

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.06.05 - SELL PRODUCTS AND SERVICES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Identify customer needs 1) Specific customer needs and preferences including cultural needs are accurately identified. 2) Rapport is established with the customer to promote good will and trust.</p> <p>Element 2 – Suggest products to meet customer needs 1. Where appropriate research is undertaken to source information to meet specific customer needs. 2) Product options are tailored to the specific needs of the customer. 3) Suggestions are made in accordance with current enterprise promotional focus and preferred product arrangements where appropriate. 4) Customers are made aware of additional products and options which may enhance their benefits. 5) Options are provided within the appropriate or agreed timeframe. 6) Features and benefits are clearly explained and promoted to the customer. 7) Options are presented in a format and style most appropriate to the particular customer and in accordance with enterprise procedures. 8) Additional information is provided to overcome customer questions and objections. 9) Where appropriate techniques are selected and used at the appropriate time to close sale with customers.</p> <p>Element 3 – Follow up sales opportunities 1) Where appropriate follow up contacts is made with the customer. 2) Where appropriate after sales service is provided in accordance with enterprise procedures.</p>	<p>UNIT VARIABLES Selling could be face-to-face, on the computer, on the phone, in writing, related to specific product or the whole range of products of the enterprise etc. Specific customer needs may be related to preferences of different cultures/nationalities, family status, age, gender, available budget, time available, special interests. Products and services may include tourism products and services, special events & activities, health programs, destinations, hard ware and electrical equipment, garments, consumer goods, food & beverages etc.</p> <p>ASSESSMENT GUIDE* 1) Ability to demonstrate competence and knowledge in selling skills, communication skills especially listening and questioning, related legal liabilities and product knowledge being sold. 2) Ability to apply sales process in response to a range of different customer situations, underpinning product knowledge, understanding of legal liabilities and issues.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	XXX
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.06.05 - SELL PRODUCTS AND SERVICES*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

APEC TOURISM WORKING GROUP APEC SKILL STANDARD 2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.06.05 - SELL PRODUCTS AND SERVICES*

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
	Element 1 – Identify customer needs 1) Specific customer needs and preferences including cultural needs are accurately identified. 2) Rapport is established with the customer to promote good will and trust.					

Element 2 – Suggest products to meet customer needs						
	1. Where appropriate research is undertaken to source information to meet specific customer needs.					
	2) Product options are tailored to the specific needs of the customer.					
	3) Suggestions are made in accordance with current enterprise promotional focus and preferred product arrangements where appropriate.					
	4) Customers are made aware of additional products and options which may enhance their benefits.					
	5) Options are provided within the appropriate or agreed timeframe.					
	6) Features and benefits are clearly explained and promoted to the customer.					
	7) Options are presented in a format and style most appropriate to the particular customer and in accordance with enterprise procedures.					
	8) Additional information is provided to overcome customer questions and objections.					
	9) Where appropriate techniques are selected and used at the appropriate time to close sale with customers.					
Element 3 – Follow up sales opportunities						
	1) Where appropriate follow up contacts is made with the customer.					
	2) Where appropriate after sales service is provided in accordance with enterprise procedures.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.01.06.05 - SELL PRODUCTS AND SERVICES*

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.07.05 / 1.02.xx.05 - MANAGE QUALITY CUSTOMER SERVICE

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Develop and implement approaches to enhance customer service quality</p> <p>1) Informal and formal research is used to obtain information on customer needs, expectations and satisfaction level. 2) Changes in internal and external environments are considered in quality service planning. 3) Opportunities for colleagues to participate in the customer service planning process are provided. 4) Approaches are developed and communicated to colleagues and customers.</p> <p>Element 2 – Monitor and adjust</p> <p>1) Customer service standards are monitored in the workplace in accordance with enterprise policies and procedures. 2) Feedback is sought on an on-going basis. 3) Coaching is used to assist colleagues to deal with customer service issues. 4) Colleagues are encouraged to take responsibility for customer service. 5) Customer service problems are identified and adjustments made accordingly to ensure continued service quality. 6) Adjustments are communicated to all those involved in service delivery within appropriate timeframes.</p>	<p>UNIT VARIABLES</p> <p>Formal and informal research on customer needs may include talking to customers, qualitative or quantitative research, feed back from service delivery colleagues, analysis of competitive environment and industry and market trends analysis.</p> <p>ASSESSMENT GUIDE*: 1) Ability to demonstrate knowledge and competence in the principles of quality assurance, industry and market knowledge, competitive environment, overview of product development from quality assurance perspective. 2) Ability to develop pro-active approaches and enhancement of customer service.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.07.05 (IDEM 1.02.XX.05) - MANAGE QUALITY CUSTOMER SERVICE*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	

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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.07.05 (IDEM 1.02.XX.05) - MANAGE QUALITY CUSTOMER SERVICE*

Name of Candidate :
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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Develop and implement approaches to enhance customer service quality						
	1) Informal and formal research is used to obtain information on customer needs, expectations and satisfaction level.					
	2) Changes in internal and external environments are considered in quality service planning.					
	3) Opportunities for colleagues to participate in the customer service planning process are provided.					
	4) Approaches are developed and communicated to colleagues and customers.					
Element 2 – Monitor and adjust						
	1) Customer service standards are monitored in the workplace in accordance with enterprise policies and procedures.					
	2) Feedback is sought on an on-going basis.					
	3) Coaching is used to assist colleagues to deal with customer service issues.					
	4) Colleagues are encouraged to take responsibility for customer service.					
	5) Customer service problems are identified and adjustments made accordingly to ensure continued service quality.					
	6) Adjustments are communicated to all those involved in service delivery within appropriate timeframes.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.01.07.05 (IDEM 1.02.XX.05) - MANAGE QUALITY CUSTOMER SERVICE*

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ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

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Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.08.05
COORDINATE THE PRODUCTION OF BROCHURES AND MARKETING MATERIALS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Plan the production of brochures and marketing materials 1) Production is effectively planned and appropriate actions designed to take account of the following factors: a. objectives of the material; b. market for which material is required; c. Review of competitive materials; d. style and size of materials; e. time parameters; f. budget available; g. in-house production capabilities; h. distribution considerations either internal or external; i. availability of required information; j. any legal requirements or restrictions.</p> <p>Element 2 – Produce information for inclusion 1) Accurate and complete information is produced or obtained from the appropriate sources. 2) Information is presented in a clear and easily understood format. 3) Information is presented in a culturally appropriate way.</p> <p>Element 3 – Obtain quotations for artwork and printings 1) Accurate specifications are provided: a. size; b. number of colors; c. type of paper; d. number of photographs; e. layout and style of text; f. total number required; g. condition of contract; i. production and delivery deadline. 2) Comprehensive quotations are obtained with full details of potential variations to cost and conditions which may apply.</p> <p>Element 4 – Develop final copy for brochures and marketing materials 1) Copy is developed using basic creative writing techniques where appropriate to sell the products presented. 2) Copy is accurate regarding practical and operational details. 3) All costs are accurately presented with notes about conditions which may apply. 4) General conditions applying to information are clearly and accurately presented according to company policy. 5) All copy is thoroughly checked for accuracy prior to submission to external/internal art house or printers.</p> <p>Element 5 – Coordinate the production of brochures and marketing materials</p>	<p>UNIT VARIABLES Actual production or printing may be conducted either in-house or by an external agency. Brochures and marketing materials may include product brochures, destination guides, promotional flyers and leaflets, conference programs / registration forms, event prospectus, display materials, product support manuals, advertising materials, direct mail pieces, invitations, etc.</p> <p>ASSESSMENT GUIDE* 1) Ability to demonstrate competence and knowledge in market context for the materials being produced, print production processes & terminology, principles of planning, creative writing, methods for researching, preparation & proofing of copy, related legal issues including copyright laws. 2) Ability to coordinate all elements of the</p>

1) Liaison is undertaken with production house or responsible staff member in a manner which permits accurate monitoring of production schedule. 2) All production work is fully checked and corrected as required. 3) All copy is re-checked and approved according to company guidelines prior to commencement of printing. 4) Brochures and marketing materials are obtained on schedule. 5) Contingencies plans are put in place to allow for situations where timelines may be exceeded.	brochure development process. 3) Ability to produce materials that meet stated objectives, provide current and accurate information and are free of error.
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.08.05 - COORDINATE THE PRODUCTION OF BROCHURES AND MARKETING MATERIALS*
05	Results of Assessment	
06	Comments & Feedback	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.08.05 - COORDINATE THE PRODUCTION OF BROCHURES AND MARKETING MATERIALS*

Name of Candidate :
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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Plan the production of brochures and marketing materials						
	1) Production is effectively planned and appropriate actions designed to take account of the following factors: a. objectives of the material; b. market for which material is required; c. Review of competitive materials; d. style and size of materials; e. time parameters; f. budget available; g. in-house production capabilities; h. distribution considerations either internal or external; i. availability of required information; j. any legal requirements or restrictions.					
Element 2 – Produce information for inclusion						
	1) Accurate and complete information is produced or obtained from the appropriate sources.					
	2) Information is presented in a clear and easily understood format.					
	3) Information is presented in a culturally appropriate way.					
Element 3 – Obtain quotations for artwork and printings						
	1) Accurate specifications are provided: a. size; b. number of colors; c. type of paper; d. number of photographs; e. layout and style of text; f. total number required; g. condition of contract; i. production and delivery deadline.					
	2) Comprehensive quotations are obtained with full details of potential variations to cost and conditions which may apply.					
Element 4 – Develop final copy for brochures and marketing materials						
	1) Copy is developed using basic creative writing techniques where appropriate to sell the products presented.					
	2) Copy is accurate regarding practical and operational details.					
	3) All costs are accurately presented with notes about conditions which may apply.					
	4) General conditions applying to information are clearly and accurately presented according to company policy.					
	5) All copy is thoroughly checked for accuracy prior to submission to external/internal art house or printers.					
Element 5 – Coordinate the production of brochures and marketing materials						
	1) Liaison is undertaken with production house or responsible staff member in a manner which permits accurate monitoring of production schedule.					
	2) All production work is fully checked and corrected as required.					
	3) All copy is re-checked and approved according to company guidelines prior to commencement of printing.					
	4) Brochures and marketing materials are obtained on schedule.					
	5) Contingencies plans are put in place to allow for situations where timelines may be exceeded.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.01.08.05 - COORDINATE THE PRODUCTION OF BROCHURES AND MARKETING MATERIALS*

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Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

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COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.09.05 - CREATE A PROMOTIONAL DISPLAY / STAND

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Make preparations for display / stand</p> <p>1) Display/stand objectives are clearly identified in consultation with appropriate colleagues. 2) Information to assist in display/stand preparation is obtained at the appropriate time. 3) Display/stand is planned and adequate supplies of materials are selected and organized in accordance with the needs of the target market. 4) Assistance from display specialist is sought where appropriate. 5) Where appropriate, stand staff are assigned/employed and briefed to operate the display / stand.</p> <p>Element 2 – Set up display</p> <p>1) Display/stand is created / dressed in professional manner using display techniques. 2) Display/stand is checked to ensure customer safety.</p> <p>Element 3 – Provide customer service</p> <p>1). Customers are provided with information on the products and services being promoted in accordance with enterprise service standards. 2) Promotional materials are selected and provided to customers in accordance with their needs. 3) Details of potential customers are accurately recorded for future follow up.</p> <p>Element 4 – Follow up sales opportunities</p> <p>1) Potential sales opportunities are followed up within an appropriate timeframe. 2) Style of follow up activity is selected in accordance with the nature of opportunity. 3) Colleagues are consulted on follow up where appropriate.</p>	<p>UNIT VARIABLES</p> <p>Promotional display / stands are set up and operated in a range of contexts including trade/consumer show, stand at meeting / conference event, in-house promotion, road show, window display, shopping center promotion.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate competence and knowledge general display techniques typical for the enterprise. 2) Ability to create a display or dress a promotional stand to meet specific objectives using accepted display techniques.</p>

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	XXX
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.09.05 - CREATE A PROMOTIONAL DISPLAY / STAND *
05	Results of Assessment	
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Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.09.05 - CREATE A PROMOTIONAL DISPLAY / STAND *

Name of Candidate :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Make preparations for display / stand						
	1) Display/stand objectives are clearly identified in consultation with appropriate colleagues.					
	2) Information to assist in display/stand preparation is obtained at the appropriate time.					
	3) Display/stand is planned and adequate supplies of materials are selected and organized in					

	accordance with the needs of the target market.					
	4) Assistance from display specialist is sought where appropriate.					
	5) Where appropriate, stand staff are assigned/employed and briefed to operate the display / stand.					
Element 2 – Set up display						
	1) Display/stand is created / dressed in professional manner using display techniques.					
	2) Display/stand is checked to ensure customer safety.					
Element 3 – Provide customer service						
	1). Customers are provided with information on the products and services being promoted in accordance with enterprise service standards.					
	2) Promotional materials are selected and provided to customers in accordance with their needs.					
	3) Details of potential customers are accurately recorded for future follow up.					
Element 4 – Follow up sales opportunities						
	1) Potential sales opportunities are followed up within an appropriate timeframe.					
	2) Style of follow up activity is selected in accordance with the nature of opportunity.					
	3) Colleagues are consulted on follow up where appropriate.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.01.09.05 - CREATE A PROMOTIONAL DISPLAY / STAND *

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

ASSESSMENT FILE
APEC SS 2.01.10.05 - DEVELOP, MANAGE AND EVALUATE MARKETING STRATEGIES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Analyze the market 1) Market situation is conducted using established techniques in accordance with: a. available budget; b. the need for external assistance; c. existing market data; d. the need for additional data; e. internal and external issues and constraints.</p> <p>Element 2 – Prepare marketing strategies 1) Marketing strategies are developed at the appropriate time, using standard market planning techniques. 2) Strategies are developed to take account of: a. feedback from operational staff and other colleagues; b. time management and scheduling issues and constraints; c. resource constraints; d. the current industry context; e. the overall enterprise context; f. product development; g. market trends and customer preferences. 3) Opportunities for colleagues to contribute to the marketing plan are provided. 4) Priorities, responsibilities, timelines and budgets are clearly defined in the plan and communicated to the appropriate colleagues. 5) Marketing plan is submitted for approval where appropriate in accordance with enterprise policy.</p> <p>Element 3 – Implement and monitor marketing activities 1) Actions detailed in the plan are implemented and monitored in a cost-efficient manner and according to schedule and contingencies. 2) Reports are produced in accordance with enterprise policy. 3) Information of marketing activities is shared with operational staff to maintain awareness of current enterprise focus.</p> <p>Element 4 – Conduct ongoing evaluation 1) Marketing activities are evaluated using agreed methods and benchmarks. 2) Adjustments are made in accordance with evaluation. 3) Agreed changes are promptly communicated and implemented.</p>	<p>UNIT VARIABLES Marketing strategies may be for a specific product or service (new or existing), the enterprise, a destination, a single event.</p> <p>ASSESSMENT GUIDE* 1) Ability to demonstrate competence and knowledge in market analysis & planning techniques, internal & external issues which impact on market planning, industry marketing and distribution networks, research skills. 2) Ability to develop a marketing strategy for specific product, service or enterprise. Plans should identify current and relevant industry marketing issues and include a detailed & realistic implementation program. 3) Knowledge and understanding of specific implementation and monitoring issues.</p>

Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.10.05 - DEVELOP, MANAGE AND EVALUATE MARKETING STRATEGIES*
05	Results of Assessment	
06	Comments &	

	Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.10.05 - DEVELOP, MANAGE AND EVALUATE MARKETING STRATEGIES*

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
	Element 1 – Analyze the market 1) Market situation is conducted using established techniques in accordance with: a. available budget; b. the need for external assistance; c. existing market data; d. the need for additional data; e. internal and external issues and constraints.					
	Element 2 – Prepare marketing strategies					
	1) Marketing strategies are developed at the appropriate time, using standard market planning techniques.					
	2) Strategies are developed to take account of: a. feedback from operational staff and other colleagues; b. time management and scheduling issues and constraints; c. resource constraints; d. the current industry context; e. the overall enterprise context; f. product development; g. market trends and customer preferences.					
	3) Opportunities for colleagues to contribute to the marketing plan are provided.					
	4) Priorities, responsibilities, timelines and budgets are clearly defined in the plan and communicated to the appropriate colleagues.					
	5) Marketing plan is submitted for approval where appropriate in accordance with enterprise policy.					
	Element 3 – Implement and monitor marketing activities					
	1) Actions detailed in the plan are implemented and monitored in a cost-efficient manner and according to schedule and contingencies.					
	2) Reports are produced in accordance with enterprise policy.					
	3) Information of marketing activities is shared with operational staff to maintain awareness of current enterprise focus.					
	Element 4 – Conduct ongoing evaluation					
	1) Marketing activities are evaluated using agreed methods and benchmarks.					

	2) Adjustments are made in accordance with evaluation.					
	3) Agreed changes are promptly communicated and implemented.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.01.10.05 - DEVELOP, MANAGE AND EVALUATE MARKETING STRATEGIES*

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.11.05 / 1.02.xx.05 - RESEARCH DATA

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Identify research needs</p> <p>1) Specific research needs are identified based on current business focus and needs of the organization. 2) Objectives of the research are developed in consultation with relevant colleagues and authorities.</p> <p>Element 2 – Conduct research</p> <p>1) Research method is selected in accordance with objectives. 2) Where appropriate, documentation required for the research program is prepared. 3) Where appropriate,</p>	<p>UNIT VARIABLES</p> <p>Research methods may include questionnaires and surveys, interviews, focus groups, electronic polling, evaluating secondary data, desk research. Research may be related to customer preference, general visitor patterns, evaluation of marketing</p>

specialist assistance is obtained. 4) Research is conducted within agreed timeframes, in accordance with research methodology and budget parameters. Element 3 – Interpret and apply research results 1) Data collected is accurately analyzed and interpreted. 2) Results are used to inform current activities and future planning. 3) Research results are communicated to appropriate colleagues and external agencies in a timely manner with appropriate recommendations and observations.	initiative, distribution network, potential product development initiative ASSESSMENT GUIDE*: 1) Ability to demonstrate competence and knowledge in research techniques & methodologies, role of research and sources of research data. 2) Ability to apply research knowledge to conduct research.
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.11.05 / IDEM 1.02.XX.05 - RESEARCH DATA*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.11.05 / IDEM 1.02.XX.05 - RESEARCH DATA*

Name of Candidate :
 Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Identify research needs						
	1) Specific research needs are identified based on current business focus and needs of the organization.					
	2) Objectives of the research are developed in consultation with relevant colleagues and authorities.					
Element 2 – Conduct research						
	1) Research method is selected in accordance with objectives.					
	2) Where appropriate, documentation required for the research program is prepared.					
	3) Where appropriate, specialist assistance is obtained.					
	4) Research is conducted within agreed timeframes, in accordance with research methodology and budget parameters.					
Element 3 – Interpret and apply research results						
	1) Data collected is accurately analyzed and interpreted.					
	2) Results are used to inform current activities and future planning.					
	3) Research results are communicated to appropriate colleagues and external agencies in a timely manner with appropriate recommendations and observations.					

Assessment Document 3

APEC TOURISM WORKING GROUP **APEC SKILL STANDARD**

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.01.11.05 / IDEM 1.02.XX.05 - RESEARCH DATA*

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.12.05 3.03.xx.05 / 4.02.xx.05
MAINTAIN PRODUCT INFORMATION INVENTORY

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Obtain and interpret information for inventory 1) Information to be included in inventory is obtained from internal and external colleagues at the appropriate time. 2) Information is correctly interpreted and reviewed prior to entry into inventory.</p> <p>Element 2 – Enter data into inventory system 1) Where appropriate information is accurately calculated prior to entry in accordance with enterprise procedures and commercial agreements or recheck with the person nominated for price calculation. 2) Information is correctly formatted and entered into the inventory system in accordance with enterprise procedures and commercial agreements.</p> <p>Element 3 – Update inventory 1) Inventory information is accurately updated at designated times in accordance with enterprise procedures. 2) Bookings / allotments / requests are monitored. 3) Out-of-date information is removed from the inventory within designated timelines.</p> <p>Element 4 – Provide inventory information 1) Inventory information, updates and briefings are accurately produced within designated timelines. 2) Reports and inventory information are distributed to appropriate colleagues in accordance with enterprise procedures. 3) Assistance to inventory-related matters is provided to colleagues.</p>	<p>UNIT VARIABLES Information inventory may include general information of enterprise products, company sales & marketing systems, rates / costs / tariffs, Terms and conditions of sales, special packages, sales data.</p> <p>ASSESSMENT GUIDE*: 1) Ability to demonstrate competence and knowledge in the role of product inventories for the company and inventory procedures and systems available. 2) Ability to accurately create, update and produce reports on a product inventory system within acceptable timeframes.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	

04	Unit Assessed	APEC SS 2.01.12.05 / APEC SS 3.03.09.05 / APEC SS 4.02.xx.05 - MAINTAIN PRODUCT INFORMATION INVENTORY*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.12.05 / APEC SS 3.03.09.05 / APEC SS 4.02.xx.05 - MAINTAIN PRODUCT INFORMATION INVENTORY*

Name of Candidate :
Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Obtain and interpret information for inventory						
	1) Information to be included in inventory is obtained from internal and external colleagues at the appropriate time.					
	2) Information is correctly interpreted and reviewed prior to entry into inventory.					
Element 2 – Enter data into inventory system						
	1) Where appropriate information is accurately calculated prior to entry in accordance with enterprise procedures and commercial agreements or recheck with the person nominated for price calculation.					
	2) Information is correctly formatted and entered into the inventory system in accordance with enterprise procedures and commercial agreements.					
Element 3 – Update inventory						
	1) Inventory information is accurately updated at designated times in accordance with enterprise procedures.					
	2) Bookings / allotments / requests are monitored.					
	3) Out-of-date information is removed from the inventory within designated timelines.					
Element 4 – Provide inventory information						
	1) Inventory information, updates and briefings are accurately produced within designated timelines.					
	2) Reports and inventory information are distributed to appropriate colleagues in accordance					

	with enterprise procedures.					
	3) Assistance to inventory-related matters is provided to colleagues.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.01.12.05 / APEC SS 3.03.09.05 / APEC SS 4.02.xx.05 - MAINTAIN PRODUCT INFORMATION INVENTORY*

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.13.05 / 4.06.18.05 – SELL MERCHANDISE

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Apply product knowledge 1) Knowledge of the use and application of relevant products and services demonstrated. 2) Experienced sales staff or product information guide consulted to increase product knowledge.</p> <p>Element 2 – Approach customer 1) Timing of customer approach determined and applied. 2) Effective sales approach identified and applied. 3) Positive impression conveyed to arouse customer interest. 4) Knowledge of customer buying behavior demonstrated. 5) Customer is focused on specific merchandise.</p>	<p>UNIT VARIABLES The following variables may be present: a. store policy and procedures with regard to selling products and services; b. size, type and location of store; c. store merchandise range; d. store service range; e. store sales approach; f. product knowledge may include warranties, corresponding benefits of various products, use-by dates, storage requirements and stock availability; g. customers with routine or special requests; h. regular and new customers;</p>

<p>Element 3 – Gather information from customer</p> <p>1) Questioning techniques applied to determine customer buying motives. 2) Listening skills used to determine customer requirements. 3) Non-verbal communication cues interpreted and clarified. 4) Customers identified by name where possible.</p> <p>Element 4 – Sell benefits</p> <p>1) Customer needs matched to appropriate products and services. 2) Knowledge of product features and benefits communicated clearly to customers. 3) Product use and safety requirements described. 4) Customers referred to appropriate product specialist as required. 5) Routine customer questions about merchandise, such as price, price reductions, quality, age etc. are answered accurately, courteously and honesty or referred to more experienced sales staff.</p> <p>Element 5 – Overcome objections</p> <p>1) Customer objections identified. 2) Objections categorized into price, time and merchandise characteristics. 3) Solutions offered according to store policy. 4) Problem solving applied to overcome customer objections.</p> <p>Element 6 – Close sales</p> <p>1) Customer buying signals are monitored, identified and responded to appropriately. 2) Customer is encouraged to make purchase decisions. 3) Appropriate method of closing sale selected and applied.</p> <p>Element 7 – Maximize sales opportunities</p> <p>1) Opportunities for making additional sales recognized and applied. 2) Customer advised of complimentary products of services according to customers identified need. 2) Personal sales outcomes reviewed to maximize future sales.</p>	<p>varying levels of staff.</p> <p>Selling may be face-to-face or by telephone or internet.</p> <p>Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.</p> <p>Handling techniques may vary according to type of merchandise sold and stock characteristics.</p> <p>Selling skill includes: opening techniques, buying signals, strategies to focus customer on specific merchandise, add-ons and complimentary sales, overcoming customer objections, and closing techniques.</p> <p>ASSESSMENT GUIDE</p> <p>1) Look for: a. ability to selling techniques in a retail environment; b. general product knowledge.</p> <p>2) Underpinning knowledge and skills required include: a. store policies and procedures in selling products and services; b. relevant regulations including consumer law; c. store merchandise and service range; d. listening and questioning techniques; e. verbal and non verbal communication skills; f. negotiation techniques; f. customer buying motives; g. customer categories / types; h. types of customer needs, e.g. functional, psychological; i. problem solving techniques; j. performance analysis techniques; k. product knowledge; l. numerical skills.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	XXX
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.13.05 / APEC SS 4.06.18.05 SELL MERCHANDISE
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.13.05 / APEC SS 4.06.18.05 - SELL MERCHANDISE

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Apply product knowledge						
	1) Knowledge of the use and application of relevant products and services demonstrated.					
	2) Experienced sales staff or product information guide consulted to increase product knowledge.					
Element 2 – Approach customer						
	1) Timing of customer approach determined and applied.					
	2) Effective sales approach identified and applied.					
	3) Positive impression conveyed to arouse customer interest.					
	4) Knowledge of customer buying behavior demonstrated.					
	5) Customer is focused on specific merchandise.					
Element 3 – Gather information from customer						
	1) Questioning techniques applied to determine customer buying motives.					
	2) Listening skills used to determine customer requirements.					
	3) Non-verbal communication cues interpreted and clarified.					
	4) Customers identified by name where possible.					
Element 4 – Sell benefits						
	1) Customer needs matched to appropriate products and services.					
	2) Knowledge of product features and benefits communicated clearly to customers.					
	3) Product use and safety requirements described.					
	4) Customers referred to appropriate product specialist as required.					
	5) Routine customer questions about merchandise, such as price, price reductions, quality, age etc. are answered accurately, courteously and honesty or referred to more experienced sales staff.					
Element 5 – Overcome objections						
	1) Customer objections identified.					
	2) Objections categorized into price, time and merchandise characteristics.					
	3) Solutions offered according to store policy.					
	4) Problem solving applied to overcome customer objections.					

Element 6 – Close sales						
	1) Customer buying signals are monitored, identified and responded to appropriately.					
	2) Customer is encouraged to make purchase decisions.					
	3) Appropriate method of closing sale selected and applied.					
Element 7 – Maximize sales opportunities						
	1) Opportunities for making additional sales recognized and applied.					
	2) Customer advised of complimentary products of services according to customers identified need.					
	3) Personal sales outcomes reviewed to maximize future sales.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.01.13.05 / APEC SS 4.06.18.05 - SELL MERCHANDISE

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :
 Candidate Signature :
 Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.14.05 / 4.06.19.05 – ADVICE ON MERCHANDISE

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
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<p>Element 1 – Develop product knowledge</p> <p>1) Product knowledge developed, maintained and conveyed to other staff members as required. 2) Comparisons between products and services researched and applied including: brand options, product features, warranties, and price. 3) Competitors product and service range and pricing are identified and assessed.</p> <p>Element 2 – Recommend specialized products</p> <p>1) Merchandise evaluated according to customer requirements. 2) Features and benefits of products and services demonstrated to customer to create a buying environment. 3) Detailed specialized knowledge of products applied to provide accurate advice to customers.</p>	<p>UNIT VARIABLES</p> <p>The following variables may be present: a. store policy and procedures with regard to selling products and services; b. size, type and location of store; c. store merchandise range; d. store service range; e. store sales approach; f. product knowledge may include warranties, corresponding benefits of various products, use-by dates, storage requirements and stock availability; g. customers with routine or special requests; h. regular and new customers; i. varying levels of staff; various types of customers (with routine or special requests, special needs, regular and new customers, varying backgrounds etc)</p> <p>Handling techniques may vary according to type of merchandise sold and stock characteristics. Selling skill includes: opening techniques, buying signals, strategies to focus customer on specific merchandise, add-ons and complimentary sales, overcoming customer objections, and closing techniques.</p> <p>ASSESSMENT GUIDE</p> <p>1) Look for: a. ability to provide in-depth advice on merchandise as appropriate to the enterprise. 2) Underpinning knowledge and skills required include: a. store policies and procedures in selling products and services; b. relevant regulations including consumer law; c. store merchandise and service range; d. listening and questioning techniques; e. verbal and non verbal communication skills; f. negotiation techniques; f. customer buying motives; g. customer categories / types; h. types of customer needs, e.g. functional, psychological; i. problem solving techniques; j. performance analysis techniques; k. product knowledge; l. numerical skills.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	XXX
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.14.05 / APEC SS 4.06.19.05 ADVISE ON MERCHANDISE
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review	

	Process	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.14.05 / APEC SS 4.06.19.05 - ADVICE ON MERCHANDISE

Name of Candidate :
Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Develop product knowledge						
	1) Product knowledge developed, maintained and conveyed to other staff members as required.					
	2) Comparisons between products and services researched and applied including: brand options, product features, warranties, and price.					
	3) Competitors product and service range and pricing are identified and assessed.					
Element 2 – Recommend specialized products						
	1) Merchandise evaluated according to customer requirements.					
	2) Features and benefits of products and services demonstrated to customer to create a buying environment.					
	3) Detailed specialized knowledge of products applied to provide accurate advice to customers.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.01.14.05 / APEC SS 4.06.19.05 - ADVICE ON MERCHANDISE

Name of Candidate :
Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.15.05 / 4.06.20.05 – MERCHANDISE PRODUCTS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Place and arrange merchandise 1) Merchandise unpacked according to store procedures. 2) Merchandise placed on floor, fixtures and shelves in designated locations. 3) Merchandise displayed to achieve balanced fully stocked appearance and promote sales. 4) Damaged, soiled or out of date stock identified and corrective action taken as required according to store procedures. 5) Stock range placed to conform to fixtures, ticketing, prices or bar codes. 6) Stock rotated according to stock requirements and store procedures. 7) Stock presentation conforms to special handling techniques and safety requirements.</p> <p>Element 2 – Prepare display labels/tickets 1) Labels/tickets for window, wall or floor displays prepared according to store policy. 2) Tickets prepared using electronic equipment or neatly by hand according to store procedures. 3) Soiled, damaged, illegible or incorrect labels / tickets identified and corrective actions taken. 4) Electronic ticketing equipment used and maintained according to design specifications. 5) Ticketing equipment maintained and stored in a secure location.</p> <p>Element 3 – Place, arrange and display price tickets and labels (where applicable) 1) Tickets/labels are visible and correctly placed on merchandise. 2) Labels / tickets replaced according to store policy. 3) Correct pricing and information maintained on merchandise according to store.</p> <p>Element 4 – Maintain display 1) Special promotion areas reset and dismantled. 2) Supervisor assisted in selection of merchandise for display. 3) Merchandise arranged as directed and/or according to lay out specifications and load bearing capacity of fixtures. 4) Unsuitable or out of date displays identified, reset and / or removed as directed. 5) Optimum stock levels identified and stock replenished according to store policy. 6) Display areas maintained in a clean and tidy manner. 7) Excess packaging removed from display areas.</p> <p>Element 5 – Protect merchandise. 1) Correct handling, storage and display techniques identified and used according to stock characteristics.</p>	<p>UNIT VARIABLES The following variables may be present: a. store policy and procedures with regard to selling products and services; b. size, type and location of store; c. store merchandise range; d. store service range; e. store sales approach; f. product knowledge may include warranties, corresponding benefits of various products, use-by dates, storage requirements and stock availability; g. customers with routine or special requests; h. regular and new customers; i. varying levels of staff; various types of customers (with routine or special requests, special needs, regular and new customers, varying backgrounds etc). Store ticketing and pricing policy may include: pricing gun, shelf tickets, shelf talkers, written labels, swing ticketing, bar coding, price boards, header boards etc. Merchandise may be characterized by: type, size, brand, customer, color, etc.</p> <p>ASSESSMENT GUIDE 1) Look for: a. ability to follow correct procedures for the selling of products according to store procedures; b. knowledge of techniques for the presentation of merchandise. 2) Underpinning knowledge and skills required include: a. store policies and procedures in selling products and services; b. relevant regulations including consumer law; c. principles of display; d. location of display areas; e. merchandise range and specifications; f. availability and use of display materials; g. merchandise life cycle; h. correct handling techniques for protection of shelf and merchandise; i. stock rotation; j. stock replenishment; k. numerical skills; safety requirements.</p>

Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.15.05 / APEC SS 4.06.20.05 MERCHANDISE PRODUCTS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.15.05 / APEC SS 4.06.20.05 - MERCHANDISE PRODUCTS

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V	S	C	A	

		D	F	U	U
Element 1 – Place and arrange merchandise					
	1) Merchandise unpacked according to store procedures.				
	2) Merchandise placed on floor, fixtures and shelves in designated locations.				
	3) Merchandise displayed to achieve balanced fully stocked appearance and promote sales.				
	4) Damaged, soiled or out of date stock identified and corrective action taken as required according to store procedures.				
	5) Stock range placed to conform to fixtures, ticketing, prices or bar codes.				
	6) Stock rotated according to stock requirements and store procedures.				
	7) Stock presentation conforms to special handling techniques and safety requirements.				
Element 2 – Prepare display labels/tickets					
	1) Labels/tickets for window, wall or floor displays prepared according to store policy.				
	2) Tickets prepared using electronic equipment or neatly by hand according to store procedures.				
	3) Soiled, damaged, illegible or incorrect labels / tickets identified and corrective actions taken.				
	4) Electronic ticketing equipment used and maintained according to design specifications.				
	5) Ticketing equipment maintained and stored in a secure location.				
Element 3 – Place, arrange and display price tickets and labels (where applicable)					
	1) Tickets/labels are visible and correctly placed on merchandise.				
	2) Labels / tickets replaced according to store policy.				
	3) Correct pricing and information maintained on merchandise according to store.				
Element 4 – Maintain display					
	1) Special promotion areas reset and dismantled.				
	2) Supervisor assisted in selection of merchandise for display.				
	3) Merchandise arranged as directed and/or according to lay out specifications and load bearing capacity of fixtures.				
	4) Unsuitable or out of date displays identified, reset and / or removed as directed.				
	5) Optimum stock levels identified and stock replenished according to store policy.				
	6) Display areas maintained in a clean and tidy manner.				
	7) Excess packaging removed from display areas.				
Element 5 – Protect merchandise.					
	1) Correct handling, storage and display techniques identified and used according to stock characteristics.				

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.01.15.05 / APEC SS 4.06.20.05 - MERCHANDISE PRODUCTS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.01.16.05 / 2.02.xx.05 / 4.06.21.05
PROCESS POINT OF SALES (POS) TRANSACTIONS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Operate Point of Sale (POS) Equipment 1) POS equipment is operated according to design applications. 2) POS terminal opened and closed according to enterprise procedures. 3) POS terminal cleared and transaction transferred according to enterprise procedures. 4) Cash handled according to enterprise security procedures. 5) Supplies of change in POS terminal maintained according to enterprise policy. 6) Active POS attended according to store policy. 7) Records completed for transaction errors according to store policy. 8) Adequate supplies of dockets, vouchers and POS documents maintained. 9) Customers courteously informed of delays in POS process.</p> <p>Element 2 – Perform POS transactions 1) POS transactions completed according to store policy. 2) Store procedures identified and applied in respect of cash and non-cash transactions, such debit/credits cards, cheques, gift vouchers etc. 3) Store procedures identified and applied according to exchanges and returns. 4) Goods moved through POS area efficiently and treated according to fragility and packaging. 5) Information accurately and properly entered into POS equipment. 6) Price/total/amount of cash received stated verbally to customer. 7) Correct change offered.</p> <p>Element 3 – Complete sales 1) Customer order forms, invoices, receipts are accurately completed. 2) Customer delivery requirements identified and processed accurately without undue delay. 3) Sales transactions processed without undue delay or customer directed to other terminals according to enterprise policy.</p> <p>Element 4 – Wrap and pack goods 1) Adequate supplies of wrapping material or bags maintained/requested. 2) Appropriate packaging material selected. 3) Merchandise wrapped neatly and effectively where required. 4) Items packed safely to avoid damage in transit, and labels attached where required. 5) Transfer of merchandise for parcel pick-up or other delivery methods arranged if required.</p>	<p>UNIT VARIABLES This unit applies to all kinds of stores selling merchandise. Store policies & procedures refer to operation of POS equipment, security and sales transactions. POS equipment may be manual or electronic.</p> <p>ASSESSMENT GUIDE 1) Evidence should include demonstrated capacity to correctly operate POS equipment according to enterprise procedures within acceptable timeframes. 2) Underpinning knowledge and skills include: a. store policies and procedures regarding customer service and sales techniques; b. relevant regulations and consumer law; c. wrapping and packaging techniques; d. merchandise handling techniques; e. numeric skills.</p>

2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	XXX
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.01.16.05 / APEC SS 2.02.xx.05 / APEC SS 4.06.21.05 PROCESS POINT OF SALES (POS) TRANSACTIONS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.01.16.05 / APEC SS 2.02.xx.05 / APEC SS 4.06.21.05 - PROCESS POINT OF SALES (POS) TRANSACTIONS

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Operate Point of Sale (POS) Equipment						
	1) POS equipment is operated according to design applications.					

APEC TOURISM WORKING GROUP**APEC TWG Project No. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV**

EMPOWER Associates, Consultant

	2) POS terminal opened and closed according to enterprise procedures.					
	3) POS terminal cleared and transaction transferred according to enterprise procedures.					
	4) Cash handled according to enterprise security procedures.					
	5) Supplies of change in POS terminal maintained according to enterprise policy.					
	6) Active POS attended according to store policy.					
	7) Records completed for transaction errors according to store policy.					
	8) Adequate supplies of dockets, vouchers and POS documents maintained.					
	9) Customers courteously informed of delays in POS process.					
Element 2 – Perform POS transactions						
	1) POS transactions completed according to store policy.					
	2) Store procedures identified and applied in respect of cash and non-cash transactions, such debit/credits cards, cheques, gift vouchers etc.					
	3) Store procedures identified and applied according to exchanges and returns.					
	4) Goods moved through POS area efficiently and treated according to fragility and packaging.					
	5) Information accurately and properly entered into POS equipment.					
	6) Price/total/amount of cash received stated verbally to customer.					
	7) Correct change offered.					
Element 3 – Complete sales						
	1) Customer order forms, invoices, receipts are accurately completed.					
	2) Customer delivery requirements identified and processed accurately without undue delay.					
	3) Sales transactions processed without undue delay or customer directed to other terminals according to enterprise policy.					
Element 4 – Wrap and pack goods						
	1) Adequate supplies of wrapping material or bags maintained/requested.					
	2) Appropriate packaging material selected.					
	3) Merchandise wrapped neatly and effectively where required.					
	4) Items packed safely to avoid damage in transit, and labels attached where required.					
	5) Transfer of merchandise for parcel pick-up or other delivery methods arranged if required.					

Assessment Document 3**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD****VALIDITY OF ASSESSMENT SHEET**

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.01.16.05 / APEC SS 2.02.xx.05 / APEC SS 4.06.21.05 - PROCESS POINT OF SALES (POS) TRANSACTIONS

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT MATERIALS
APEC SKILL STANDARD UNITS
2005

ASSESSMENT FILE BY UNITS CHAPTER 2.02 - FINANCIAL ADMINISTRATION (11 Units)
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SUMMARY OF UNITS

Unit code	Unit Name	Elmts	Total PC
2.02.01.05	Process financial transaction (idem 3.03.03.05)	2	7+8 = 15
2.02.02.05	Maintain financial records (idem 3.03.04.05)	2	6+4 = 10
2.02.03.05	Audit financial procedures (idem 3.03.05.05)	2	6+2 = 8
2.02.04.05	Prepare financial statement	3	1+3+2 = 6
2.02.05.05	Administer refunds settlement (idem 3.03.xx.05 / 4.02.xx.05)	2	5+3 = 8
2.02.06.05	Manage payroll records	3	4+5+5 = 14
2.02.07.05	Manage finances within a budget	4	5+4+6+3 = 18
2.02.08.05	Prepare and monitor budgets	3	4+10+4 = 18
2.02.09.05	Manage financial operations	8	4+6+5+4+6+2+4+3 = 34
2.02.10.05	Manage and purchase stocks	3	4+5+5 = 14
2.02.11.05	Process Point of Sales (POS) transactions (idem 4.06.xx.05)	4	9+7+3+5 = 24
	Total 11 units	36	169

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.02.01.05 / 3.03.xx.05 – PROCESS FINANCIAL TRANSACTIONS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Process receipts and payment</p> <p>1) Cash float is received and accurately checked using correct documentation. 2) Cash received is accurately checked and correct change is given. 3) Receipts are correctly prepared and issued when required. 4) Non cash transactions are processed in accordance with enterprise and financial institution procedures. 5) Transactions are correctly and promptly recorded. 6) When payments are required, documents are checked and cash is issued according to enterprise procedures. 7) All transactions are conducted in a manner which meets enterprise speed and customer service standards.</p> <p>Element 2 – Reconcile takings</p> <p>1) Balancing procedures are performed at the designated times in accordance with enterprise policy. 2) Cash float is separated from takings prior to balancing procedure and secured in accordance with enterprise procedures. 3) Register/terminals reading or print-out is accurately determined where appropriate. 4) Cash and non-cash documents are removed and transported in accordance with enterprise security procedures. 5) Cash is accurately counted. 6) Non cash documents are accurately counted. 7) Balance between register/terminal reading and sum of cash and non-cash transactions is accurately determined. 8) Takings are recorded in accordance with enterprise procedures.</p>	<p>UNIT VARIABLES</p> <p>Transactions may include credit cards, cheques, debit cards, deposits, advanced payments, vouchers, company charges, refunds, traveler cheques, foreign currency and other financial transactions.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate competence and knowledge in basic numerical skills, cash counting procedures, procedures for processing non-cash transactions and security procedures for cash and other financial documentation. 2) Ability to conduct accurate and secure financial transactions within acceptable timeframes. 3) Knowledge of basic handling principles and security procedures.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.02.01.05 / APEC SS 3.03.03.05 - PROCESS FINANCIAL TRANSACTIONS*
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.02.01.05 / APEC SS 3.03.03.05 - PROCESS FINANCIAL TRANSACTIONS*

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Process receipts and payment						
	1) Cash float is received and accurately checked using correct documentation.					
	2) Cash received is accurately checked and correct change is given.					
	3) Receipts are correctly prepared and issued when required.					
	4) Non cash transactions are processed in accordance with enterprise and financial institution procedures.					
	5) Transactions are correctly and promptly recorded.					
	6) When payments are required, documents are checked and cash is issued according to enterprise procedures.					
	7) All transactions are conducted in a manner which meets enterprise speed and customer service standards.					
Element 2 – Reconcile takings						
	1) Balancing procedures are performed at the designated times in accordance with enterprise policy.					
	2) Cash float is separated from takings prior to balancing procedure and secured in accordance with enterprise procedures.					
	3) Register/terminals reading or print-out is accurately determined where appropriate.					
	4) Cash and non-cash documents are removed and transported in accordance with enterprise security procedures.					
	5) Cash is accurately counted.					
	6) Non cash documents are accurately counted.					
	7) Balance between register/terminal reading and sum of cash and non-cash transactions is accurately determined. 8) Takings are recorded in accordance with enterprise procedures.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.02.01.05 / APEC SS 3.03.03.05 - PROCESS FINANCIAL TRANSACTIONS*

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :
 Candidate Signature :
 Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.02.02.05 / 3.03.04.05 – MAINTAIN FINANCIAL RECORDS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Make journal entries</p> <p>1) The correct journal is selected for intended entry. 2) Entries to journal are accurate and correctly located. 3) Journal entries are supported with explanation and cross-referencing to support documentation. 4) Irregularities are noted and acted in out for resolution within designated timelines. 5) Journal entries are correctly authorized. 6) Source documents are correctly filed.</p> <p>Element 2 – Reconcile accounts</p> <p>1) Transaction documentation and account balances are accurately checked to ensure matching. 2) Discrepancies are identified, investigated or reported in accordance with level of individual responsibility. 3) Errors in documentation are rectified or reported. 4) Data is recorded on the nominated system within designated timelines.</p>	<p>UNIT VARIABLES</p> <p>Bookkeeping system may be manual or computerized. Journal entries may include cash receipts / payment, cash sales, petty cash, purchases journal, sales journal, return outwards journal, return inwards journal, main-general journal, payroll journal etc. Reconciliations may include petty cash, bank, subsidiary ledgers and control accounts, stock, etc.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate competence and knowledge in bookkeeping principles and terminology and typical record keeping systems as appropriate to the industry sector. 2) Ability to maintain accurate records within acceptable enterprise timeframes and in accordance with enterprise requirements.</p>

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.02.02.05 / APEC SS 3.03.04.05 - MAINTAIN FINANCIAL RECORDS *
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.02.02.05 / APEC SS 3.03.04.05 - MAINTAIN FINANCIAL RECORDS *

Name of Candidate :
Name of Assessor/s :

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*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	

APEC TOURISM WORKING GROUP

APEC TWG PROJECT no. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

EMPOWER Associates, Consultant

Element 1 – Make journal entries						
	1) The correct journal is selected for intended entry.					
	2) Entries to journal are accurate and correctly located.					
	3) Journal entries are supported with explanation and cross-referencing to support documentation.					
	4) Irregularities are noted and acted in out for resolution within designated timelines.					
	5) Journal entries are correctly authorized.					
	6) Source documents are correctly filed.					
Element 2 – Reconcile accounts						
	1) Transaction documentation and account balances are accurately checked to ensure matching.					
	2) Discrepancies are identified, investigated or reported in accordance with level of individual responsibility.					
	3) Errors in documentation are rectified or reported.					
	4) Data is recorded on the nominated system within designated timelines.					

Assessment Document 3

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.02.02.05 / APEC SS 3.03.04.05 - MAINTAIN FINANCIAL RECORDS *

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

ASSESSMENT FILE
APEC SS 2.02.03.05 / 3.03.xx.05 – AUDIT FINANCIAL PROCEDURES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Monitor financial procedures</p> <p>1) Transactions are checked in accordance with enterprise procedures. 2) Transactions are accurately balanced. 3) Balances prepared by others are checked in accordance with enterprise procedures. 4) Financial systems are implemented and controlled in accordance with enterprise procedures. 5) Systems are monitored and input provided to appropriate management on possible improvements. 6) Discrepancies are identified and resolved according to level of responsibility.</p> <p>Element 2 – Complete financial reports</p> <p>1) Routine reports are accurately completed within designated timelines. 2) Reports are promptly forwarded to the appropriate person / department.</p>	<p>UNIT VARIABLES</p> <p>Transactions and financial / statistical reports may relate to daily/weekly/monthly transactions and reports, break-up by department, occupancy, sales performance, commissions earnings, sales returns, commercial account activity, foreign currencies activities, all types of payment.</p> <p>Financial system may include petty cash, debtor control, banking procedures etc.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate competence and knowledge in typical financial control processes and procedures as appropriate to the industry, internal & external auditing and financial reporting processes, importance of auditing & reporting processes in overall enterprise financial management. 2) Ability to accurately audit and provide reports on routine financial procedures within enterprise acceptable timeframes.</p>

Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.02.03.05 / APEC SS 3.03.05.05 - AUDIT FINANCIAL PROCEDURES*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.02.03.05 / APEC SS 3.03.05.05 - AUDIT FINANCIAL PROCEDURES*

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test
** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic
*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Monitor financial procedures						
	1) Transactions are checked in accordance with enterprise procedures.					
	2) Transactions are accurately balanced.					
	3) Balances prepared by others are checked in accordance with enterprise procedures.					
	4) Financial systems are implemented and controlled in accordance with enterprise procedures.					
	5) Systems are monitored and input provided to appropriate management on possible improvements.					
	6) Discrepancies are identified and resolved according to level of responsibility.					
Element 2 – Complete financial reports						
	1) Routine reports are accurately completed within designated timelines.					
	2) Reports are promptly forwarded to the appropriate person / department.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.02.03.05 / APEC SS 3.03.05.05 - AUDIT FINANCIAL PROCEDURES*

Name of Candidate :
Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.02.04.05 – PREPARE FINANCIAL STATEMENT

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Post actions to ledger</p> <p>1) Transactions are accurately posted from journals to the appropriate ledger accounts in accordance with accounting practices and enterprise procedures.</p> <p>Element 2 – Make end period adjustments</p> <p>1) Ledgers are monitored and accurately adjusted at the appropriate time. 2) Adjustments are taken into account as appropriate: a. pre payments; b. accruals; c. depreciation; d. debts and closing stock. 3) Errors and discrepancies are noted and action is taken to rectify the discrepancies.</p> <p>Element 3 – Produce balance sheets and P/L statement</p> <p>1) Balance sheets and P/L statements are accurately produced in accordance with standard accounting practices and enterprise requirements. 2) Information is accurately interpreted and distributed to appropriate people within required timeframes.</p>	<p>UNIT VARIABLES</p> <p>Recording mechanism / systems may be manual or automated.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate competence and knowledge in basic accounting principles and practices such as: a. double entry system and concept of debits and credits in bookkeeping; b. basic transactions groups: assets, liabilities, proprietorship, income, expenses; c. balance sheet / P/L statement preparation. 2) Ability to accurately prepare and interpret financial statements within enterprise acceptable timeframes.</p>

Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	

03	Location of Assessment	
04	Unit Assessed	APEC SS 2.02.04.05 - PREPARE FINANCIAL STATEMENT*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.02.04.05 - PREPARE FINANCIAL STATEMENT*

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
	Element 1 – Post actions to ledger					
	1) Transactions are accurately posted from journals to the appropriate ledger accounts in accordance with accounting practices and enterprise procedures.					
	Element 2 – Make end period adjustments					
	1) Ledgers are monitored and accurately adjusted at the appropriate time.					
	2) Adjustments are taken into account as appropriate: a. pre payments; b. accruals; c. depreciation; d. debts and closing stock.					
	3) Errors and discrepancies are noted and action is taken to rectify the discrepancies.					
	Element 3 – Produce balance sheets and P/L statement					
	1) Balance sheets and P/L statements are accurately produced in accordance with standard accounting practices and enterprise requirements.					
	2) Information is accurately interpreted and distributed to appropriate people within required timeframes.					

Assessment Document 3

APEC TOURISM WORKING GROUP APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.02.04.05 - PREPARE FINANCIAL STATEMENT*

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE

APEC SS 2.02.05.05 / 3.03.xx.05 / 4.02.xx.05

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Report on sales and refunds</p> <p>1) Information and documents required for refunds settlement report is compiled at the appropriate time. 2) Documents are checked for accuracy and discrepancies identified and included in the report. 3) Document copies are correctly processed. 4) Refund notices and refund applications are accurately completed when appropriate. 5) Refund reports are accurately produced to include all transaction details.</p> <p>Element 2 – Complete billing and settlement</p> <p>1) Payments are accurately calculated in accordance with refund procedures and adjustment systems. 2) Discrepancies are identified and acted upon in accordance with refund procedures. 3) Payments are made within designated timelines.</p>	<p>UNIT VARIABLES</p> <p>Refund procedures may change according to specific enterprise procedures and government regulations.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated capacity to: a. process refund procedures and documentation; b. correctly apply relevant rules and regulations within acceptable enterprise timelines.</p> <p>2) Underpinning knowledge and skills include: a. knowledge of refund procedures; b. knowledge of refund documentation; c. relevant regulations/requirements.</p>

Assessment Document 1

**APEC TOURISM WORKING GROUP
 APEC SKILL STANDARD (APEC SS)
 2005**

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.02.05.05 / APEC SS 3.03.10.05 / APEC SS 4.02.xx.05 - ADMINISTER REFUNDS SETTLEMENT
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
 APEC SKILL STANDARD
 2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.02.05.05 / APEC SS 3.03.10.05 / APEC SS 4.02.xx.05 - ADMINISTER REFUNDS SETTLEMENT

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V	S	C	A	

APEC TOURISM WORKING GROUP

APEC TWG PROJECT no. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

EMPOWER Associates, Consultant

		D	F	U	U
Element 1 – Report on sales and refunds					
	1) Information and documents required for refunds settlement report is compiled at the appropriate time.				
	2) Documents are checked for accuracy and discrepancies identified and included in the report.				
	3) Document copies are correctly processed.				
	4) Refund notices and refund applications are accurately completed when appropriate.				
	5) Refund reports are accurately produced to include all transaction details.				
Element 2 – Complete billing and settlement					
	1) Payments are accurately calculated in accordance with refund procedures and adjustment systems.				
	2) Discrepancies are identified and acted upon in accordance with refund procedures.				
	3) Payments are made within designated timelines.				

Assessment Document 3

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD**

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.02.05.05 / APEC SS 3.03.10.05 / APEC SS 4.02.xx.05 - ADMINISTER REFUNDS SETTLEMENT

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE

APEC SS 2.02.06.05 - MANAGE PAYROLL RECORDS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Prepare payroll date</p> <p>1) Gross pay is accurately calculated from information contained in the agreement with the employee. 2) Compulsory and voluntary deductions are accurately calculated from relevant documentation. 3) Payment due to individual employees is calculated, or data referred to payroll processor for calculation within designated timelines. 4) Details of pay identifying gross and net amounts are correctly prepared for presentation to individual employees.</p> <p>Element 2 – Process payment of salaries</p> <p>1) Salaries and wages are prepared and issued within designated timelines. 2) Records are kept and maintained for taxation and auditing purposes. 3) Designated security procedures are followed at all times to ensure confidentiality and security of information. 4) Salary, wage and related enquiries are dealt with promptly and courteously. 5) Records are kept for the period as determined by government regulations.</p> <p>Element 3 – Administer salary and tax report</p> <p>1) Employee income tax report amounts are prepared and balanced from salary records. 2) Declaration forms for new and existing employees are completed in accordance with Taxation Office requirements. 3) Payments to government authorities are prepared and dispatched within the timelines designated by the authority. 4) Group tax amounts are calculated and/or transcribed and payments made in accordance with government procedures. 5) Periodic deductions are forwarded to nominated creditors within designated timelines (if applicable).</p>	<p>UNIT VARIABLES</p> <p>Recording systems may be manual or computerized.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate competence and knowledge Taxation Office requirements for salary records and payments, knowledge of appropriate industrial agreements for calculation of payment, knowledge of information in workplace agreements. 2) Ability to accurately calculate payment, produce accurate pay advice slips and maintain records according to enterprise and government requirements. 3) General knowledge in payroll procedures.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.02.06.05 - MANAGE PAYROLL RECORDS*
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.02.06.05 - MANAGE PAYROLL RECORDS*

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
	Element 1 – Prepare payroll date					
	1) Gross pay is accurately calculated from information contained in the agreement with the employee. 2) Compulsory and voluntary deductions are accurately calculated from relevant documentation. 3) Payment due to individual employees is calculated, or data referred to payroll processor for calculation within designated timelines. 4) Details of pay identifying gross and net amounts are correctly prepared for presentation to individual employees.					
	Element 2 – Process payment of salaries					
	1) Salaries and wages are prepared and issued within designated timelines.					
	2) Records are kept and maintained for taxation and auditing purposes.					
	3) Designated security procedures are followed at all times to ensure confidentiality and security of information.					
	4) Salary, wage and related enquiries are dealt with promptly and courteously.					
	5) Records are kept for the period as determined by government regulations.					
	Element 3 – Administer salary and tax report					
	1) Employee income tax report amounts are prepared and balanced from salary records.					
	2) Declaration forms for new and existing employees are completed in accordance with Taxation Office requirements.					
	3) Payments to government authorities are prepared and dispatched within the timelines designated by the authority.					
	4) Group tax amounts are calculated and/or transcribed and payments made in accordance with government procedures.					
	5) Periodic deductions are forwarded to nominated creditors within designated timelines (if applicable).					

Assessment Document 3

APEC TOURISM WORKING GROUP APEC SKILL STANDARD

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APEC SS 2.02.06.05 - MANAGE PAYROLL RECORDS*

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE

APEC SS 2.02.07.05 – MANAGE FINANCES WITHIN A BUDGET

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Allocate budget resources</p> <p>1) Funds are allocated according to agreed priorities. 2) Changes in income and expenditure priorities are discussed with the appropriate person prior to implementation. 3) All relevant personnel are kept informed of resource decision. 4) Colleagues are made aware of the importance of budget control. 5) Records of resource allocation are accurately detailed in accordance with enterprise control systems.</p> <p>Element 2 – Monitor financial activities against budget</p> <p>1) Actual income and expenditure is checked against budgets at regular intervals. 2) Financial commitments are included to ensure accurate monitoring. 3) Deviations are identified and reported according to enterprise policy significance of deviation. 4) Appropriate colleagues are advised of budget status in relation to targets.</p>	<p>Range of variables</p> <p>Budgets may include cash budgets, departmental budgets, budgeted P/L and balance sheets, wages budget, project budgets, purchasing budgets, sales budgets, cash flow budgets, budgets for small business.</p> <p>Critical aspects of assessment*</p> <p>1) Ability to demonstrate competence and knowledge in budgeting including different types of budgets, budget structure and how to interpret a budget; knowledge of internal and external</p>

<p>Element 3 – Identify and evaluate options for improved budget performance</p> <p>1) Existing costs and resources are assessed and areas for improvement are clearly identified. 2) Desired outcomes are discussed with relevant colleagues. 3) Research is undertaken to investigate new approaches. 4) Benefits and disadvantages of new approaches are clearly defined and communicated. 5) Impacts on customer service levels and colleagues are taken into consideration. 6) Recommendations are clearly and logically presented to the appropriate person / department.</p> <p>Element 4 – Complete financial / statistical reports</p> <p>1) All required financial and statistical reports are completed accurately within designated timelines. 2) Reports are clear, concise and checked for accuracy. 3) Reports are promptly forwarded to the appropriate person/department.</p>	<p>auditing requirements; knowledge of government regulations in specific relation to disbursement of funds and record keeping (if applicable); financial reporting procedures. 2) Ability to monitor income and expenditure in accordance with budget and to identify ways of improving budget performance. 3) Knowledge of basic budget principles and accounting / auditing / government regulation / reporting requirements.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD (APEC SS)

2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.02.07.05 - MANAGE FINANCES WITHIN A BUDGET
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD

2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC TOURISM WORKING GROUP

APEC TWG PROJECT no. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

EMPOWER Associates, Consultant

APEC SS 2.02.07.05 - MANAGE FINANCES WITHIN A BUDGET

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Allocate budget resources						
	1) Funds are allocated according to agreed priorities.					
	2) Changes in income and expenditure priorities are discussed with the appropriate person prior to implementation.					
	3) All relevant personnel are kept informed of resource decision.					
	4) Colleagues are made aware of the importance of budget control.					
	5) Records of resource allocation are accurately detailed in accordance with enterprise control systems.					
Element 2 – Monitor financial activities against budget						
	1) Actual income and expenditure is checked against budgets at regular intervals.					
	2) Financial commitments are included to ensure accurate monitoring.					
	3) Deviations are identified and reported according to enterprise policy significance of deviation.					
	4) Appropriate colleagues are advised of budget status in relation to targets.					
Element 3 – Identify and evaluate options for improved budget performance						
	1) Existing costs and resources are assessed and areas for improvement are clearly identified.					
	2) Desired outcomes are discussed with relevant colleagues.					
	3) Research is undertaken to investigate new approaches.					
	4) Benefits and disadvantages of new approaches are clearly defined and communicated.					
	5) Impacts on customer service levels and colleagues are taken into consideration.					
	6) Recommendations are clearly and logically presented to the appropriate person / department.					
Element 4 – Complete financial / statistical reports						
	1) All required financial and statistical reports are completed accurately within designated timelines.					
	2) Reports are clear, concise and checked for accuracy.					
	3) Reports are promptly forwarded to the appropriate person/department.					

Assessment Document 3

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.02.07.05 - MANAGE FINANCES WITHIN A BUDGET

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.02.08.05 – PREPARE AND MONITOR BUDGET

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Prepare budget information</p> <p>1) Data required for budget preparation is correctly identified and assessed. 2) Data is reviewed and analyzed in readiness for budget preparation. 3) Where appropriate, directives from senior management or organizing committees are followed. 4) Internal and external environments are analyzed for potential impacts on budget planning process.</p> <p>Element 2 – Prepare budget</p> <p>1) The budget is drafted, based on analysis of all available information and in accordance with enterprise policy. 2) Income and expenditure estimates are clearly identified and supported by valid, reliable and relevant information. 3) Alternative approaches are assessed and presented where appropriate. 4) Recommendations are presented clearly, concisely and in an appropriate format. 5) The budget draft accurately reflects enterprise objectives. 6) The draft is circulated for comments. 7) The draft is negotiated in accordance with enterprise policy and procedures. 8) Modifications are agreed and incorporated. 9) The final budget is completed in required format within designated timelines. 10) Colleagues are informed of final budget decisions and ramifications in a timely manner.</p> <p>Element 3 – Monitor and review budget</p> <p>1) The budget is regularly reviewed to assess actual performance against estimated performance. 2) Significant deviations are investigated and action taken accordingly. 3) Changes in the internal and external environment are considered during budget review, and adjustment made accordingly. 4) Information is collected to assist in future budget preparation.</p>	<p>Range of variables</p> <p>Budgets may include cash budgets, departmental budgets, budgeted P/L and balance sheets, wages budget, project budgets, purchasing budgets, sales budgets, cash flow budgets, budgets for small business.</p> <p>Critical aspects of assessment*</p> <p>1) Ability to demonstrate competence and knowledge in accounting principles & practices in specific relation with budget preparation, business documentation presentation, negotiation skills in specific relation to budgetary planning, research skills. 2) Understanding of the technical budget preparation process and accounting procedures that must be followed. 3) Ability to prepare a range of realistic and accurate budgets within the context of the workplace. 4) Ability to analyze and consider the internal and external factors that impact on the budget development process.</p>

Assessment Document 1

**APEC SKILL STANDARD (APEC SS)
 2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.02.08.05 - PREPARE AND MONITOR BUDGET
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
 APEC SKILL STANDARD
 2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.02.08.05 - PREPARE AND MONITOR BUDGET

Name of Candidate :
 Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Prepare budget information						

APEC TOURISM WORKING GROUP**APEC TWG PROJECT no. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV**

EMPOWER Associates, Consultant

	1) Data required for budget preparation is correctly identified and assessed.					
	2) Data is reviewed and analyzed in readiness for budget preparation.					
	3) Where appropriate, directives from senior management or organizing committees are followed.					
	4) Internal and external environments are analyzed for potential impacts on budget planning process.					
Element 2 – Prepare budget						
	1) The budget is drafted, based on analysis of all available information and in accordance with enterprise policy.					
	2) Income and expenditure estimates are clearly identified and supported by valid, reliable and relevant information.					
	3) Alternative approaches are assessed and presented where appropriate.					
	4) Recommendations are presented clearly, concisely and in an appropriate format.					
	5) The budget draft accurately reflects enterprise objectives.					
	6) The draft is circulated for comments.					
	7) The draft is negotiated in accordance with enterprise policy and procedures.					
	8) Modifications are agreed and incorporated.					
	9) The final budget is completed in required format within designated timelines.					
	10) Colleagues are informed of final budget decisions and ramifications in a timely manner.					
Element 3 – Monitor and review budget						
	1) The budget is regularly reviewed to assess actual performance against estimated performance.					
	2) Significant deviations are investigated and action taken accordingly.					
	3) Changes in the internal and external environment are considered during budget review, and adjustment made accordingly.					
	4) Information is collected to assist in future budget preparation.					

Assessment Document 3**APEC TOURISM WORKING GROUP****APEC SKILL STANDARD****VALIDITY OF ASSESSMENT SHEET**

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.02.08.05 - PREPARE AND MONITOR BUDGET

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.02.09.05 – MANAGE FINANCIAL OPERATIONS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Develop approaches to financial management</p> <p>1) The scope of financial management is assessed. 2) The need for specialist accounting assistance is identified and organized. 3) Approaches to financial management are developed based on overall direction and goals of the enterprise. 4) Financial management systems and procedures are developed in accordance with enterprise needs.</p> <p>Element 2 – Develop and monitor financial procedures and systems</p> <p>1) The importance of financial objectives, management controls and systems are fully explained to all staff. 2) Procedures and systems are developed to meet all statutory requirements and internal control requirements. 3) Procedures and systems are developed for monitoring income and ensuring payment of accounts. 4) Compliance with procedures and systems is regularly checked. 5) The flow of financial information within the organization is monitored in terms of currency, accuracy and relevance. 6) Financial management systems are regularly reviewed and adjustments made in accordance with enterprise needs.</p> <p>Element 3 – Prepare and monitor accounts</p> <p>1) Original entry systems are supervised to maintain accuracy and currency. 2) The general ledger is supervised and adjusted in accordance with accepted accounting practices. 3) Reports on current financial position are accurately generated. 4) Income and expenditure statements are accurately prepared. 5) Funds statements / statements of cash flow are accurately prepared.</p> <p>Element 4 – Make pricing decisions</p> <p>1) Pricing decisions are made based on current and accurate financial and marketplace data. 2) Fixed, variable and semi-variable costs are identified. 3) Cost volume profit analysis is correctly performed and interpreted taking account of the limitation of this process. 4) Profit margins are accurately calculated in accordance with enterprise policy.</p> <p>Element 5 – Monitor financial performance</p> <p>1) Budgets are monitored against performance targets on a regular basis. 2) Corrective budgets are negotiated as appropriate. 3) Financial ratio analysis is correctly conducted and information used to assist in financial planning. 4) P/L statements are accurately prepared and interpreted to assist in financial planning. 5) Remedial action is taken where appropriate. 6) Feedback on positive performance is communicated to appropriate personnel.</p> <p>Element 6 – Forecast financial needs of specific projects</p> <p>1) Financial requirements and projections for special projects are effectively forecasted to include consideration of the following factors: a. cash flow implication; b. availability of short and long term sources of funds; c. market feasibility of the project; d. assessment of income and expenditure in light of project timing; e. accurate research on costing details; f. level of financial risk involved; g. cost benefit analysis; h. required level of profit from the project; i. impact of the project on overall organization financial position; j. industry environment and competition factors. 2) Specialist assistance is sought where necessary.</p> <p>Element 7 – Prepare financial proposals for specific projects</p> <p>1) Financial proposal are prepared to include: a. overview of the project and objective; b. the purpose and amount of finance required; c. the proposed structure of the project operations; d. the operational and marketing plan; e. projected financial performance; f. management experience and level of risk involved. 2)</p>	<p>Range of variables</p> <p>Financial operations may be for an enterprise, a department within a larger establishment or a small business.</p> <p>Critical aspects of assessment*</p> <p>1) Ability to demonstrate competence and knowledge in general knowledge of any government regulations to be met by all enterprise; knowledge of specific financial regulations and requirements appropriate to industry sectors; taxation issues; overview of economic issues which affect financial performance. 2) Understanding of the total financial management process within an enterprise. 3) Knowledge of financial control, reporting and monitoring systems. 4) Ability to integrate the financial management activities of a business with overall business operations.</p>

Financial proposals are presented in a clear, concise and professional format and manner. 3) Appropriate communication techniques are used to explain the details of financial proposals. 4) Meetings to discuss financial proposals are conducted in a professional and business like manager.

Element 8 – Prepare financial reports

1) Financial reports are prepared accurately and scheduled according to enterprise and statutory requirements. 2) Specialist advice is sought on reporting requirements. 3) Accurate and concise reports are prepared.

Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

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01	Name of Candidate	Xxx
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Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.02.09.05 - MANAGE FINANCIAL OPERATIONS

Name of Candidate :

Name of Assessor/s :

APEC TOURISM WORKING GROUP

APEC TWG PROJECT no. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

EMPOWER Associates, Consultant

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** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Develop approaches to financial management						
	1) The scope of financial management is assessed.					
	2) The need for specialist accounting assistance is identified and organized.					
	3) Approaches to financial management are developed based on overall direction and goals of the enterprise.					
	4) Financial management systems and procedures are developed in accordance with enterprise needs.					
Element 2 – Develop and monitor financial procedures and systems						
	1) The importance of financial objectives, management controls and systems are fully explained to all staff.					
	2) Procedures and systems are developed to meet all statutory requirements and internal control requirements.					
	3) Procedures and systems are developed for monitoring income and ensuring payment of accounts.					
	4) Compliance with procedures and systems is regularly checked.					
	5) The flow of financial information within the organization is monitored in terms of currency, accuracy and relevance.					
	6) Financial management systems are regularly reviewed and adjustments made in accordance with enterprise needs.					
Element 3 – Prepare and monitor accounts						
	1) Original entry systems are supervised to maintain accuracy and currency.					
	2) The general ledger is supervised and adjusted in accordance with accepted accounting practices.					
	3) Reports on current financial position are accurately generated.					
	4) Income and expenditure statements are accurately prepared.					
	5) Funds statements / statements of cash flow are accurately prepared.					
Element 4 – Make pricing decisions						
	1) Pricing decisions are made based on current and accurate financial and marketplace data.					
	2) Fixed, variable and semi-variable costs are identified.					
	3) Cost volume profit analysis is correctly performed and interpreted taking account of the limitation of this process.					
	4) Profit margins are accurately calculated in accordance with enterprise policy.					
Element 5 – Monitor financial performance						
	1) Budgets are monitored against performance targets on a regular basis.					
	2) Corrective budgets are negotiated as appropriate.					
	3) Financial ratio analysis is correctly conducted and information used to assist in financial planning.					
	4) P/L statements are accurately prepared and interpreted to assist in financial planning.					
	5) Remedial action is taken where appropriate.					
	6) Feedback on positive performance is communicated to appropriate personnel.					
Element 6 – Forecast financial needs of specific projects						
	1) Financial requirements and projections for special projects are effectively forecasted to include consideration of the following factors: a. cash flow implication; b. availability of short and long term sources of funds; c. market feasibility of the project; d. assessment of income and expenditure in light of project timing; e. accurate research on costing details; f. level of					

APEC TOURISM WORKING GROUP**APEC TWG PROJECT no. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV**

EMPOWER Associates, Consultant

	financial risk involved; g. cost benefit analysis; h. required level of profit from the project; i. impact of the project on overall organization financial position; j. industry environment and competition factors.					
	2) Specialist assistance is sought where necessary.					
Element 7 – Prepare financial proposals for specific projects						
	1) Financial proposal are prepared to include: a. overview of the project and objective; b. the purpose and amount of finance required; c. the proposed structure of the project operations; d. the operational and marketing plan; e. projected financial performance; f. management experience and level of risk involved.					
	2) Financial proposals are presented in a clear, concise and professional format and manner.					
	3) Appropriate communication techniques are used to explain the details of financial proposals.					
	4) Meetings to discuss financial proposals are conducted in a professional and business like manner.					
Element 8 – Prepare financial reports						
	1) Financial reports are prepared accurately and scheduled according to enterprise and statutory requirements.					
	2) Specialist advice is sought on reporting requirements.					
	3) Accurate and concise reports are prepared.					

Assessment Document 3**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD****VALIDITY OF ASSESSMENT SHEET**

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.02.09.05 - MANAGE FINANCIAL OPERATIONS

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)**COMPETENT / NOT YET COMPETENT**

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

ASSESSMENT FILE APEC SS 2.02.10.05 – MANAGE AND PURCHASE STOCK

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Establish and implement an order and supply process 1) An order and supply process is established and implemented in the workplace. 2) Economic order quantity is established based on internal data and supplier advice. 3) Stock levels are determined according to peak seasons, special events and supplier's lead time. 4) Process is developed to include monitoring of quality during supply and delivery process.</p> <p>Element 2 – Establish and implement stock control systems 1) Stock control systems are developed and communicated to all appropriate staff. 2) Special control systems are applied to items showing high wastage of loss. 3) A range of data is used to calculate standards methods and measures and these are communicated to appropriate staff. 4) Systems are monitored in the workplace and adjustments made according to feedback and operational experience. 5) Staffs are trained to minimize stock wastage.</p> <p>Element 3 – Develop optimum supply arrangements 1) Quality of supply is evaluated based on feedback from colleagues and customers. 2) Potential suppliers are sourced and reviewed against enterprise requirements. 3) Purchase specifications are developed. 4) Suppliers are assessed against specifications. 5) Sources of supply are amended in accordance with assessment.</p>	<p>Range of variables Stock may include food & beverages, linen, housekeeping supplies & room amenities, stationery, cleaning agents & chemicals, groceries & general store.</p> <p>Critical aspects of assessment 1) Ability to demonstrate competence and knowledge in methods of stock evaluation, methods of yield testing, planning, supplier and stock market knowledge. 2) Ability to develop stock purchasing and control system within enterprise context.</p>

Assessment Document 1

**APEC TOURISM WORKING GROUP
 APEC SKILL STANDARD (APEC SS)
 2005**

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.02.10.05 - MANAGE AND PURCHASE STOCK
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.02.10.05 - MANAGE AND PURCHASE STOCK

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Establish and implement an order and supply process						
	1) An order and supply process is established and implemented in the workplace.					
	2) Economic order quantity is established based on internal data and supplier advice.					
	3) Stock levels are determined according to peak seasons, special events and supplier's lead time.					
	4) Process is developed to include monitoring of quality during supply and delivery process.					
Element 2 – Establish and implement stock control systems						
	1) Stock control systems are developed and communicated to all appropriate staff.					
	2) Special control systems are applied to items showing high wastage of loss.					
	3) A range of data is used to calculate standards methods and measures and these are communicated to appropriate staff.					
	4) Systems are monitored in the workplace and adjustments made according to feedback and operational experience.					
	5) Staffs are trained to minimize stock wastage.					
Element 3 – Develop optimum supply arrangements						
	1) Quality of supply is evaluated based on feedback from colleagues and customers.					
	2) Potential suppliers are sourced and reviewed against enterprise requirements.					
	3) Purchase specifications are developed.					
	4) Suppliers are assessed against specifications.					
	5) Sources of supply are amended in accordance with assessment.					

Assessment Document 3

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD**

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APEC SS 2.02.10.05 - MANAGE AND PURCHASE STOCK

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

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RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.02.11.05 / 2.01.xx.05 / 4.06.21.05
PROCESS POINT OF SALES (POS) TRANSACTIONS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Operate Point of Sale (POS) Equipment 1) POS equipment is operated according to design applications. 2) POS terminal opened and closed according to enterprise procedures. 3) POS terminal cleared and transaction transferred according to enterprise procedures. 4) Cash handled according to enterprise security procedures. 5) Supplies of change in POS terminal maintained according to enterprise policy. 6) Active POS attended according to store policy. 7) Records completed for transaction errors according to store policy. 8) Adequate supplies of dockets, vouchers and POS documents maintained. 9) Customers courteously informed of delays in POS process.</p> <p>Element 2 – Perform POS transactions 1) POS transactions completed according to store policy. 2) Store procedures identified and applied in respect of cash and non-cash transactions, such debit/credits cards, cheques, gift vouchers etc. 3) Store procedures identified and applied according to exchanges and returns. 4) Goods moved through POS area efficiently and treated according to fragility and packaging. 5) Information accurately and properly entered into POS equipment. 6) Price/total/amount of cash received stated verbally to customer. 7) Correct change offered.</p> <p>Element 3 – Complete sales 1) Customer order forms, invoices, receipts are accurately completed. 2) Customer delivery requirements identified and processed accurately without undue delay. 3) Sales transactions</p>	<p>UNIT VARIABLES This unit applies to all kinds of stores selling merchandise. Store policies & procedures refer to operation of POS equipment, security and sales transactions. POS equipment may be manual or electronic.</p> <p>ASSESSMENT GUIDE 1) Evidence should include demonstrated capacity to correctly operate POS equipment according to enterprise procedures within acceptable timeframes. 2) Underpinning knowledge and skills include: a. store policies and</p>

<p>processed without undue delay or customer directed to other terminals according to enterprise policy.</p> <p>Element 4 – Wrap and pack goods</p> <p>1) Adequate supplies of wrapping material or bags maintained/requested. 2) Appropriate packaging material selected. 3) Merchandise wrapped neatly and effectively where required. 4) Items packed safely to avoid damage in transit, and labels attached where required. 5) Transfer of merchandise for parcel pick-up or other delivery methods arranged if required.</p>	<p>procedures regarding customer service and sales techniques; b. relevant regulations and consumer law; c. wrapping and packaging techniques; d. merchandise handling techniques; e. numeric skills.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD (APEC SS)

2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
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04	Unit Assessed	APEC SS 2.02.11.05 / APEC SS 2.01.xx.05 / APEC SS 4.06.21.05 PROCESS POINT OF SALES (POS) TRANSACTIONS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD

2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.02.11.05 / APEC SS 2.01.xx.05 / APEC SS 4.06.21.05 - PROCESS POINT OF SALES (POS) TRANSACTIONS

Name of Candidate : _____

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Operate Point of Sale (POS) Equipment						
	1) POS equipment is operated according to design applications.					
	2) POS terminal opened and closed according to enterprise procedures.					
	3) POS terminal cleared and transaction transferred according to enterprise procedures.					
	4) Cash handled according to enterprise security procedures.					
	5) Supplies of change in POS terminal maintained according to enterprise policy.					
	6) Active POS attended according to store policy.					
	7) Records completed for transaction errors according to store policy.					
	8) Adequate supplies of dockets, vouchers and POS documents maintained.					
	9) Customers courteously informed of delays in POS process.					
Element 2 – Perform POS transactions						
	1) POS transactions completed according to store policy.					
	2) Store procedures identified and applied in respect of cash and non-cash transactions, such debit/credits cards, cheques, gift vouchers etc.					
	3) Store procedures identified and applied according to exchanges and returns.					
	4) Goods moved through POS area efficiently and treated according to fragility and packaging.					
	5) Information accurately and properly entered into POS equipment.					
	6) Price/total/amount of cash received stated verbally to customer.					
	7) Correct change offered.					
Element 3 – Complete sales						
	1) Customer order forms, invoices, receipts are accurately completed.					
	2) Customer delivery requirements identified and processed accurately without undue delay.					
	3) Sales transactions processed without undue delay or customer directed to other terminals according to enterprise policy.					
Element 4 – Wrap and pack goods						
	1) Adequate supplies of wrapping material or bags maintained/requested.					
	2) Appropriate packaging material selected.					
	3) Merchandise wrapped neatly and effectively where required.					
	4) Items packed safely to avoid damage in transit, and labels attached where required.					
	5) Transfer of merchandise for parcel pick-up or other delivery methods arranged if required.					

Assessment Document 3

APEC TOURISM WORKING GROUP **APEC SKILL STANDARD**

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APEC SS 2.02.11.05 / APEC SS 2.01.xx.05 / APEC SS 4.06.21.05 - PROCESS POINT OF SALES (POS) TRANSACTIONS

APEC TOURISM WORKING GROUP

APEC TWG PROJECT no. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

EMPOWER Associates, Consultant

Name of Candidate :

Name of Assessor/s :

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(General notes of the Assessor on the process of assessment)

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RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT MATERIALS
APEC SKILL STANDARD UNITS
2005

<p>ASSESSMENT FILE BY UNITS CHAPTER 2.03 – HUMAN RESOURCES (09 Units)</p>
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SUMMARY OF UNITS

Unit Code	Unit Name	Elements	Performance Criteria
2.03.01.05	Roster staff*	2	6+2 = 8
2.03.02.05	Monitor staff performance*	3	6+5+4 = 15
2.03.03.05	Recruit and select staff*	4	5+7+4+3 = 19
2.03.04.05	Lead and manage people*	3	3+7+5 = 15
2.03.05.05	Manage workplace relations*	2	6+3 = 9
2.03.06.05	Provide mentoring support to business colleagues* (The Buddy System) (idem 1.02.xx.05)	2	2+6 = 8
2.03.07.05	Analyze SS Requirements* (idem 2.07.xx0.05)	5	3+6+3+3+4 = 19
2.03.08.05	Manage workplace diversity*	3	3+2+3 = 8
2.03.09.05	Monitor workplace operations* (idem 1.02.12.05)	4	5+6+2+5 = 18
	Total 09 units	28	119

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ASSESSMENT FILE
APEC SS 2.03.01.05 – ROSTER STAFF

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 – Develop and implement staff rosters</p> <p>1) Rosters are developed in accordance with enterprise agreements. 2) Rosters take account of the need to maximize operational efficiency and customer service levels while minimizing remunerations costs. 3) Rosters are designed to meet requirements of remuneration budgets wherever possible. 4) Duties are combined to ensure effective use of staff. 5) Rosters are developed based on consideration of the most effective, optimum and appropriate mix of staff and skills base available. 6) Rosters are finalized and communicated to appropriate colleagues within designated timelines.</p> <p>Element 2 – Maintain staff records</p> <p>1) Time/schedule sheets (where appropriate) are completed accurately and within designated timelines. 2) Staff records are accurately updated and maintained in accordance with enterprise procedures.</p>	<p>UNIT VARIABLES</p> <p>Roster may be for an individual department, the whole operation or a specific project.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate competence and knowledge in various types of rosters; roster design; in-depth knowledge of area operation; impacts of industrial relations and Equal Employment Opportunity (EEO) on staff roster.</p> <p>2) Look for ability to prepare staff roster within the framework of established operations, systems and procedures within enterprise acceptable timelines.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

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03	Location of Assessment	
04	Unit Assessed	APEC SS 2.03.01.05 - ROSTER STAFF *
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review	

	Process	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.03.01.05 - ROSTER STAFF *

Name of Candidate :
Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Develop and implement staff rosters						
	1) Rosters are developed in accordance with enterprise agreements.					
	2) Rosters take account of the need to maximize operational efficiency and customer service levels while minimizing remunerations costs.					
	3) Rosters are designed to meet requirements of remuneration budgets wherever possible.					
	4) Duties are combined to ensure effective use of staff.					
	5) Rosters are developed based on consideration of the most effective, optimum and appropriate mix of staff and skills base available.					
	6) Rosters are finalized and communicated to appropriate colleagues within designated timelines.					
Element 2 – Maintain staff records						
	1) Time/schedule sheets (where appropriate) are completed accurately and within designated timelines.					
	2) Staff records are accurately updated and maintained in accordance with enterprise procedures.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.03.01.05 - ROSTER STAFF *

Name of Candidate :
Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.03.02.05 – MONITOR STAFF PERFORMANCE

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 – Provide performance feed back to staff</p> <p>1) Colleagues are consulted about and informed on expected standards of performance. 2) On-going performance is monitored in the workplace. 3) Confirming and corrective feedback is provided to colleagues on an on-going basis. 4) Colleagues receive guidance and support in the workplace. 5) Achievements and outstanding performance are recognized and rewarded. 6) Need for further coaching or training is identified</p> <p>Element 2 – Recognize and resolve performance problems</p> <p>1) Performance problems are promptly identified and investigated. 2) Feedback and coaching is used to address performance problems. 3) Possible solutions are discussed and agreed upon with the colleague in question. 4) Outcomes are followed up in the workplace. 5) Where necessary, formal counseling is organized.</p> <p>Element 3 – Implement performance appraisal systems</p> <p>1) Formal performance appraisals are implemented in accordance with enterprise policy. 2) Individual performance appraisals are conducted openly and fairly in accordance with enterprise policy. 3) Appraisal records are completed and filed in accordance with enterprise policy and industrial agreements (if applicable). 4) Courses of action are agreed with colleagues and followed up in the workplace.</p>	<p>UNIT VARIABLES</p> <p>This unit applies to all organizations.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate competence and knowledge in: performance appraisal techniques and systems; knowledge of industrial relations and Equal Employment Opportunity (EEO) issues which impact on staff performance monitoring; one-to-one coaching techniques.</p> <p>2) Look for: ability to provide feedback in a supportive manner; ability to conduct a formal performance appraisal in accordance with established policies and systems.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

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Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.03.02.05 - MONITOR STAFF PERFORMANCE*

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Provide performance feed back to staff						
	1) Colleagues are consulted about and informed on expected standards of performance.					
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	3) Confirming and corrective feedback is provided to colleagues on an on-going basis.					
	4) Colleagues receive guidance and support in the workplace.					
	5) Achievements and outstanding performance are recognized and rewarded.					

	6) Need for further coaching or training is identified					
Element 2 – Recognize and resolve performance problems						
	1) Performance problems are promptly identified and investigated.					
	2) Feedback and coaching is used to address performance problems.					
	3) Possible solutions are discussed and agreed upon with the colleague in question.					
	4) Outcomes are followed up in the workplace. 5) Where necessary, formal counseling is organized.					
Element 3 – Implement performance appraisal systems						
	1) Formal performance appraisals are implemented in accordance with enterprise policy.					
	2) Individual performance appraisals are conducted openly and fairly in accordance with enterprise policy.					
	3) Appraisal records are completed and filed in accordance with enterprise policy and industrial agreements (if applicable).					
	4) Courses of action are agreed with colleagues and followed up in the workplace.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.03.02.05 - MONITOR STAFF PERFORMANCE*

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 Name of Assessor/s :

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(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

ASSESSMENT FILE
APEC SS 2.03.03.05 – RECRUIT AND SELECT STAFF

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 – Identify recruitment needs</p> <p>1) Short term recruitment needs are identified based on monitoring of service and efficiency levels in the workplace. 2) Colleagues are consulted in relation to staffing needs. 3) Selection criteria are developed based on the particular needs identified. 4) Job descriptions are used where appropriate. 5) Recruitment initiatives are approved in accordance with enterprise policy.</p> <p>Element 2 – Administer recruitment process</p> <p>1) Advertisements for positions are created, approved and disseminated in accordance with enterprise policy. 2) Applications are processed in accordance with enterprise policy. 3) Applicants are informed of decisions and provided with other recruitment information within reasonable timeframes. 4) Interviews and other selection processes are organized in accordance with enterprise policy. 5) Employment offers are made in accordance with enterprise policy. 6) Prospective employees are advised on details of workplace conditions and remunerations in accordance with enterprise policy and industrial/legislative requirements. 7) Documentation is processed and filed in accordance with enterprise policy.</p> <p>Element 3 – Test and select candidate</p> <p>1) Applications are reviewed against criteria. 2) Interviews and other selection procedures are conducted in accordance with enterprise policy. 3) Applicants are treated courteously throughout the selection process. 4) Selection criteria are used as the basis for selection.</p> <p>Element 4 – Plan and organize induction program</p> <p>1) Induction programs are planned and organized to introduce new employees to the workplace. 2) Induction programs contain all appropriate and practical information in accordance with enterprise policy and industrial / legislative requirements. 3) Information on the culture of the enterprise is included in induction programs.</p>	<p>UNIT VARIABLES</p> <p>This unit applies to all organizations</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate competence and knowledge in the following areas: a. interviewing techniques; b. purpose and contents of induction program; c. relevant legislation in relation to recruitment and selection of staff: EEO, Anti-discrimination, awards provisions/other enterprise agreement issues, dismissal procedures, and EYL / RCPP.</p> <p>2) Look for: a. ability to establish accurate selection criteria for recruitment process, conduct fair and effective interviews, and make selections based on agreed criteria; b. understanding of recruitment administration systems and the legal environment in which recruitment takes place.</p>

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APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.03.03.05 - RECRUIT AND SELECT STAFF*

Name of Candidate :
 Name of Assessor/s :

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*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Identify recruitment needs						
	1) Short term recruitment needs are identified based on monitoring of service and efficiency levels in the workplace.					
	2) Colleagues are consulted in relation to staffing needs.					
	3) Selection criteria are developed based on the particular needs identified.					
	4) Job descriptions are used where appropriate.					
	5) Recruitment initiatives are approved in accordance with enterprise policy.					
Element 2 – Administer recruitment process						
	1) Advertisements for positions are created, approved and disseminated in accordance with enterprise policy.					
	2) Applications are processed in accordance with enterprise policy.					
	3) Applicants are informed of decisions and provided with other recruitment information within reasonable timeframes.					
	4) Interviews and other selection processes are organized in accordance with enterprise policy.					
	5) Employment offers are made in accordance with enterprise policy.					
	6) Prospective employees are advised on details of workplace conditions and remunerations in accordance with enterprise policy and industrial/legislative requirements.					
	7) Documentation is processed and filed in accordance with enterprise policy.					
Element 3 – Test and select candidate						
	1) Applications are reviewed against criteria.					
	2) Interviews and other selection procedures are conducted in accordance with enterprise policy.					

	3) Applicants are treated courteously throughout the selection process.					
	4) Selection criteria are used as the basis for selection.					
Element 4 – Plan and organize induction program						
	1) Induction programs are planned and organized to introduce new employees to the workplace.					
	2) Induction programs contain all appropriate and practical information in accordance with enterprise policy and industrial / legislative requirements.					
	3) Information on the culture of the enterprise is included in induction programs.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.03.03.05 - RECRUIT AND SELECT STAFF*

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.03.04.05 – LEAD AND MANAGE PEOPLE

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
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<p>Element 1 – Model high standards of performance and behavior</p> <p>1) Individual performance serves as positive role model for others. 2) Individual performance shows support for and commitment to enterprise goals. 3) People are treated with integrity, respect and empathy.</p> <p>Element 2 – Develop team commitment and cooperation</p> <p>1) Plans and objectives are developed in consultation with the team and clearly communicated. 2) Plans and objectives are consistent with enterprise goals. 3) Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work. 4) Individuals/teams efforts and contributions are identified, encouraged, valued and rewarded. 5) Open and supportive communication styles are modeled and encouraged within the team. 6) Information from the wider environment is shared with the team. 7) Support and guidance is provided including representation of teams interests in the wider environment.</p> <p>Element 3 – Manage team performance</p> <p>1) Skills of team members are assessed and opportunities for individual development are provided. 2) Team performance is monitored to ensure progress towards achievement of goals. 3) Tasks and responsibilities are appropriately delegated and monitored. 4) Mentoring and coaching support is provided to team members. 5) Team achievements are recognized and rewarded.</p>	<p>UNIT VARIABLES</p> <p>Teams may be: project-based or permanent teams.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate competence and knowledge in: nature of management and leadership; principles of teamwork; motivation and leadership; conflict resolution in specific relation to leadership; industrial relations issues in people management; EEO (Equal Employment Opportunities) principles.</p> <p>2) Look for: a. ability to build positive team spirit and effectively manage overall team performance; b. knowledge of leadership, motivation and people management principles.</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.03.04.05 - LEAD AND MANAGE PEOPLE*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.03.04.05 - LEAD AND MANAGE PEOPLE*

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Model high standards of performance and behavior						
	1) Individual performance serves as positive role model for others.					
	2) Individual performance shows support for and commitment to enterprise goals.					
	3) People are treated with integrity, respect and empathy.					
Element 2 – Develop team commitment and cooperation						
	1) Plans and objectives are developed in consultation with the team and clearly communicated.					
	2) Plans and objectives are consistent with enterprise goals.					
	3) Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work.					
	4) Individuals/teams efforts and contributions are identified, encouraged, valued and rewarded.					
	5) Open and supportive communication styles are modeled and encouraged within the team.					
	6) Information from the wider environment is shared with the team.					
	7) Support and guidance is provided including representation of teams interests in the wider environment.					
Element 3 – Manage team performance						
	1) Skills of team members are assessed and opportunities for individual development are provided.					
	2) Team performance is monitored to ensure progress towards achievement of goals.					
	3) Tasks and responsibilities are appropriately delegated and monitored.					
	4) Mentoring and coaching support is provided to team members.					
	5) Team achievements are recognized and rewarded.					

Assessment Document 3

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD**

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.03.04.05 - LEAD AND MANAGE PEOPLE*

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.03.05.06 – MANAGE WORKPLACE RELATIONS

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 – Build a positive industrial relations climate 1) Employees are provided with accurate and impartial information on industrial matters likely to affect them. 2) Workplace changes or issues which may cause industrial unrest are identified. 3) Potential causes of industrial unrest external environments are identified. 4) Conditions of employment are created in accordance with relevant legislation and industrial awards / agreements. 5) Mechanism for consulting with staff and to facilitate two way communications are implemented. 6) Consultative structures for the identification and resolution of grievances are established.</p> <p>Element 2 – Establish and implement formal industrial procedures 1) Procedures are developed in consultation with relevant parties in relation to: counseling; disciplining staff; grievances; and dispute resolution. 2) Procedures are communicated to all appropriate staff. 3) Agreed processes are used and monitored and appropriate adjustments made in consultation with relevant parties.</p>	<p>UNIT VARIABLES Relevant parties should include Unions and Employer groups as appropriate to the industry.</p> <p>ASSESSMENT GUIDE 1) Ability to demonstrate competence and knowledge in the areas of: a. government industrial system and regulations; b. the role of Unions in the workplace; c. the role of Employer groups in the workplace; d. provision under relevant awards; e. procedures for workplace agreements; f. formal counseling and industrial dispute resolution procedures. 2) Look for: a. knowledge of industrial relations issues and regulations and their application to the particular industry sector; b. ability to interpret industrial awards and agreements; c. ability to develop procedures to handle industrial issues in the workplace.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.03.05.05 - MANAGE WORKPLACE RELATIONS*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.03.05.05 - MANAGE WORKPLACE RELATIONS*

Name of Candidate :

Name of Assessor/s :

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** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Build a positive industrial relations climate						
	1) Employees are provided with accurate and impartial information on industrial matters likely to affect them.					
	2) Workplace changes or issues which may cause industrial unrest are identified.					
	3) Potential causes of industrial unrest external environments are identified.					
	4) Conditions of employment are created in accordance with relevant legislation and industrial awards / agreements.					

	5) Mechanism for consulting with staff and to facilitate two way communications are implemented.				
	6) Consultative structures for the identification and resolution of grievances are established.				
Element 2 – Establish and implement formal industrial procedures					
	1) Procedures are developed in consultation with relevant parties in relation to: counseling; disciplining staff; grievances; and dispute resolution.				
	2) Procedures are communicated to all appropriate staff.				
	3) Agreed processes are used and monitored and appropriate adjustments made in consultation with relevant parties.				

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.03.05.05 - MANAGE WORKPLACE RELATIONS*

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.03.06.05 / 1.02.xx.05 – PROVIDE MENTORING

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
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<p>Element 1 – Establish relationship with business colleagues</p> <p>1) Effective communication styles are used to develop trust, confidence and rapport. 2) Agreements are made on how the relationship will be conducted including: a. The amount of time involved for both parties; b. confidentiality of information; c. scope of issues to be covered.</p> <p>Element 2 – Offer mentoring support</p> <p>1) The colleague is assisted to identify and evaluate options to achieve goals. 2) Personal experiences and knowledge are shared with the colleague to assist in progress towards goals. 3) The colleagues is encouraged to make decisions and take responsibility for the courses of action / solutions under consideration. 4) Supportive advice and assistance is provided in a manner which allows the colleague to retain responsibility for achievement of his/her own goals. 5) Changes in the mentoring relationship are recognized and openly discussed. 6) Adjustments to the relationship take account of the needs of both mentor and the colleague.</p>	<p>UNIT VARIABLES</p> <p>Mentor and colleagues assisted should work within the same company.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate competence, skills and knowledge in mentoring: its role and benefits, communication skills, related operational details.</p> <p>2) Ability to use knowledge and experience to assist others and application of communication skills</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.03.06.05 / 1.02.xx.05 PROVIDE MENTORING SUPPORT TO BUSINESS COLLEAGUES* (THE BUDDY SYSTEM)
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.03.06.05 / 1.02.xx.05

PROVIDE MENTORING SUPPORT TO BUSINESS COLLEAGUES* (THE BUDDY SYSTEM)

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

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*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Establish relationship with business colleagues						
	1) Effective communication styles are used to develop trust, confidence and rapport.					
	2) Agreements are made on how the relationship will be conducted including: a. The amount of time involved for both parties; b. confidentiality of information; c. scope of issues to be covered.					
Element 2 – Offer mentoring support						
	1) The colleague is assisted to identify and evaluate options to achieve goals.					
	2) Personal experiences and knowledge are shared with the colleague to assist in progress towards goals.					
	3) The colleagues is encouraged to make decisions and take responsibility for the courses of action / solutions under consideration.					
	4) Supportive advice and assistance is provided in a manner which allows the colleague to retain responsibility for achievement of his/her own goals.					
	5) Changes in the mentoring relationship are recognized and openly discussed.					
	6) Adjustments to the relationship take account of the needs of both mentor and the colleague.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.03.06.05 / 1.02xx.05

PROVIDE MENTORING SUPPORT TO BUSINESS COLLEAGUES* (THE BUDDY SYSTEM)

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.03.07.05 / 2.07.xx.05– ANALYZE SS REQUIREMENTS

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 – Identify client SS needs</p> <p>1. The client and stakeholders are consulted to identify and document client SS needs. 2) Skill needs are defined using information collected from stakeholders. 3) The needs are grouped according to type, priority and possible solutions.</p> <p>Element 2 – Undertake needs analysis</p> <p>1) Plan is developed for the needs analysis outlining: a. outcome; b. resources; c. timelines; d. responsibilities; e. target groups; f. sources of information. 2) Sources of information in relation to SS needs and the scope of skills are identified. 3) Data gathering methods are adapted and developed for efficient, reliable and valid information collection. 4) Any requirements of qualification or assessment or training recognition bodies are identified. 5) Information is collected, organized and analyze to identify skill components. 6) Grouping of SS is established to suit the requirements for skills development of the target groups.</p> <p>Element 3 – Confirm findings of research</p> <p>1) Consultations with the stakeholders are conducted to verify research accuracy, usability within the intended context, and validity for the target groups. 2) Priorities for implementation of skill development are determined in terms of business goals, individual and organizational effectiveness, sources implication, cost benefit and lead time requirements. 3) Identified priorities and SS are documented and validated by stakeholders.</p> <p>Element 4 – Document SS requirements</p> <p>1) SS requirements are documented in a manner appropriate to client needs. 2) Combinations of SS are identified to match the required: a. business goals; b. job roles; c. skills related career path; d. employee classifications (where applicable); e. position descriptions; f. training programs; g. appraisal requirements; h. licensing or accreditation condition, if applicable. 3) Implementation plan is developed including: a. marketing and promotion; b. resource allocation; c. timelines.</p> <p>Element 5 – Validate competencies and implementation</p>	<p>UNIT VARIABLES</p> <p>Client needs may be increased productivity, increased enterprise profitability, attainment of specified industry or organization skills, achievement of community priorities, and regulation or licensing requirements.</p> <p>Stakeholders may include: industry/professional/trade associations, trainers/teachers and assessors, team leaders/managers/employers, training and assessment coordinators, employees/students, technical/subject experts including language, literacy and numerical specialists, government bodies, union/employee representatives, consultative committees, relevant industry training advisory bodies, funding bodies, government recognition authorities.</p> <p>SS needs may include: adaptation of industry SS to meet business goals, design or review of training programs, identification of productivity and other improvements, access and equity considerations, and human resources considerations (such as classification structure).</p> <p>Data gathering methods may include: surveys, interviews, Delphi procedures, nominal group techniques, concept mapping, focus group, job and task analysis, and analysis of assessment or training records.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate competence and knowledge in: a. any relevant SS and assessment guidelines; b. relationship of the SS to any industrial agreement; c. understanding of data gathering needs analysis theory and methodology; d. language and literacy skills required to comprehend sources of information and to prepare required documentation in a clear and comprehensive format; e. planning of own work including predicting consequences and identifying improvements; f. compliance with requirements for copyright and other government regulations; g. communication skills appropriate to the culture of the workplace.</p> <p>2) Look for documented client SS needs: SS needs analysis plan, report of research into SS needs, classification of needs according to type, priority and possible solution, and documented plan.</p> <p>3) Look for: a. how the clients and stakeholders were consulted to</p>

<p>plans</p> <p>1) Stakeholders are involved in the validation of documented SS and implementation plan and established processes are used to approve documentation. 2) Adjustments to documentation are made as required. 3) Documentation is approved through established process. 4) Any changes in related procedures, policies and processes are endorsed by stakeholders for implementation.</p>	<p>identify SS requirements; b. how the needs analysis and SS proposed will contribute to organizational effectiveness; c. why the particular data gathering methods were used; d. how the data gathering methods and any other instruments used were checked for validity, reliability, cost effectiveness, administration ease and appropriateness; e. how the implementation plan was developed.</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.03.07.05 (IDEM 2.07.xx.05) - ANALYZE SS REQUIREMENTS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.03.07.05 (IDEM 2.07.xx.05) - ANALYZE SS REQUIREMENTS
 Name of Candidate :
 Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Identify client SS needs						
	1. The client and stakeholders are consulted to identify and document client SS needs.					
	2) Skill needs are defined using information collected from stakeholders.					
	3) The needs are grouped according to type, priority and possible solutions.					
Element 2 – Undertake needs analysis						
	1) Plan is developed for the needs analysis outlining: a. outcome; b. resources; c. timelines; d. responsibilities; e. target groups; f. sources of information.					
	2) Sources of information in relation to SS needs and the scope of skills are identified.					
	3) Data gathering methods are adapted and developed for efficient, reliable and valid information collection.					
	4) Any requirements of qualification or assessment or training recognition bodies are identified.					
	5) Information is collected, organized and analyze to identify skill components.					
	6) Grouping of SS is established to suit the requirements for skills development of the target groups.					
Element 3 – Confirm findings of research						
	1) Consultations with the stakeholders are conducted to verify research accuracy, usability within the intended context, and validity for the target groups.					
	2) Priorities for implementation of skill development are determined in terms of business goals, individual and organizational effectiveness, sources implication, cost benefit and lead time requirements.					
	3) Identified priorities and SS are documented and validated by stakeholders.					
Element 4 – Document SS requirements						
	1) SS requirements are documented in a manner appropriate to client needs.					
	2) Combinations of SS are identified to match the required: a. business goals; b. job roles; c. skills related career path; d. employee classifications (where applicable); e. position descriptions; f. training programs; g. appraisal requirements; h. licensing or accreditation condition, if applicable.					
	3) Implementation plan is developed including: a. marketing and promotion; b. resource allocation; c. timelines.					
Element 5 – Validate competencies and implementation plans						
	1) Stakeholders are involved in the validation of documented SS and implementation plan and established processes are used to approve documentation.					
	2) Adjustments to documentation are made as required.					
	3) Documentation is approved through established process.					
	4) Any changes in related procedures, policies and processes are endorsed by stakeholders for implementation.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.03.07.05 (IDEM 2.07.xx.05) - ANALYZE SS REQUIREMENTS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.03.08.05 – MANAGE WORKPLACE DIVERSITY

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 – Encourage respect for diversity in the workplace 1) Individual behavior provides a role model for others and demonstrates respect for diversity. 2) Planning and work practices are developed in a manner which shows respect for workplace diversity. 3) Colleagues are assisted and coached in ways of accepting diversity in relation to both colleagues and customers.</p> <p>Element 2 – Use diversity as an asset 1) The skills of a diverse workforce are recognized and used to enhance enterprise performance. 2) Benefits of diversity are promoted to colleagues.</p> <p>Element 3 – Deal with problems arising from diversity issues 1) Workplace problems which arise from diversity issues are promptly recognized and action is taken to resolve the situation. 2) Training needs are identified and carried out. 3) Coaching and mentoring are used to assist colleagues to successfully work in a diverse environment.</p>	<p>UNIT VARIABLES Diversity in the broadest sense may be related to : race, language, special needs, disabilities, religion, gender, family structure, age, and sexual preferences.</p> <p>ASSESSMENT GUIDE 1) Ability to demonstrate competence and knowledge in: specific industrial diversity issues which contributes to the industry progress; cross-cultural communication skills. 2) Look for: a. understanding of the role of leaders in encouraging effective cross cultural communications; b. knowledge of specific cultural issues related to the specific industry.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.03.08.05 - MANAGE WORKPLACE DIVERSITY*
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.03.08.05 - MANAGE WORKPLACE DIVERSITY*

Name of Candidate :

Name of Assessor/s :

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** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Encourage respect for diversity in the workplace						
	1) Individual behavior provides a role model for others and demonstrates respect for diversity.					
	2) Planning and work practices are developed in a manner which shows respect for workplace diversity.					

	3) Colleagues are assisted and coached in ways of accepting diversity in relation to both colleagues and customers.					
Element 2 – Use diversity as an asset						
	1) The skills of a diverse workforce are recognized and used to enhance enterprise performance.					
	2) Benefits of diversity are promoted to colleagues.					
Element 3 – Deal with problems arising from diversity issues						
	1) Workplace problems which arise from diversity issues are promptly recognized and action is taken to resolve the situation.					
	2) Training needs are identified and carried out.					
	3) Coaching and mentoring are used to assist colleagues to successfully work in a diverse environment.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.03.08.05 - MANAGE WORKPLACE DIVERSITY*

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.03.09.05 – MONITOR WORKPLACE OPERATIONS

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 - Monitor and improve workplace operations</p> <p>1) Efficiency and service levels are monitored on an on-going basis. 2) Operations in the workplace support overall enterprise goals and quality assurance initiative. 3) Quality problems and issues are promptly identified and adjustments are made accordingly. 4) Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness. 5) Colleagues are consulted about ways to improve efficiency and service levels.</p> <p>Element 2 - Plan and organize workflows</p> <p>1) Current workload of colleagues is accurately assessed. 2) Work is scheduled in a manner which enhances efficiency and customer service quality. 3) Work is delegated to appropriate people in accordance with principles of delegation of work and authority. 4) Workflow is assessed against agreed objectives and timelines. 5) Colleagues are assisted in prioritization of workload. 6) Input is provided to appropriate management regarding staff needs.</p> <p>Element 3 - Maintain workplace records</p> <p>1) Workplace records are accurately completed and submitted within required timeframes. 2) Where appropriate completion of records is delegated and monitored prior to submission.</p> <p>Element 4 - Solve problems and make decisions</p> <p>1) Workplace problems are promptly identified and considered from an operational and customer service perspective. 2) Short term actions are initiated to resolve the immediate problem where appropriate. 3) Problems are analyzed for any long-term impact and potential solutions are assessed and carried out in consultation with relevant colleagues. 4) Where problem is raised by a team member, they are encouraged to participate in solving the problem. 5) Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>	<p>UNIT VARIABLES</p> <p>Problems may include difficult customer service situations, equipment breakdown/technical failure, delays and time difficulties. Workplace records may include staff records and regular performance reports.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate competence, skills and knowledge in the roles and responsibilities in monitoring work operations, overview of leadership and managerial responsibilities, principles of work planning, related SOP, quality assurance principles, time management, principles of delegation, problem solving and decision making process, and related legislative issues. 2) Ability to effectively monitor and respond to a range of common operational workplace issues. 3) Knowledge of principles of workflow planning, delegation and problem solving. 4) Knowledge of government regulations which affect short term work process.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.03.09.05 - MONITOR WORKPLACE OPERATIONS*
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.03.09.05 - MONITOR WORKPLACE OPERATIONS*

Name of Candidate :
 Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 - Monitor and improve workplace operations						
	1) Efficiency and service levels are monitored on an on-going basis.					
	2) Operations in the workplace support overall enterprise goals and quality assurance initiative.					
	3) Quality problems and issues are promptly identified and adjustments are made accordingly.					
	4) Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.					
	5) Colleagues are consulted about ways to improve efficiency and service levels.					
Element 2 - Plan and organize workflows						
	1) Current workload of colleagues is accurately assessed.					
	2) Work is scheduled in a manner which enhances efficiency and customer service quality.					
	3) Work is delegated to appropriate people in accordance with principles of delegation of work and authority.					
	4) Workflow is assessed against agreed objectives and timelines.					
	5) Colleagues are assisted in prioritization of workload.					
	6) Input is provided to appropriate management regarding staff needs.					
Element 3 - Maintain workplace records						
	1) Workplace records are accurately completed and submitted within required timeframes.					
	2) Where appropriate completion of records is delegated and monitored prior to submission.					
Element 4 - Solve problems and make decisions						
	1) Workplace problems are promptly identified and considered from an operational and customer service perspective.					
	2) Short term actions are initiated to resolve the immediate problem where appropriate.					
	3) Problems are analyzed for any long-term impact and potential solutions are assessed and carried out in consultation with relevant colleagues.					
	4) Where problem is raised by a team member, they are encouraged to participate in solving the problem.					
	5) Follow up action is taken to monitor the effectiveness of solutions in the workplace.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.03.09.05 - MONITOR WORKPLACE OPERATIONS*

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

ASSESSMENT MATERIALS
APEC SKILL STANDARD UNITS
2005

ASSESSMENT FILE BY UNITS
CHAPTER 2.04 – SECURITY (19 Units)

SUMMARY OF UNITS

Unit code	Unit Name	Elmts	Total PC
2.04.01.05	Maintain the security of premises and property*	5	5+7+6+1+3 = 22
2.04.02.05	Determine and use reasonable security force to control, access to and exit from premises*	9	7+6+5+4+3+4+3+3+2 = 32
2.04.03.05	Maintain the safety of premises and property*	6	7+8+8+5+1+4 = 33
2.04.04.05	Manage intoxicated person*	6	3+2+3+6+4+1 = 19
2.04.05.05	Operate basic security equipment*	4	2+3+2+4 = 11
2.04.06.05	Apprehend offenders*	4	5+4+7+5 = 21
2.04.07.05	Screen baggage and people to minimize security risks*	4	4+5+2+2 = 13
2.04.08.05	Escort and carry valuables*	3	3+3+2 = 8
2.04.09.05	Control crowds*	7	3+2+2+3+7+3+2 = 22
2.04.10.05	Employ baton and handcuffs*	2	4+2 = 6
2.04.11.05	Interpret information from advance security equipment*	3	3+2+3 = 8
2.04.12.05	Operate central monitoring / communicating station*	5	3+2+4+3+3 = 15
2.04.13.05	Monitor field staff activity from control room*	4	3+3+3+2 = 11
2.04.14.05	Operate security vehicle	3	3+3+3 = 9
2.04.15.05	Manage dogs for patrols	4	4+4+4+3 = 15
2.04.16.05	Provide lost and found facility*	4	1+2+1+1 = 5
2.04.17.05	Observe and monitor people*	6	3+2+2+2+2+5 = 16
2.04.18.05	Plan and conduct evaluation of premises*	4	2+2+4+3 = 11
2.04.19.05	Provide safety for VIPs*	10	3+7+5+5+7+5+2+4+6+5 = 49
	Total 19 units	93	337

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.01.05 – MAINTAIN THE SECURITY OF PREMISES AND PROPERTY

APEC SS 2.04.01.05 - MAINTAIN THE SECURITY OF PREMISES AND PROPERTY

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 – Patrol premises</p> <p>1) Equipment is checked for serviceability according to SOP. 2) Faults and damage to security equipment are identified, reported and recorded according to assignments instructions. 3) Faults and damage to security equipment are rectified or replaced where authorized to do so and when within the area of responsibility. 4) Factors which increase the risk to security are identified during patrol, reported, regularly monitored and recorded according to assignment instructions. 5) Previously reported risk factors are monitored and reported until rectified.</p> <p>Element 2 – Monitor installed security system on premises</p> <p>1) System malfunctions are reported and recorded. 2) Electronic security and protection systems are set and verified according to assignment instructions. 3) Building management and energy management systems are set and verified according to assignment instructions. 4) Sources of signal received is identified, documented and appropriate action taken. 5) Content of activity log is maintained in an appropriate and legible manner according to assignment instructions. 6) After hours contacts are made where appropriate to the situation and correctly documented according to assignment instructions. 7) After hours contacts are made where appropriate to the situation and correctly documented according to assignment instructions.</p> <p>Element 3 – Respond security alarm calls displays</p> <p>1) The alarm signal is interpreted correctly. 2) The cause of alarm and the action taken are notified to central office and/or police or fire brigade. 3) Codes/call signs are used appropriately in all radio / telephone communications. 4) Fire control systems are isolated and reset, including band smoke machines according to local related regulations. 5) Incidents are reported in the incident log. 6) The alarm site is attended as assigned.</p> <p>Element 4 – Comply with pyrotechnic regulations</p> <p>1) Government regulations regarding pyrotechnic displays are observed and monitored.</p> <p>Element 5 – Undertake specific site observation</p> <p>1) Observation of the site is undertaken according to assignment instructions. 2) The observation position is selected appropriate to the situation and the nature of the assignment. 3) Identified incidents are acted upon according to assignment instructions, clients and legal requirements.</p>	<p>UNIT VARIABLES</p> <p>This unit applies to all kinds of premises, indoor and outdoor.</p> <p>Types of assignment may include: occupied premises, un-occupied premises, static guard, mobile patrol, and control room operations.</p> <p>Types of access may include: doors, gates, shutters, fire & emergency doors, windows, skylights, cellar grills, hatches, roof, perimeter barriers, drains, and lifts.</p> <p>Types of patrol may include foot or vehicle patrol.</p> <p>Security equipment may include: locks, bolts, door fastenings, window fastenings, lighting, security cabinets, safes, desks, beams, trip wires, computers, screens, sirens, and electronic equipment.</p> <p>Types of risks may include: flood, fire explosion, intruders, vandals, vehicles & equipment in suspicious places, gas leaks, storms & other natural disasters, power failures, sensitive materials left in public areas, and terrorism related risks.</p> <p>Security Systems may include: intruder alarms, fire alarms, CCTVS, security video recorder, computerized / manual energy management program, computerized / manual building management program, telephone system: mobile or public, radio system: portable or mounted, screening equipment, sprinkler system, and smoke detectors.</p> <p>Logs may include: fire/intruder alarm logs, CCTV logs, computer/manual management for energy & building, management, lift alarm logs, and incident log book.</p> <p>Assignment instructions are those specified in the client / customer brief.</p> <p>Types of signal may include: fire alarm, lift alarm, electronic alarm: audible or vibration, equipment alarms, gas alarms, cool room alarms, boiler alarms, isolation to band smoke machines, and pyrotechnic displays.</p> <p>Source of signals includes alarm panel and sector.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate capacity to: a. correctly interpret and act upon client requirement; b. correctly carry out site procedures and instructions, and identify and respond to faults, damage and factors, which increase the security risks; c. accurately interpret signals and information being received and respond to alarm signals; d. undertake specific site monitoring assignments; e. select appropriate site monitoring procedures given the assignment requirements.</p> <p>2) Evidence includes: correctly maintained and completed reports (client and supervisor), electronic devices time clocks reports, radio checks reports, written reports, computer reports, and logs/journals/activity reports.</p> <p>3) Underpinning knowledge and skills required: a. the steps necessary to arrange alarm deactivation; b. alarm systems and locations; c. communication codes; d. operation of communication equipment; e. control system operation; f. signal types and meanings; g. maker's/customer's instructions; g. client's instructions; h. surveillance techniques; i. security equipment installed; j. risk factor; k. site layout; l. building security procedures; m. knowledge of government regulations regarding pyrotechnic.</p>

**APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.01.05 - MAINTAIN THE SCEURITY OF PREMISES AND PROPERTY
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.01.05 - MAINTAIN THE SCEURITY OF PREMISES AND PROPERTY

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Patrol premises						
	1) Equipment is checked for serviceability according to SOP.					
	2) Faults and damage to security equipment are identified, reported and recorded according to					

	assignments instructions.				
	3) Faults and damage to security equipment are rectified or replaced where authorized to do so and when within the area of responsibility.				
	4) Factors which increase the risk to security are identified during patrol, reported, regularly monitored and recorded according to assignment instructions.				
	5) Previously reported risk factors are monitored and reported until rectified.				
Element 2 – Monitor installed security system on premises					
	1) System malfunctions are reported and recorded.				
	2) Electronic security and protection systems are set and verified according to assignment instructions.				
	3) Building management and energy management systems are set and verified according to assignment instructions.				
	4) Sources of signal received is identified, documented and appropriate action taken.				
	5) Content of activity log is maintained in an appropriate and legible manner according to assignment instructions.				
	6) After hours contacts are made where appropriate to the situation and correctly documented according to assignment instructions.				
	7) After hours contacts are made where appropriate to the situation and correctly documented according to assignment instructions.				
Element 3 – Respond security alarm calls displays					
	1) The alarm signal is interpreted correctly.				
	2) The cause of alarm and the action taken are notified to central office and/or police or fire brigade.				
	3) Codes/call signs are used appropriately in all radio / telephone communications.				
	4) Fire control systems are isolated and reset, including band smoke machines according to local related regulations.				
	5) Incidents are reported in the incident log.				
	6) The alarm site is attended as assigned.				
Element 4 – Comply with pyrotechnic regulations					
	1) Government regulations regarding pyrotechnic displays are observed and monitored.				
Element 5 – Undertake specific site observation					
	1) Observation of the site is undertaken according to assignment instructions.				
	2) The observation position is selected appropriate to the situation and the nature of the assignment.				
	3) Identified incidents are acted upon according to assignment instructions, clients and legal requirements.				

Assessment Document 3

APEC TOURISM WORKING GROUP **APEC SKILL STANDARD**

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.01.05 - MAINTAIN THE SECURITY OF PREMISES AND PROPERTY

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.02.05 – DETERMINE AND USE REASONABLE SECURITY FORCE TO CONTROL ACCESS TO, AND EXIT FROM PREMISES

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 – Control persons entering and leaving the site. Check permits, membership cards, and visitor passes</p> <p>1) Determine and use reasonable security force to control access and exit from premises. 2) The eligibility of persons entering premises or restricted areas is verified by checking relevant details on identification documents. 3) The issue and return of entry pass is controlled according to assignment instructions. 4) Incident, which infringe employee/client instructions are reported and recorded. 5) Persons attempting to gain entry without authorization are reported and recorded as appropriate. 6) Persons attempting entry when not adhering to company dress code are dealt with in a courteous manner. 7. Visitors are received in an appropriate manner, appropriate person/s notified and escort provided if necessary according to assignment instructions.</p> <p>Element 2 – Inspect baggage and/or vehicle</p> <p>1) Request to search a person’s property are made according to assignment instructions, and having regards to legal requirements. 2) Justification to search of a person’s property is clearly established having regard to government laws. 3) Searches are carried out according to assignment instructions. 4) Stolen, illegal or improper items found during a search are dealt with according to assignment and legal requirements. 5) Clients are notified of items found during search and further instructions are sought and acted upon where necessary. 6) Persons refusing search request are reported according to assignment instructions.</p> <p>Element 3 – Manage vehicular traffic</p> <p>1) Vehicles access and issue of vehicle passes are controlled according to assignment instructions. 2) Vehicles parking are permitted according to assignment instructions and relevant regulations. 3) Vehicles incidents or accidents are reported to appropriate person and recorded. 4) Efficient parking plan are drawn up and management of car park facilities is undertaken including cashier accountability. 5) Concierge and valet parking duties are provided when required.</p> <p>Element 4 – Check loading docks. Load and manifest entering and leaving sites</p> <p>1) Vehicles access and issue of vehicle passes is controlled according to assignment instructions. 2) Items being transported from the premises or site are checked against relevant documentation. 3) Vehicles entering/leaving the site are checked and/or monitored according to assignment instructions. 4). Loading docks are monitored and</p>	<p>UNIT VARIABLES</p> <p>This unit applies to all kinds of premises, indoor and outdoor.</p> <p>Identification documents may include: ID cards, visitor passes, work permits, membership cards, load manifests, and goods receipt.</p> <p>Incidents may include: refusal to show pass, lost pass, using pass belonging to other party, accidents resulting in injury, vehicles incorrectly parked, stolen vehicles, forced entry of person/s or vehicles, and unauthorized items found during search.</p> <p>Persons may include: visitor, staff, suppliers, sales representatives, Contractors, all persons with valid reason for entering premises, emergency services, and demonstrations.</p> <p>Types of assignment may include: premises, property with and without vehicles barriers, with and without vehicle parking, but does not include airports where screening sites are available.</p> <p>Types of barriers may include: security turnstiles, airlock system, traffic barriers, remotely operated doors / shutters / gates, keypads and cards entry systems, and computerized entry system.</p> <p>Times are all times specified by assignment instructions.</p> <p>Key control system may be various.</p> <p>Log book is client log book.</p>

<p>regularly patrolled.</p> <p>Element 5 – Manage access control system</p> <p>1) Keys and key cards are controlled, recorded and monitored according to assignment instructions. 2) Controllable physical barriers are operated according to assignment instructions. 3) Key pad and alarm entry systems are activated and de-activated according to pre-described procedures and client's instructions.</p> <p>Element 6 – Lock and unlock buildings</p> <p>1) Keys, keypads, key cards and alarm panels to secure premises are used according to maker/client instructions. 2) Premises are controlled according to assignment requirements during opening and lock-up procedures. 3) Mechanical services and office equipment are turned-off according to instructions. 4) The client / assignment sale log-book is maintained.</p> <p>Element 7 – Maintain inventory and record keeping of key system</p> <p>1) Keys are entered in key inventory system. 2) Keys are signed in and out on a shift basis. 3) Lost keys are documented and new locks installed where appropriate.</p> <p>Element 8 – Conduct visitor registration</p> <p>1) Visitors are asked to report to security on entering and exiting premises. 2) Visitor badges are checked regularly. 3) Security clearance for visitors is obtained from management if appropriate.</p> <p>Element 9 – Manage compliance of dress codes</p> <p>1) Dress code notices are displayed in strategic locations and customers and clients are advised accordingly. 2) Different situations are handled according to organizational policy including: lending clothing or suggesting alternative venues.</p>	<p>ASSESSMENT GUIDE</p> <p>1) Evidence should include the proper operation of a variety of access to control systems and associated equipment relevant to the assignment.</p> <p>2) Evidence should include demonstrated capacity to correctly: a. secure premises and systems according to assignment instructions; b. interpret assignments and instructions and deal with a variety of site monitoring situations; c. identify items and goods, which may be elicited, stolen or otherwise.</p> <p>3) Evidence includes properly maintained log books, visitor's book, vehicle log, incident reports, computer entries and manifests, and key register accounting for all keys.</p> <p>4) Underpinning knowledge and skills required include: a. relevant laws and by-laws; b. assignment instructions; c. ability to communicate clearly and courteously with clients and customers.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.02.05 DETERMINE AND USE REASONABLE SECURITY FORCE TO CONTROL, ACCESS TO AND EXIT FROM PREMISES
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.02.05

DETERMINE AND USE REASONABLE SECURITY FORCE TO CONTROL, ACCESS TO AND EXIT FROM PREMISES

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Control persons entering and leaving the site. Check permits, membership cards, and visitor passes						
	1) Determine and use reasonable security force to control access and exit from premises.					
	2) The eligibility of persons entering premises or restricted areas is verified by checking relevant details on identification documents.					
	3) The issue and return of entry pass is controlled according to assignment instructions.					
	4) Incident, which infringe employee/client instructions are reported and recorded.					
	5) Persons attempting to gain entry without authorization are reported and recorded as appropriate.					
	6) Persons attempting entry when not adhering to company dress code are dealt with in a courteous manner.					
	7) Visitors are received in an appropriate manner, appropriate person/s notified and escort provided if necessary according to assignment instructions.					
Element 2 – Inspect baggage and/or vehicle						
	1) Request to search a person's property are made according to assignment instructions, and having regards to legal requirements.					
	2) Justification to search of a person's property is clearly established having regard to government laws.					
	3) Searches are carried out according to assignment instructions.					
	4) Stolen, illegal or improper items found during a search are dealt with according to assignment and legal requirements.					
	5) Clients are notified of items found during search and further instructions are sought and acted upon where necessary.					
	6) Persons refusing search request are reported according to assignment instructions.					
Element 3 – Manage vehicular traffic						
	1) Vehicles access and issue of vehicle passes are controlled according to assignment instructions.					
	2) Vehicles parking are permitted according to assignment instructions and relevant regulations.					
	3) Vehicles incidents or accidents are reported to appropriate person and recorded.					

	4) Efficient parking plan are drawn up and management of car park facilities is undertaken including cashier accountability.				
	5) Concierge and valet parking duties are provided when required.				
Element 4 – Check loading docks. Load and manifest entering and leaving sites					
	1) Vehicles access and issue of vehicle passes is controlled according to assignment instructions.				
	2) Items being transported from the premises or site are checked against relevant documentation.				
	3) Vehicles entering/leaving the site are checked and/or monitored according to assignment instructions.				
	4). Loading docks are monitored and regularly patrolled.				
Element 5 – Manage access control system					
	1) Keys and key cards are controlled, recorded and monitored according to assignment instructions.				
	2) Controllable physical barriers are operated according to assignment instructions.				
	3) Key pad and alarm entry systems are activated and de-activated according to pre-described procedures and client's instructions.				
Element 6 – Lock and unlock buildings					
	1) Keys, keypads, key cards and alarm panels to secure premises are used according to maker/client instructions.				
	2) Premises are controlled according to assignment requirements during opening and lock-up procedures.				
	3) Mechanical services and office equipment are turned-off according to instructions.				
	4) The client / assignment sale log-book is maintained.				
Element 7 – Maintain inventory and record keeping of key system					
	1) Keys are entered in key inventory system.				
	2) Keys are signed in and out on a shift basis.				
	3) Lost keys are documented and new locks installed where appropriate.				
Element 8 – Conduct visitor registration					
	1) Visitors are asked to report to security on entering and exiting premises.				
	2) Visitor badges are checked regularly.				
	3) Security clearance for visitors is obtained from management if appropriate.				
Element 9 – Manage compliance of dress codes					
	1) Dress code notices are displayed in strategic locations and customers and clients are advised accordingly.				
	2) Different situations are handled according to organizational policy including: lending clothing or suggesting alternative venues.				

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.02.05

DETERMINE AND USE REASONABLE SECURITY FORCE TO CONTROL, ACCESS TO AND EXIT FROM PREMISES

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.03.05 – MAINTAIN THE SAFETY OF PREMISES AND PROPERTY

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 – Respond to fire and safety alarm calls</p> <p>1) The nature of emergency or safety situations is established. 2) The relevant emergency service is contacted immediately and given details of the emergency situation. 3) Emergency service access to site is provided. 4) Emergency services are provided with assistance and support according to capabilities and the situation presented. 5) The client is notified of the emergency situation according to assignment instructions. 6) All reports follow approved format and are compiled in a legible format. 7) Any need for changes to site operating procedures is noted and brought to the attention of the appropriate person.</p> <p>Element 2 – Take preventive actions on potential security hazards</p> <p>1) Intoxicated persons showing early potential of incident are readily identified and managed early. 2) Staff handling procedures are followed. 3) Crowd numbers within restricted areas are managed. 4) The potential hazard is clearly identified, located and documented according to assignment instructions. 5) Risk from potential hazards are reduced if possible, and within own area of responsibility. 6) Warning signs for swimmers and house rules and regulations are clearly displayed, for example: a. children under adult supervision for swimming pools; b. strong current signs for beach areas; c. areas cordoned off for sailing of non-motorized craft and boundaries for motorized crafts marked; d. CPR and EAR signs. 7) Patrol times for lifeguards are clearly displayed and areas closely monitored particularly out of patrol times. 8) Follow-up actions is taken according to assignment instructions.</p> <p>Element 3 – Manage emergency situations</p> <p>1) Familiarization is made of guidelines on management of major incident including gas leak, bomb management, siege situations, and armed robbery. 2) Emergency situations are investigated and</p>	<p>UNIT VARIABLES</p> <p>This unit applies to all kinds of premises, indoor and outdoor.</p> <p>Types of emergency may include: chemical, mains, medical alarms, industrial gases, suspicious parking, highly flammable material, bomb and explosive devices, suspicious behavior, and management of deceased persons situation.</p> <p>Types of fires may include: electrical, gaseous substances, flammable liquid.</p> <p>Contact with relevant emergency services may be made by: telephone/mobile phone, 2-way radio: portable or installed, dedicated communications link, and alarm, such as hold up.</p> <p>Potential security hazards may include: potential explosives, levels of vats, pressure level, valve levels & failures, safety risks, storage of chemicals, criminal act, faulty building works, faulty or broken equipment, gases, damaged glass, suspicious or armed persons, intoxicated persons, excessive crowd number within restricted areas, swimming locations, atmospheric contaminants, patrol of pools & beaches out of normal patrol hours, fires, sharks net maintenance, non-compliance with house rules/regulations.</p> <p>Emergency situations include: gas leak, bombs, siege situation, and armed robbery.</p> <p>Reduction of hazard risk may be achieved by: removing potential hazard, closing off area, marking area of potential hazard, and notify management, evacuation, regular patrols.</p> <p>Appropriate persons may include: building/center management, maintenance, and any other person who could reasonably be expected to deal with potential hazard.</p> <p>Isolation may include cordoning and evacuation.</p> <p>Evacuation of premises to be made via: prescribed primary route/s, designated alternative route/s, or designated assembly</p>

<p>assessed, and appropriate action is taken immediately. 3) Information identifying the location and type of emergency is given to appropriate services according to assignment instructions. 4) Onlookers / crowd / other persons are controlled and kept at a safe distance from emergency area. 5) Access points for emergency services are kept free from obstructions. 6) All instructions received from emergency services are carried out. 7) The client is notified of the emergency situation according to assignment instructions. 8) A complete written report is made according to assignment instructions.</p> <p>Element 4 – Respond to bomb threats</p> <p>1) Bomb threat evacuation procedures are initiated according to assignment instructions. 2) Management and emergency services are informed immediately. 3) Special instructions from management for emergency services are carried out, for example, dispatch and monitoring of search teams. 4) Emergency access points are kept free from obstructions. 5) The area around identified suspected package or location is isolated, evacuated and monitored as appropriate.</p> <p>Element 5 – Implement procedures for major incident planning</p> <p>Procedures are in place, and implemented in the event of a major incident.</p> <p>Element 6 – Manage a deceased persons situation</p> <p>1) The situation and condition of the person is assessed. 2) Appropriate emergency services are called, including police, ambulance and premise managers, and the exact time and location of persons is given. 3) The room / area are cordoned off and access is given to emergency services only. 4) Guests or staff members are calmed and/or treated for shock, and the facts of the event are obtained.</p>	<p>points.</p> <p>Safety alarms may include: date/person alarm, medical alarms, hold up alarms, or fire alarms.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include observation in the work environment.</p> <p>2) Evidence should include: a. access a variety of potential hazards and initiate action to eliminate, reduce or otherwise deal with the hazard, e.g. contagious disease, strong beach currents, sharks, stingers etc.; b. select and use of appropriate fire fighting equipment; c. follow emergency procedures and comply with requests from emergency services; d. assess a variety of potentially dangerous situations requiring the movement of persons; e. implement established plans and procedures to control movement of persons; f. implement bomb threat procedures.</p> <p>3) Evidence should include accurately completed and maintained log books and incident report.</p> <p>4) Underpinning knowledge and skills required: a. basic fire fighting equipment used on the premises; b. emergency and evacuation procedures and instruction; c. potential hazards and risks; d. site lay out and access points; e. sprinkler / emergency systems; f. bomb threat procedures and instructions; g. OHSS requirements; h. knowledge of infectious/contagious diseases; i. site plan and equipment; j. assignment instructions; k. ability to communicate instructions to people in emergency situations; and l. marine regulation requirements for resort properties.</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.03.05 - MAINTAIN SAFETY OF PREMISES AND PERSONNEL
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.03.05 - MAINTAIN SAFETY OF PREMISES AND PERSONNEL

Name of Candidate :
 Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Respond to fire and safety alarm calls						
	1) The nature of emergency or safety situations is established.					
	2) The relevant emergency service is contacted immediately and given details of the emergency situation.					
	3) Emergency service access to site is provided.					
	4) Emergency services are provided with assistance and support according to capabilities and the situation presented.					
	5) The client is notified of the emergency situation according to assignment instructions.					
	6) All reports follow approved format and are compiled in a legible format.					
	7) Any need for changes to site operating procedures is noted and brought to the attention of the appropriate person.					
Element 2 – Take preventive actions on potential security hazards						
	1) Intoxicated persons showing early potential of incident are readily identified and managed early.					
	2) Staff handling procedures is followed.					
	3) Crowd numbers within restricted areas are managed.					
	4) The potential hazard is clearly identified, located and documented according to assignment instructions.					
	5) Risk from potential hazards are reduced if possible, and within own area of responsibility.					
	6) Warning signs for swimmers and house rules and regulations are clearly displayed, for example: a. children under adult supervision for swimming pools; b. strong current signs for beach areas; c. areas cordoned off for sailing of non-motorized craft and boundaries for motorized crafts marked; d. CPR and EAR signs.					
	7) Patrol times for lifeguards are clearly displayed and areas closely monitored particularly out of patrol times.					
	8) Follow-up actions are taken according to assignment instructions.					
Element 3 – Manage emergency situations						
	1) Familiarization is made of guidelines on management of major incident including gas leak,					

	bomb management, siege situations, and armed robbery.					
	2) Emergency situations are investigated and assessed, and appropriate action is taken immediately.					
	3) Information identifying the location and type of emergency is given to appropriate services according to assignment instructions.					
	4) Onlookers / crowd / other persons are controlled and kept at a safe distance from emergency area.					
	5) Access points for emergency services are kept free from obstructions.					
	6) All instructions received from emergency services are carried out.					
	7) The client is notified of the emergency situation according to assignment instructions.					
	8) A complete written report is made according to assignment instructions.					
Element 4 – Respond to bomb threats						
	1) Bomb threat evacuation procedures are initiated according to assignment instructions.					
	2) Management and emergency services are informed immediately.					
	3) Special instructions from management for emergency services are carried out, for example, dispatch and monitoring of search teams.					
	4) Emergency access points are kept free from obstructions.					
	5) The area around identified suspected package or location is isolated, evacuated and monitored as appropriate.					
Element 5 – Implement procedures for major incident planning						
	Procedures are in place, and implemented in the event of a major incident.					
Element 6 – Manage a deceased persons situation						
	1) The situation and condition of the person is assessed.					
	2) Appropriate emergency services are called, including police, ambulance and premise managers, and the exact time and location of persons is given.					
	3) The room / area are cordoned off and access is given to emergency services only.					
	4) Guests or staff members are calmed and/or treated for shock, and the facts of the event are obtained.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.03.05 - MAINTAIN SAFETY OF PREMISES AND PERSONNEL

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.04.05 – MANAGE INTOXICATED PERSON

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES AND ASSESSMENT GUIDE
<p>Element 1 – Determine the level of intoxication 1) The level of intoxication is established taking into considerations: gender, race, and culture. 2) Situations requiring back up assistance are assessed. 3) The situation is discussed courteously with the customer.</p> <p>Element 2 – Apply appropriate procedures 1) Appropriate procedures are applied according to the situation and organizational policy, including verbal warning and asking to leave the premises. 2) Customer service skills are used at all times.</p> <p>Element 3 – Remove the person from premises 1) The position is explained to the customer. 2) Assistance is offered and/or given including room in the hotel or taxi home. 3) The guest / customer is assisted to leave the premises if necessary.</p> <p>Element 4 – Provide customer service 1) Situations are analyzed carefully. 2) Explanations are given to customers throughout the event/incident. 3) Suggestions and alternatives are given to customers. 4) A quiet and respectful tone of voice is used at all times. 5) Tact and discretion are used in difficult situations. 6) Conflict resolution skills are employed where required.</p> <p>Element 5 – Deal with underage drinker 1) The situation is accurately assessed. 2) Identification is checked. 3) Underage drinkers are refused service of alcohol and advised courteously of reason. 4) Where under age persons are in a restricted area, they are tactfully asked to leave.</p> <p>Element 6 – Comply with legislation 1) The relevant liquor legislation is complied with in all situations concerning alcohol.</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Situations may include: a. dealing with difficult people, including those under the influence of drugs and/or alcohol; b. ejection of people from the premises (where authority exists); c. breaches of illegal requirements; d. persons attempting to bring prohibited items into the premises, such as alcohol, drugs; e. inebriation; f. abusive language to staff or other guests; g. noise disturbance to other guests; h. abusive or violent behavior to staff or other guests. Persons may include: staff, customers; visitors, contractors; and suppliers. Situations are those: a. occurring between members of the public and security personnel, and affecting the security or safety of persons, premises or property within the officer's responsibilities; and b. occurring between officers and agents/staff of the customer.</p> <p>ASSESSMENT GUIDE 1) Evidence should include a demonstrated capacity to: assess situations and propose solutions; and use conflict resolution skills. 2) Knowledge and understanding of the followings: a. 'standard' drink; b. effect of alcohol and factors which influence them; c. standard criteria for assessment of intoxication; d. relevant liquor regulations and laws; e. alcohol service and the principles of patron care which includes responsible service of alcohol; f. relevant driving regulations under the influence of drugs and alcohol.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.04.05 - MANAGE INTOXICATED PERSONS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.04.05 - MANAGE INTOXICATED PERSONS

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
	Element 1 – Determine the level of intoxication					
	1) The level of intoxication is established taking into considerations: gender, race, and culture.					
	2) Situations requiring back up assistance are assessed.					
	3) The situation is discussed courteously with the customer.					
	Element 2 – Apply appropriate procedures					
	1) Appropriate procedures are applied according to the situation and organizational policy, including verbal warning and asking to leave the premises.					
	2) Customer service skills are used at all times.					
	Element 3 – Remove the person from premises					
	1) The position is explained to the customer.					

	2) Assistance is offered and/or given including room in the hotel or taxi home.					
	3) The guests / customers are assisted to leave the premises if necessary.					
Element 4 – Provide customer service						
	1) Situations are analyzed carefully.					
	2) Explanations are given to customers throughout the event/incident.					
	3) Suggestions and alternatives are given to customers.					
	4) A quiet and respectful tone of voice is used at all times.					
	5) Tact and discretion are used in difficult situations.					
	6) Conflict resolution skills are employed where required.					
Element 5 – Deal with underage drinker						
	1) The situation is accurately assessed.					
	2) Identification is checked.					
	3) Underage drinkers are refused service of alcohol and advised courteously of reason.					
	4) Where under age persons are in a restricted area, they are tactfully asked to leave.					
Element 6 – Comply with legislation						
	1) The relevant liquor legislation is complied with in all situations concerning alcohol.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.04.05 - MANAGE INTOXICATED PERSONS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

ASSESSMENT FILE
APEC SS 2.04.05.05 – OPERATE BASIC SECURITY EQUIPMENT

UNIT VARIABLES AND ASSESSMENT GUIDE	ELEMENTS AND PERFORMANCE CRITERIA
<p>Element 1 – Operate communications equipment 1) All equipment is regularly checked to ensure it is operational. 2) All equipment is operated according to SOP.</p> <p>Element 2 – Operate computer equipment 1) Information is entered according to software instructions and sequences and SOP. 2) Information is entered, assessed and checked for reliability and accuracy. 3) Information is updated regularly where appropriate.</p> <p>Element 3 – Monitor surveillance equipment 1) Surveillance equipment is set up in accordance with management instructions. 2) Equipment is monitored on a constant basis.</p> <p>Element 4 – Check basic monitoring equipment 1) Records are legibly maintained according to assignment instructions. 2) Alarm sectors are tested according to assignment instructions. 3) Faulty equipment identified and steps taken to rectify the situation according to assignment instructions. 4) Back-up systems are arranged.</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Communications equipment may include: portable and mounted 2-way radio; mobile phones & fax; pagers. Records may include alarm generations Computerized systems may include: alarm systems; fire, mechanical services, lifts and emergency; energy management system; various manufacturers; those specified in assignment instructions.</p> <p>ASSESSMENT GUIDE 1) Evidence should include: a. correctly select and search computer menus as appropriate; b. accurately enter a variety relevant data; c. check and test monitoring equipment and nominate the steps necessary to rectify the situation. 2) Underpinning knowledge and skills required include: a. site and required monitoring equipment; b. operating and maintenance procedures for fire equipment; c. assignment instructions; d. communications systems as appropriate; e. employer requirements regarding collection and input of data; f. basic keyboard skills; g. identifying faulty equipment.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.05.05 - OPERATE BASIC SECURITY EQUIPMENT
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.05.05 - OPERATE BASIC SECURITY EQUIPMENT

Name of Candidate :

Name of Assessor/s :

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*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Operate communications equipment						
	1) All equipment is regularly checked to ensure it is operational.					
	2) All equipment is operated according to SOP.					
Element 2 – Operate computer equipment						
	1) Information is entered according to software instructions and sequences and SOP.					
	2) Information is entered, assessed and checked for reliability and accuracy.					
	3) Information is updated regularly where appropriate.					
Element 3 – Monitor surveillance equipment						
	1) Surveillance equipment is set up in accordance with management instructions.					
	2) Equipment is monitored on a constant basis.					
Element 4 – Check basic monitoring equipment						
	1) Records are legibly maintained according to assignment instructions.					
	2) Alarm sectors are tested according to assignment instructions.					
	3) Faulty equipment identified and steps taken to rectify the situation according to assignment instructions.					
	4) Back-up systems are arranged.					

Assessment Document 3

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD**

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.05.05 - OPERATE BASIC SECURITY EQUIPMENT

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.06.05 – APPREHEND OFFENDERS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Establish if lawful arrest should be effected</p> <p>1) The behavior of the suspect is clearly identified as constituting an offence according to relevant laws or by-laws. 2) Relevant circumstances are identified which clearly establish that an offence has been committed according to and national and local laws or by-laws. 3) Proof of offence is established according to relevant national or local laws and by laws. 4) The need to demonstrate that the arrest is justified / warranted is established. 5) Assessment is made to ensure that the arrest can be effected with minimum danger to self and the public.</p> <p>Element 2 – Prepare for apprehension</p> <p>1) The courses of action in effecting the arrest are identified according to relevant legal requirements or local by-laws. 2) Relevant personnel are notified to imminent arrest if appropriate, and back up is called for as required. 3) The safety of self, offender and the general public are considered. 4) Optimum time, opportunity and location are selected to effect the arrest in order to ensure safety and to comply with assignment instructions, if appropriate.</p> <p>Element 3 – Perform the arrest</p> <p>1) The need to restraint or secure the offender is established and action is taken according to relevant laws or by-laws and assignment instructions. 2) Legal rights of the person being arrested are observed at all times. 3) The offender is approached, identified and authority of the arresting officer is communicated to the offender where possible. 4) Reasons for the arrest are conveyed to the offender in a clear and concise manner where possible. 5) The offender and/or property are searched to obtain evidence to support the arrest if necessary, where possible, and within legal limitations. 6) The offender and/or property are searched to obtain articles that may be used to harm self or others. 7) Regards</p>	<p>UNIT VARIABLES</p> <p>This unit applies to all kinds of premises indoor and outdoor.</p> <p>Monitoring may take place by means of visual, camera, electronic, and other communications.</p> <p>Apprehension includes citizens and stand that operation is under a special warrant.</p> <p>Apprehension procedures may be those detailed in the assignment instructions and include detaining person/s pending a police arrest.</p> <p>Time, opportunity and location of arrest may be selected based on safety, discretion, or assignment instructions.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated capacity to: a. interpret and adhere to agreed and lawful observation procedures; b. detect suspicious or unusual behavior under a variety of security observation conditions and circumstances; c. accurately identify offences justifying apprehension; d. formulate and apply a plan to apprehend offender in a safe, discreet and timely manner.</p> <p>2) Underpinning knowledge and skills required include: a. effective methods of detention; b.</p>

<p>for OHS aspects of self, offender and others are displayed at all times.</p> <p>Element 4 – Detain arrested person</p> <p>1) The arrested person is detained according to assignment instructions and taking into account legal constraints. 2) Police are notified according to establishment procedures, and supplied with all relevant details and evidence associated with the arrest. 3) Clients are informed of the arrest according to assignment instructions. 4) An account of the arrest is recorded according to assignment instructions and legal requirements. 5) Due to legal cause is clearly established in reports to police, clients or employer.</p>	<p>assignment instructions; c. employer policy and procedures regarding surveillance and apprehension; d. relevant laws and by-laws covering the legal limitations of a security officer; e. perception and visual acumen; f. ability to distinguish the difference between normal and deviant behavior; g. knowledge of law as it applies to citizen's arrest, and authorization of special warrants.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
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04	Unit Assessed	APEC SS 2.04.06.05 - APPREHEND OFFENDERS
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Assessment Document 2

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.06.05 - APPREHEND OFFENDERS

Name of Candidate :
 Name of Assessor/s :

APEC TOURISM WORKING GROUP
APEC TWG Project No. 01/2005 APEC Tourism Occupational Skill Standards Development –Stage IV
 EMPOWER Associates, Consultant

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Establish if lawful arrest should be effected						
	1) The behavior of the suspect is clearly identified as constituting an offence according to relevant laws or by-laws.					
	2) Relevant circumstances are identified which clearly establish that an offence has been committed according to and national and local laws or by-laws.					
	3) Proof of offence is established according to relevant national or local laws and by laws.					
	4) The need to demonstrate that the arrest is justified / warranted is established.					
	5) Assessment is made to ensure that the arrest can be effected with minimum danger to self and the public.					
Element 2 – Prepare for apprehension						
	1) The courses of action in effecting the arrest are identified according to relevant legal requirements or local by-laws.					
	2) Relevant personnel are notified to imminent arrest if appropriate, and back up is called for as required.					
	3) The safety of self, offender and the general public are considered.					
	4) Optimum time, opportunity and location are selected to effect the arrest in order to ensure safety and to comply with assignment instructions, if appropriate.					
Element 3 – Perform the arrest						
	1) The need to restraint or secure the offender is established and action is taken according to relevant laws or by-laws and assignment instructions.					
	2) Legal rights of the person being arrested are observed at all times.					
	3) The offender is approached, identified and authority of the arresting officer is communicated to the offender where possible.					
	4) Reasons for the arrest are conveyed to the offender in a clear and concise manner where possible.					
	5) The offender and/or property are searched to obtain evidence to support the arrest if necessary, where possible, and within legal limitations.					
	6) The offender and/or property are searched to obtain articles that may be used to harm self or others.					
	7) Regards for OHS aspects of self, offender and others are displayed at all times.					
Element 4 – Detain arrested person						
	1) The arrested person is detained according to assignment instructions and taking into account legal constraints.					
	2) Police are notified according to establishment procedures, and supplied with all relevant details and evidence associated with the arrest.					
	3) Clients are informed of the arrest according to assignment instructions.					
	4) An account of the arrest is recorded according to assignment instructions and legal requirements.					
	5) Due to legal cause is clearly established in reports to police, clients or employer.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.06.05 - APPREHEND OFFENDERS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :
 Candidate Signature :
 Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.07.05 – ACREEN BAGGAGE AND PEOPLE TO MINIMIZE SECURITY RISKS

UNIT VARIABLES & ASSESSMENT GUIDE	ELEMENTS & PERFORMANCE CRITERIA
<p>Element 1 – Operate screening equipment 1) Preliminary testing of equipment is performed to maker’s specification. 2) Images are continually and consistently monitored and interpreted. 3) Prohibited and/or hazardous items are identified and appropriate action is taken according to assignment and legal requirements. 4) Faults and damage to security equipment are reported and recorded according to assignment instructions.</p> <p>Element 2 – Undertake search of persons 1) Need to undertake the search of a person is appropriately identified. 2) The search is conducted according to government / local regulations. 3) The search is carried out in an appropriate manner according to assignment instructions. 4) Persons being searched are provided with an explanation of the reason for the search. 5) The search is carried out only at appropriate locations and by persons of the same gender where possible according to specific regulation.</p> <p>Element 3 – Follow investigative procedures 1) Upon discovery of a prohibitive item, the suspect is informed of the item discovered and the consequences. 2) The establishment’s investigative procedures are followed.</p> <p>Element 4 – Detain arrested persons</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Search of persons may include body search or pat down or both. Legal constraints include national or legal regulations. Prohibited/hazardous items include those specified by the customer or enterprise or by government regulations. Screening equipment may include: hand held, walk through, conveyer type or dogs.</p> <p>ASSESSMENT GUIDE 1) Demonstrated capacity to: a. identify and detect items and goods which may be elicit, stolen, dangerous to public, or otherwise in-appropriate, and take necessary actions; b. clearly indicate authority to customers and the public by means of physical presence. 2) Underpinning knowledge and skills required: a. relevant laws and regulations; b. assignment and legal requirements and procedures regarding search of persons; c. legal and</p>

1) Suspension procedures are implemented when no authorized personnel are on site, and the establishment's policy and procedures are adhered to. 2) Police are called immediately for serious offences, for example, theft and drugs, according to establishment's policy and procedures.	enterprise requirements associated with seizure of goods; d. screening equipment manufacturer's operating instructions; e. ability to clearly communicate search/screening related requests; f. discretion in observing and/or searching.
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.07.05 - SCREEN BAGGAGE AND PEOPLE TO MINIMIZE SECURITY RISKS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.07.05 - SCREEN BAGGAGE AND PEOPLE TO MINIMIZE SECURITY RISKS

Name of Candidate :
 Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

**** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic**

***** C= Competent; NYC= Not Yet Competent**

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Operate screening equipment						
	1) Preliminary testing of equipment is performed to maker’s specification.					
	2) Images are continually and consistently monitored and interpreted.					
	3) Prohibited and/or hazardous items are identified and appropriate action is taken according to assignment and legal requirements.					
	4) Faults and damage to security equipment are reported and recorded according to assignment instructions.					
Element 2 – Undertake search of persons						
	1) Need to undertake the search of a person is appropriately identified.					
	2) The search is conducted according to government / local regulations.					
	3) The search is carried out in an appropriate manner according to assignment instructions.					
	4) Persons being searched are provided with an explanation of the reason for the search.					
	5) The search is carried out only at appropriate locations and by persons of the same gender where possible according to specific regulation.					
Element 3 – Follow investigative procedures						
	1) Upon discovery of a prohibitive item, the suspect is informed of the item discovered and the consequences.					
	2) The establishment’s investigative procedures are followed.					
Element 4 – Detain arrested persons						
	1) Suspension procedures are implemented when no authorized personnel are on site, and the establishment’s policy and procedures are adhered to.					
	2) Police are called immediately for serious offences, for example, theft and drugs, according to establishment’s policy and procedures.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.07.05 - SCREEN BAGGAGE AND PEOPLE TO MINIMIZE SECURITY RISKS

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.08.05 – ESCORT AND CARRY VALUABLES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Prepare for escort assignment 1) Assignment requirements are identified and clarified where necessary. 2) Resource requirements are assessed and obtained according to assignment instructions. 3) Adequacy of resources is appropriate to the assignment confirmed.</p> <p>Element 2 – Participate in training for cash escort and movement through crowded areas 1) Specialized training is conducted to escort cash and movement through crowded areas. 2) Routes are changed according to departmental guidelines. 3) Observation skills are used at all times during escort procedures.</p> <p>Element 3 – Undertake escort 1) Potential threats / problems during assignment are identified and acted upon according to situation presented and assignment instructions. 2) Escort is undertaken in a calm and professional manner according to assignment instructions.</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Assignment requirements are those specified in client brief and/or assignment instructions. Resource may include: transport, receptacles, firearms & equipment, specific knowledge and skills. Client procedures are those laid down in the assignment instructions. Valuables may include: documents, precious stones, jewels, bullion, cash, art works, other items considered of high value for specific reasons. Potential threats may include: hold up, vehicle accident, suspicious circumstances.</p> <p>ASSESSMENT GUIDE 1) Ability to demonstrated capacity to: a. carry out and escort assignments in a manner appropriate to assignment needs; b. monitor and assess all factors which might impact on the escort security and react in appropriate manner where necessary. 2) Underpinning skills and knowledge required: a. knowledge on equipment required to complete assignment; b. assignment procedures; c. assessment and monitoring which may affect the safety and security of the escort both prior to and during its conduct; d. observation skills in identifying the likely source of risks.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	

03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.08.05 - ESCORT AND CARRY VALUABLES
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.08.05 - ESCORT AND CARRY VALUABLES

Name of Candidate :
Name of Assessor/s :

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** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Prepare for escort assignment						
	1) Assignment requirements are identified and clarified where necessary.					
	2) Resource requirements are assessed and obtained according to assignment instructions.					
	3) Adequacy of resources is appropriate to the assignment confirmed.					
Element 2 – Participate in training for cash escort and movement through crowded areas						
	1) Specialized training is conducted to escort cash and movement through crowded areas.					
	2) Routes are changed according to departmental guidelines.					
	3) Observation skills are used at all times during escort procedures.					
Element 3 – Undertake escort						
	1) Potential threats / problems during assignment are identified and acted upon according to situation presented and assignment instructions.					
	2) Escort is undertaken in a calm and professional manner according to assignment instructions.					

Assessment Document 3

APEC TOURISM WORKING GROUP APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.08.05 - ESCORT AND CARRY VALUABLES

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE

APEC SS 2.04.09. 05 – CONTROL CROWDS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Inspect venue</p> <p>1) Precautionary crowd exit procedures are anticipated on arrival by identifying the number and location of exits, unlocking these as required and recording crowd exit details according to assignment instructions. 2) Communication between security personnel within the venue site is ensured by checking all communication equipment on arrival. 3) Communication to and from the venue is ensured by checking all communication equipment on arrival.</p> <p>Element 2 – Provide security presence</p> <p>1) Security of venue is indicated to the crowd by taking up a guard position, which provides maximum risk. 2) Current security status of the venue and crowd are communicated regularly and as required to the supervisor or duty manager.</p> <p>Element 3 – Monitor crowd size</p>	<p>UNIT VARIABLES</p> <p>This unit applies to all kinds of premises indoor and outdoor.</p> <p>Communication equipment may include: 2-way radio; telephone; mobile telephone; PA system; megaphone; hand signals.</p> <p>Persons posing a potential threat to client's safe operation of venue may include: intoxicated persons, under age persons, persons under influence of prohibited substances; and persons causing a public nuisance.</p> <p>Indications of disruptive or potentially disruptive behavior may include: noise build up; greater concentration of crowds; crowds/individuals under the</p>

<p>1) Maximum crowd size is ascertained from assignment instructions. 2) Crowd size is monitored and managed to ensure correct numbers for maximum legal limit to any given space.</p> <p>Element 4 – Respond to potential crowd problems</p> <p>1) Persons or situations that may cause a breach of client’s license are identified and appropriate action is taken. 2) Potential problems are identified and action is taken according to assignment instructions. 3) Persons behaving in a potentially disruptive manner are approached and advised of conditions of acceptable behavior in an appropriate manner according to assignment instructions.</p> <p>Element 5 – Monitor crowd behavior and safety</p> <p>1) Unusual crowd pattern, behaviors and mood changes are identified. 2) Identified problem spots are reported or acted on as required by assignment instructions. 3) Site/venue access is controlled according to assignment instructions. 4) Distress alarms are responded to according to assignment instructions. 5) Potential safety problems are identified, notified to appropriate personnel and action taken as appropriate. 6) Need for back-up support is recognized and acted upon immediately. 7) Force is used no more than necessary to render the situation harmless according to assignment and legal requirements.</p> <p>Element 6 – Direct crowds</p> <p>1) People are directed to correct location/s as specified and according to previously identified crowd control measures. 2) People are directed in a manner appropriate to the situation and according to assignment, client and legal requirements. 3) People are directed in a manner which minimizes risk of injury to crowd and self.</p> <p>Element 7 – Cordon off appropriate areas.</p> <p>1) Problem areas are identified with VIP party officials or police. 2) Designated areas are cordoned off.</p>	<p>influence of drugs/alcohol; individual in an unsuitable locations.</p> <p>Potential hazards may include: conflict between members of the crowd; conflict between security staff and members of the crowd; demonstrations; failure to comply with direction/request from authorized person; noise, light, heat, limited space, fatigue, glass furniture & fittings, stairways, smoke, weapons, clothing equipment, lack of facilities (e.g. toilets), decorations and utilities; and use of force continuum guidelines include those set down by local or police service and regulations.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include capacity to: a. accurately evaluate site / venue lay out prior to assignment; b. assess and communicate security status of the venue to nominated personnel; c. detect disruptive behavior and deal with it in an appropriate manner; d. maintain a professional presence as a deterrent to potentially disruptive individuals and groups; e. accurately identify crowd size problems and assess steps to be taken; f. apply use of minimum force continuum guidelines.</p> <p>2) Underpinning skills and knowledge required include: a. conflict resolution; b. relevant laws, regulations and by-laws; use of communications equipment and systems; d. distress alarm and action to be taken; e. assessment and monitoring of crowd behavior, size, safety and direction.</p> <p>3) Evidence should include observation in the work environment.</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.09.05 - CONTROL CROWDS
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.09.05 - CONTROL CROWDS

Name of Candidate :

Name of Assessor/s :

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** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Inspect venue						
	1) Precautionary crowd exit procedures are anticipated on arrival by identifying the number and location of exits, unlocking these as required and recording crowd exit details according to assignment instructions.					
	2) Communication between security personnel within the venue site is ensured by checking all communication equipment on arrival.					
	3) Communication to and from the venue is ensured by checking all communication equipment on arrival.					
Element 2 – Provide security presence						
	1) Security of venue is indicated to the crowd by taking up a guard position, which provides maximum risk.					
	2) Current security status of the venue and crowd are communicated regularly and as required to the supervisor or duty manager.					
Element 3 – Monitor crowd size						
	1) Maximum crowd size is ascertained from assignment instructions.					
	2) Crowd size is monitored and managed to ensure correct numbers for maximum legal limit to any given space.					
Element 4 – Respond to potential crowd problems						
	1) Persons or situations that may cause a breach of client's license are identified and appropriate action is taken.					
	2) Potential problems are identified and action is taken according to assignment instructions.					
	3) Persons behaving in a potentially disruptive manner are approached and advised of conditions of acceptable behavior in an appropriate manner according to assignment instructions.					
Element 5 – Monitor crowd behavior and safety						
	1) Unusual crowd pattern, behaviors and mood changes are identified.					
	2) Identified problem spots are reported or acted on as required by assignment instructions.					

	3) Site/venue access is controlled according to assignment instructions.				
	4) Distress alarms are responded to according to assignment instructions.				
	5) Potential safety problems are identified, notified to appropriate personnel and action taken as appropriate.				
	6) Need for back-up support is recognized and acted upon immediately.				
	7) Force is used no more than necessary to render the situation harmless according to assignment and legal requirements.				
Element 6 – Direct crowds					
	1) People are directed to correct location/s as specified and according to previously identified crowd control measures.				
	2) People are directed in a manner appropriate to the situation and according to assignment, client and legal requirements.				
	3) People are directed in a manner which minimizes risk of injury to crowd and self.				
Element 7 – Cordon off appropriate areas.					
	1) Problem areas are identified with VIP party officials or police.				
	2) Designated areas are cordoned off.				

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.09.05 - CONTROL CROWDS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :
 Candidate Signature :
 Date of Assessment :

ASSESSMENT FILE

APEC SS 2.04.10.05 – EMPLOY BATONS AND HANDCUFFS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Carry batons / handcuffs 1) Batons / handcuffs are carried according to assignment instructions and legal requirements. 2) The need for use of batons / handcuffs is identified according to assignment and legal requirements. 3) Batons / handcuffs are selected according to appropriate need and related regulations. 4) Batons / handcuffs are checked on receipt and return to ensure they meet the employer safety requirements.</p> <p>Element 2 – Use batons / handcuffs 1) Batons / handcuffs are used according to standard procedures outlined in accreditation training and assignment instructions. 2) Batons / handcuffs are operated safely according to legal minimum force guidelines and with no more force than is necessary to render the situation harmless.</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Minimum force guidelines may include those set down by: national and local legislation; police services regulations. Faults may include: rust on equipment, damaged batons, jagged edges, cracks and dents.</p> <p>ASSESSMENT GUIDE 1) Evidence should include observation in the work environment. 2) Evidence should include demonstrated capacity to: a. justify the carrying and use of batons / handcuffs in various security situations and circumstances; b. assess situations and options available before selecting appropriate batons / handcuffs; c. select batons / handcuffs appropriate to a variety of situations and conditions; d. apply use of force continuum guidelines. 3) Ability to demonstrate skills and knowledge in: a. relevant legal, licensing and employer requirements; b. guidelines for the carrying and use of batons / handcuffs; c. safe use and handling of batons /handcuffs.</p>

Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.10.05 - EMPLOY BATONS AND HANDCUFFS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	

08	Appeal/Review Process	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.10.05 - EMPLOY BATONS AND HANDCUFFS

Name of Candidate :

Name of Assessor/s :

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** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Carry batons / handcuffs						
	1) Batons / handcuffs are carried according to assignment instructions and legal requirements.					
	2) The need for use of batons / handcuffs is identified according to assignment and legal requirements.					
	3) Batons / handcuffs are selected according to appropriate need and related regulations.					
	4) Batons / handcuffs are checked on receipt and return to ensure they meet the employer safety requirements.					
Element 2 – Use batons / handcuffs						
	1) Batons / handcuffs are used according to standard procedures outlined in accreditation training and assignment instructions.					
	2) Batons / handcuffs are operated safely according to legal minimum force guidelines and with no more force than is necessary to render the situation harmless.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.04.10.05 - EMPLOY BATONS AND HANDCUFFS

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.11.05 – INTEPRET INFORMATION FROM ADVANCE SECURITY EQUIPMENT

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Evaluate information from multiple sources 1) Complex systems are operated and monitored according to assignment instructions. 2) Information conveyed by complex systems is interpreted and acted upon according to client brief and assignment instructions. 3) Systems information is cross-checked by references to companion monitoring systems where appropriate and possible.</p> <p>Element 2 – Respond to situations identified through security systems 1) The situation is assessed by reference to all available information, and a response is formulated and implemented according to clients brief and assignment procedures. 2) All incidents and actions are recorded and reported according to employer policies and procedures.</p> <p>Element 3 – Maintain control of security equipment 1) Systems are monitored and tested to ensure their performance is within defined operational guidelines. 2) Suspected or actual malfunctions or failures are acted upon and reported according to employer policies and procedures. 3) Back up procedures is implemented.</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Sources of information systems may include: CCTV, infra-red sensors, movement detector, wide angle cameras, intelligent building systems, electronic field detection systems, acoustic sensors, automatic entrance and exit devices, other intruder alarm systems, other access control systems, weighbridge operation, and fire alarms. Incident report may be verbal or written. Companion monitoring systems are parallel systems and may be written record or electrical monitoring systems. Operational guidelines may include employer, manufacturers or client.</p> <p>ASSESSMENT GUIDE 1) Evidence should include demonstrated capacity to: a. formulate and implement appropriate responses based on the information available; b. comply with client's requirements and procedures. 2) Underpinning knowledge and skills required include: a. client's procedures and requirements; b. security systems and equipment; c. employer policies and procedures; d. decision making skills.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.11.05 - INTERPRET INFORMATION FROM ADVANCE SECURITY EQUIPMENT
05	Results of Assessment	
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Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.11.05 - INTERPRET INFORMATION FROM ADVANCE SECURITY EQUIPMENT

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Evaluate information from multiple sources						
	1) Complex systems are operated and monitored according to assignment instructions.					
	2) Information conveyed by complex systems is interpreted and acted upon according to client brief and assignment instructions.					
	3) Systems information is cross-checked by references to companion monitoring systems where appropriate and possible.					
Element 2 – Respond to situations identified through security systems						
	1) The situation is assessed by reference to all available information, and a response is formulated and implemented according to clients brief and assignment procedures.					

	2) All incidents and actions are recorded and reported according to employer policies and procedures.				
Element 3 – Maintain control of security equipment					
	1) Systems are monitored and tested to ensure their performance is within defined operational guidelines.				
	2) Suspected or actual malfunctions or failures are acted upon and reported according to employer policies and procedures.				
	3) Back up procedures is implemented.				

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.04.11.05 - INTERPRET INFORMATION FROM ADVANCE SECURITY EQUIPMENT

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.12.05 – OPERATE CENTRAL MONITORING/COMMUNICATION STATION

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
Element 1 – Evaluate information from multiple sources 1) Client input is assessed and an appropriate template followed. 2)	UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor.

<p>Responses for alarms and managed time zones are formatted according to instructions. 3) Changes to client data base are completed as required.</p> <p>Element 2 – Commission client system</p> <p>1) Field technical staff are recognized and authorized to generate signals from the system according to employer policy and procedures. 2) Incoming signals are verified for status and description.</p> <p>Element 3 – Assess the authenticity of client / customer requests</p> <p>1) The authenticity of incoming callers is verified according to assignment instructions. 2) Passwords and codes are requested and verified according to assignment instructions. 3) All changes to client information and/or requirements are verified according to assignment instructions. 4) The authenticity of the caller when disputed or in question is referred to appropriate personnel.</p> <p>Element 4 – Hand over duties</p> <p>1) Debriefing sessions are conducted with the outgoing shift according to assignment instructions. 2) Carry-over issues requiring resolution or attention are identified and allocated priority and appropriate resources. 3) Takeover duties is completed according to assignment procedures.</p> <p>Element 5 – Respond to alarms received</p> <p>1) The alarm alert is identified and checked to determine location and priority according to employer policy and procedures. 2) Alarm activation is notified to relevant personnel and acted on according to employer requirements and/or client policies and procedures. 3) The status of the initial alarm is monitored regularly and changes in alarm status immediately notified to relevant personnel.</p>	<p>Alarms may include: security alarms, fire alarms, building & management alarms, medical alerts, duress/hold up alarms, motor vehicle tracking, CCTV, communication status, and industrial alarms.</p> <p>Actions required may include: notification of relevant personnel, notification of related services, dispatch of response / recovery of service, specific instructions as recorded in client brief, SOP, assessment of risk, assessment of response / recovery required, data update via verified input, database recovery procedures, and escalation procedures.</p> <p>Field technical staff may include: system conversion technician, installation technician, and other authorized persons.</p> <p>Change in alarm status may include change from single to multiple activation of alarm system to CCTV.</p> <p>Client requirements include those contained in: the client brief, alarm service information and alarm response procedures.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated capacity to: a. implement and monitor routine hand-over of duties; b. evaluate security and distress alarms and communication status signals relevant to own workplace, and determine a course of action based on client / employer instructions.</p> <p>2) Underpinning knowledge and skills include: a. alarm systems and equipment; b. password and codes procedures; c. customer / assignment procedures and requirements; d. client brief; e. decision making skills when evaluating alarm signals; f. communication skills for responding to alarm systems.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.12.05 - OPERATE CENTRAL MONITORING/COMMUNICATION STATIONS
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.12.05 - OPERATE CENTRAL MONITORING/COMMUNICATION STATIONS

Name of Candidate :
 Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
	Element 1 – Evaluate information from multiple sources					
	1) Client input is assessed and an appropriate template followed.					
	2) Responses for alarms and managed time zones are formatted according to instructions.					
	3) Changes to client data base are completed as required.					
	Element 2 – Commission client system					
	1) Field technical staff are recognized and authorized to generate signals from the system according to employer policy and procedures.					
	2) Incoming signals are verified for status and description.					
	Element 3 – Assess the authenticity of client / customer requests					
	1) The authenticity of incoming callers is verified according to assignment instructions.					
	2) Passwords and codes are requested and verified according to assignment instructions.					
	3) All changes to client information and/or requirements are verified according to assignment instructions.					
	4) The authenticity of the caller when disputed or in question is referred to appropriate personnel.					
	Element 4 – Hand over duties					
	1) Debriefing sessions are conducted with the outgoing shift according to assignment instructions.					
	2) Carry-over issues requiring resolution or attention are identified and allocated priority and appropriate resources.					
	3) Takeover duties are completed according to assignment procedures.					
	Element 5 – Respond to alarms received					
	1) The alarm alert is identified and checked to determine location and priority according to employer policy and procedures.					
	2) Alarm activation is notified to relevant personnel and acted on according to employer requirements and/or client policies and procedures.					
	3) The status of the initial alarm is monitored regularly and changes in alarm status immediately notified to relevant personnel.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.12.05 - OPERATE CENTRAL MONITORING/COMMUNICATION STATIONS

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.13.05 – MONITOR FIELD STAFF ACTIVITY FROM CONTROL ROOM

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Monitor safety of field staff 1) Field staff are continually monitored to ensure contact with the communication center are maintained according to employer policy and individual assignment requirements. 2) All incidents, emergencies and failures to communicate with the communication center are identified and dealt with according to assignment instructions. 3) Situations requiring back-up are identified and resources allocated to assist field officers according to assignment instructions.</p> <p>Element 2 – Monitor security activity of field staff 1) Variations to SOP are checked according to assignment</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Alarms may include: security alarms, fire alarms, building & management alarms, medical alerts, duress/hold up alarms, safe alarms, and access control alarms. Actions required may include: notification of relevant personnel, notification of related services, dispatch of field support staff, and specific instructions as recorded in client brief Change in alarm status may include change from single to multiple activation of alarm system. Client requirements include those contained in: the client brief,</p>

APEC TOURISM WORKING GROUP**APEC TWG Project No. 01/2005 APEC Tourism Occupational Skill Standards Development –Stage IV**

EMPOWER Associates, Consultant

<p>procedures and notified to relevant personnel. 2) Field staff log-in calls are monitored to ensure compliance with assignment requirements. 3) All procedures are documented according to employer policy.</p> <p>Element 3 – Coordinate responses to alarm signals</p> <p>1) Availability of security personnel is assessed and officer dispatched as appropriate to alarm system. 2) Security personnel are provided with full, accurate and timely information to allow maximum effectiveness when attending the scene. 3) Security personnel's attendance at the scene of alarm is monitored, the need for back-up resources identified and acted upon.</p> <p>Element 4 – Monitor security of vehicles in car park</p> <p>1) Security patrols are undertaken according to establishment's procedures. 2) Surveillance cameras in car parks are monitored at all times.</p>	<p>alarm service information and alarm response procedures.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated capacity to: a. accurately access various situations involving field staff and take appropriate action; b. coordinate responses security, fire and access control alarms.</p> <p>2) Underpinning knowledge and skills include: a. communications equipment and systems; b. customer / assignment procedures and requirements; c. field equipment and human resource requirements; d. decision making skills when analyzing the need to provide back-up or other support resources for field staff; f. communication skills when sending and relaying information to field staff and/or emergency services.</p>
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Assessment Document 1**APEC TOURISM WORKING GROUP****APEC SKILL STANDARD (APEC SS)****2005****1. APEC SS ASSESSMENT COVER SHEET**

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.13.05 - MONITOR FIELD STAFF ACTIVITY FROM CONTROL ROOM
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2**APEC TOURISM WORKING GROUP****APEC SKILL STANDARD****2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.13.05 - MONITOR FIELD STAFF ACTIVITY FROM CONTROL ROOM

Name of Candidate :
 Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Monitor safety of field staff						
	1) Field staff is continually monitored to ensure that contact with the communication center is maintained according to employer policy and individual assignment requirements.					
	2) All incidents, emergencies and failures to communicate with the communication center are identified and dealt with according to assignment instructions.					
	3) Situations requiring back-up are identified and resources allocated to assist field officers according to assignment instructions.					
Element 2 – Monitor security activity of field staff						
	1) Variations to SOP are checked according to assignment procedures and notified to relevant personnel.					
	2) Field staff log-in calls are monitored to ensure compliance with assignment requirements.					
	3) All procedures are documented according to employer policy.					
Element 3 – Coordinate responses to alarm signals						
	1) Availability of security personnel is assessed and officer dispatched as appropriate to alarm system.					
	2) Security personnel are provided with full, accurate and timely information to allow maximum effectiveness when attending the scene.					
	3) Security personnel's attendance at the scene of alarm is monitored, the need for back-up resources identified and acted upon.					
Element 4 – Monitor security of vehicles in car park						
	1) Security patrols are undertaken according to establishment's procedures.					
	2) Surveillance cameras in car parks are monitored at all times.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.13.05 - MONITOR FIELD STAFF ACTIVITY FROM CONTROL ROOM

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.14.05 – OPERATE SECURITY VEHICLES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLE & ASSESSMENT GUIDE
<p>Element 1 – Maintain vehicle condition 1) The condition of the vehicle is checked regularly according to employer policy and procedures. 2) Faults and malfunctions are identified and reported according to employer procedures. 3) Routine vehicle requirements are attended to in a timely manner and according to employer procedures.</p> <p>Element 2 – Drive to/from assignments 1) The vehicle is driven according to Road & Traffic statues and regulations. 2) The most direct route to assignment is chosen having regard to traffic and road conditions. 3) The vehicle is parked and secured according to manufacturer’s instructions and assignment requirements.</p> <p>Element 3 – Drive in response to an alarm signals or back up request 1) The vehicle is driven according to Road & Traffic law and assignment instructions. 2) The quickest route to scene is chosen based on traffic and road conditions. 3) The vehicle is driven in a manner which minimizes risk of injury to self, other personnel and the public at all times.</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Vehicles may include: motor cars, vans, 4-wheel drive, or motor cycles. Road conditions may include: traffic, weather, and road conditions.</p> <p>ASSESSMENT GUIDE 1) Evidence should include demonstrated capacity to: a. drive, park and secure vehicle under a variety of routine conditions; b. comply with road and traffic regulations and employer vehicle procedures. 2) Underpinning knowledge and skills include: a. employer’s vehicle policy and procedures; b. basic vehicle components and operation; c. reading and applying local street directory.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.14.05 - OPERATE SECURITY VEHICLES
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.14.05 - OPERATE SECURITY VEHICLES

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Maintain vehicle condition						
	1) The condition of the vehicle is checked regularly according to employer policy and procedures.					
	2) Faults and malfunctions are identified and reported according to employer procedures.					
	3) Routine vehicle requirements are attended to in a timely manner and according to employer procedures.					
Element 2 – Drive to/from assignments						
	1) The vehicle is driven according to Road & Traffic statues and regulations.					
	2) The most direct route to assignment is chosen having regard to traffic and road conditions.					
	3) The vehicle is parked and secured according to manufacturer's instructions and assignment					

	requirements.					
Element 3 – Drive in response to an alarm signals or back up request						
	1) The vehicle is driven according to Road & Traffic law and assignment instructions.					
	2) The quickest route to scene is chosen based on traffic and road conditions.					
	3) The vehicle is driven in a manner which minimizes risk of injury to self, other personnel and the public at all times.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.14.05 - OPERATE SECURITY VEHICLES

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.15.05 – MANAGE DOGS FOR PATROLS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
Element 1 – Select a suitable dog 1) The suitability of the dog is confirmed against assignment requirements using established criteria. 2) The compatibility of the dog and handles is established. 3) The dog's standard of	UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Dog handling team includes security officer and dog. Legal requirements may include national and local laws and by-laws.

<p>efficiency is established by successfully completing training certification as required by authority regulation. 4) The dog's operating efficiency is maintained according to employer policy and/or licensing requirements.</p> <p>Element 2 – Maintain the health and hygiene of the dog</p> <p>1) The health, hygiene and stability of the dog are assessed and maintained according to animal health and welfare requirements, employer policy and national local by-laws. 2) A record of the dog's health is maintained according to employer policy and health regulation. 3) The dog's hygiene is maintained according to employer policy and related regulations. 4) The need to retire or dispose of the dog is identified according to animal health and welfare and legal requirements.</p> <p>Element 3 – Conduct dog patrol</p> <p>1) The patrol is planned and conducted according to employer policy and client requirements. 2) The dog is managed in a manner which provides minimal risk of injury to the public, the dog and the handler. 3) The dog is controlled according to employer and legal requirements. 4) Injuries to persons or the dog are attended to in a timely manner and according to legal requirements.</p> <p>Element 4 – Respond to situations requiring use of a dog</p> <p>1) The need to use the dog as security measure in response to the request or alarm is identified. 2) Results of assignments are reported and recorded in a timely manner. 3) The dog is transported according to employer and animal welfare requirements.</p>	<p>Established criteria may include employer policy, client requirements and breeders guide book.</p> <p>Animal health and welfare may include canine organizations.</p> <p>Situations requiring the use of a dog may include assisting with an arrest, search of property, search of baggage, and foot/motor patrols.</p> <p>Dog patrols may include search of buildings and patrol of buildings, sites and crowds.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated capacity to: a. respond to rapidly changing circumstances while handling a dog; b. apply the correct challenge release and arrest procedures for apprehending intruders; c. manage health and hygiene of a dog including ability to detect signs of ill health; d. handle a dog leashed and unleashed; e. apply the general safety procedures when handling and maintaining a dog in a working environment; and f. comply with relevant dog licensing regulations.</p> <p>2) Underpinning knowledge and skills include: a. appropriate selection criteria; b. employer's dog policy and procedures; c. animal health and welfare requirements; d. legal requirements in relation to handling, use and ownership of dogs; e. kennel management (both routine and emergency treatment of sick or injured dogs); f. assignment requirements; g. insurance liability; h. maintenance of dog handling equipment; h. dog licensing regulations; i. capabilities and limitations of a trained dog; j. ability to handle a dog weighing a minimum of 40 kg; k. use of standard commands such as sit, down, stay, come, leave, no and ok; l. principles of scent, sight and sound.</p>
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Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.15.05 - MANAGE DOGS FOR PATROL
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.15.05 - MANAGE DOGS FOR PATROL

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Select a suitable dog						
	1) The suitability of the dog is confirmed against assignment requirements using established criteria.					
	2) The compatibility of the dog and handles is established.					
	3) The dog's standard of efficiency is established by successfully completing training certification as required by authority regulation.					
	4) The dog's operating efficiency is maintained according to employer policy and/or licensing requirements.					
Element 2 – Maintain the health and hygiene of the dog						
	1) The health, hygiene and stability of the dog are assessed and maintained according to animal health and welfare requirements, employer policy and national local by-laws.					
	2) A record of the dog's health is maintained according to employer policy and health regulation.					
	3) The dog's hygiene is maintained according to employer policy and related regulations.					
	4) The need to retire or dispose of the dog is identified according to animal health and welfare and legal requirements.					
Element 3 – Conduct dog patrol						
	1) The patrol is planned and conducted according to employer policy and client requirements.					
	2) The dog is managed in a manner which provides minimal risk of injury to the public, the dog and the handler.					
	3) The dog is controlled according to employer and legal requirements.					
	4) Injuries to persons or the dog are attended to in a timely manner and according to legal requirements.					
Element 4 – Respond to situations requiring use of a dog						
	1) The need to use the dog as security measure in response to the request or alarm is identified.					
	2) Results of assignments are reported and recorded in a timely manner.					
	3) The dog is transported according to employer and animal welfare requirements.					

Assessment Document 3

APEC TOURISM WORKING GROUP APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.15.05 - MANAGE DOGS FOR PATROL

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE

APEC SS 2.04.16.05 – PROVIDE LOST AND FOUND FACILITY

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Follow Lost & Found procedures 1) The location, date and time where the item is found or lost is established.</p> <p>Element 2 – Complete Lost & Found documentation 1) A description of the item and details is recorded in Lost & Found Book or Register. 2) The located item is tagged and filed in date order in an appropriate location.</p> <p>Element 3 – Follow procedures for items claims 1) The claimed items is signed / dated by claimant and ID Checked.</p> <p>Element 4 – Follow procedures for unclaimed items 1) Unclaimed items are kept for a period of time and according to company procedures and legal</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Lost items / articles may include: a. expensive items such as cameras, jewellery, cash, clothing etc; b. in-expensive items. Items may be stored in Lost & Found cupboard, or hotel safe.</p> <p>ASSESSMENT GUIDE 1) Evidence should include demonstrated capacity to: a. communicate on the telephone; b. utilize administration skills. 2) Evidence should include: a. correctly completed workplace documents including log/lost & found book or files; b. correctly maintained filing systems. 3) Underpinning knowledge and skills include: a. knowledge of establishment's lost and found procedures; b. knowledge of value of goods/items; c.</p>

requirements.	knowledge of locations / areas within the establishment.
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.16.05 - PROVIDE LOST AND FOUND FACILITY
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.16.05 - PROVIDE LOST AND FOUND FACILITY

Name of Candidate :

Name of Assessor/s :

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** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment	***C/
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		Quality**				NYC
		V D	S F	C U	A U	
Element 1 – Follow Lost & Found procedures						
	1) The location, date and time where the item is found or lost is established.					
Element 2 – Complete Lost & Found documentation						
	1) A description of the item and details is recorded in Lost & Found Book or Register.					
	2) The located item is tagged and filed in date order in an appropriate location.					
Element 3 – Follow procedures for items claims						
	1) The claimed items is signed / dated by claimant and ID Checked.					
Element 4 – Follow procedures for unclaimed items						
	1) Unclaimed items are kept for a period of time and according to company procedures and legal requirements.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.04.16.05 - PROVIDE LOST AND FOUND FACILITY

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES
 (General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK
 (Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :
 Candidate Signature :
 Date of Assessment :

ASSESSMENT FILE

APEC SS 2.04.17 – OBSERVE AND MONITOR PEOPLE

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Prepare to monitor / observe people 1) Assignment instructions are confirmed with the client. 2) Appropriate equipment to undertake assignment is selected and tested. 3) The location is established to maximize visual observation of the site target.</p> <p>Element 2 – Check ID Cards 1) Identification cards are checked, and display is ensured on entering the premises. 2) Spot checks are conducted regularly.</p> <p>Element 3 – Monitor authorized access areas 1) Authorized access areas are monitored by cameras. 2) Authorized access areas are monitored by personnel.</p> <p>Element 4 – Monitor / observe items unattended 1) Unattended items are monitored and checked. 2) Where unattended items are under suspicion, the area is cordoned off and police notified.</p> <p>Element 5 – Respond to persons behaving suspiciously 1) Individuals or groups behaving in a suspicious and/or unusual manner are identified and monitored according to agreed assignment instructions. 2) Suspicious incidents are recorded using video surveillance tapes and/or photographic evidence of persons, or other means as determined in assignment instructions.</p> <p>Element 6 – Respond to unlawful or suspicious behavior 1) The commitment of an offense or behavior which constitutes an offense is identified. 2) Proof of commitment of the offense is obtained. 3) The level of appropriate response is identified in accordance with applicable laws pertaining to the surveillance operation. 4) Help of colleagues is enlisted in the operation as required. 5) Relevant authorities are notified if required.</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Monitoring may take place by means of visual, camera, electronic, or other communications and surveillance equipment and systems. Relevant authorities may include police or emergency services.</p> <p>ASSESSMENT GUIDE 1) Evidence should include demonstrated capacity to: a. detect suspicious behavior under a variety of security observation conditions and circumstance; b. accurately identify offenses and justifying action or apprehension. 2) Underpinning knowledge and skills include: a. relevant national or local laws and by-laws; b. assignment instructions.</p>

Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.17.05 - OBSERVE AND MONITOR PEOPLE
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.17.05 - OBSERVE AND MONITOR PEOPLE

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Prepare to monitor / observe people						
	1) Assignment instructions are confirmed with the client.					
	2) Appropriate equipment to undertake assignment is selected and tested.					
	3) The location is established to maximize visual observation of the site target.					
Element 2 – Check ID Cards						
	1) Identification cards are checked, and display is ensured on entering the premises.					
	2) Spot checks are conducted regularly.					
Element 3 – Monitor authorized access areas						
	1) Authorized access areas are monitored by cameras.					
	2) Authorized access areas are monitored by personnel.					
Element 4 – Monitor / observe items unattended						
	1) Unattended items are monitored and checked.					
	2) Where unattended items are under suspicion, the area is cordoned off and police notified.					
Element 5 – Respond to persons behaving suspiciously						
	1) Individuals or groups behaving in a suspicious and/or unusual manner are identified and monitored according to agreed assignment instructions.					
	2) Suspicious incidents are recorded using video surveillance tapes and/or photographic evidence of persons, or other means as determined in assignment instructions.					
Element 6 – Respond to unlawful or suspicious behavior						
	1) The commitment of an offense or behavior which constitutes an offense is identified.					
	2) Proof of commitment of the offense is obtained.					
	3) The level of appropriate response is identified in accordance with applicable laws pertaining to the surveillance operation.					
	4) Help of colleagues is enlisted in the operation as required.					
	5) Relevant authorities are notified if required.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.04.17.05 - OBSERVE AND MONITOR PEOPLE

Name of Candidate :
Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.18.05 – PLAN AND CONDUCT EVACUATION OF PREMISES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Contribute to writing of policy and procedures for an evacuation situation</p> <p>1) Evacuation policy and procedures are analyzed and discussed. 2) Evacuation policy and procedures are written.</p> <p>Element 2 – Participate in</p>	<p>UNIT VARIABLES</p> <p>This unit applies to all kinds of premises indoor and outdoor.</p> <p>Types of evacuation may include: fire, bomb, poisonous gas, highly flammable materials, and explosive device.</p> <p>Types of fires may include: electrical, gaseous substances, flammable liquids and fats, and combustible materials.</p> <p>Contact with relevant emergency service may be made by: telephone and mobile phone; 2-way radio, portable or installed; dedicated communication link, or direct alarm link.</p> <p>Relevant emergency services may include: fire, ambulance, national/local emergency services, police, and army bomb disposal unit.</p>

<p>conducting staff evacuation drills</p> <p>1) Staff evacuation drills are scheduled on a regular basis. 2) Drills are conducted in accordance with evacuation policy and procedures.</p> <p>Element 3 – Communicate regularly with fire wardens</p> <p>1) Fire wardens are identified in the differing locations. 2) Regular communication meetings are established. 3) Spontaneous visits/briefings are conducted with fire wardens. 4) Fire warden receive necessary documentation / notices.</p> <p>Element 4 – Conduct evacuation</p> <p>1) Evacuations are conducted according to policy and procedures. 2) Instructions and explanations are given clearly. 3) Evacuation of premises is carried out according to building / site evacuation plan and/or assignment instructions.</p>	<p>Potential safety hazards may include: falling debris, smoke inhalation, stairway exits blocked, incorrect use of fighting equipment, potential explosives, pressure level, and incorrect / insufficient information on location and intensity of fire.</p> <p>Reduction hazards risk may be achieved by: removing potential hazard, closing off area, marking area of potential hazard, and notify management.</p> <p>Appropriate persons may include: building/center management, maintenance and/or security section, and any other person who could reasonably be expected to deal with potential hazard.</p> <p>Isolation may include: all premises within officer's responsibility or those defined in assignment instructions.</p> <p>Evacuation of premises may be made via: prescribed primary route/s, designated alternative route/s, or to designated assembly point.</p> <p>Safety alarms include: date/person alarm and fire alarm.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated capacity to: a. assess a variety of potential hazards and initiate action to eliminate, reduce or otherwise deal with the hazards; b. select and use appropriate fire-fighting equipment; c. follow emergency procedures and comply with requests from emergency services; d. assess a variety of potentially dangerous situations requiring the movement of persons; e. implement established plans and procedures to control movement of persons with disabilities, the aged, children etc; f. implement bomb-threat procedures.</p> <p>2) Evidence should include accurately completed and maintained log book and incident report.</p> <p>3) Underpinning knowledge and skills include: a. basic fire fighting equipment; b. emergency and evacuation procedures and instructions; c. potential hazards and risks; d. site layout and access points; e. sprinkler / emergency systems; f. bomb-threat procedures and instructions; g. OHS requirements; h. site plan and equipment; i. assignment instructions; j. ability to communicate instructions to people in emergency situation; k. compliance with national/local standards for emergency control, organization procedures for buildings etc.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.04.18.05 - PLAN AND CONDUCT EVACUATION OF PREMISES
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.18.05 - PLAN AND CONDUCT EVACUATION OF PREMISES

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
	Element 1 – Contribute to writing of policy and procedures for an evacuation situation					
	1) Evacuation policy and procedures are analyzed and discussed.					
	2) Evacuation policy and procedures are written.					
	Element 2 – Participate in conducting staff evacuation drills					
	1) Staff evacuation drills are scheduled on a regular basis.					
	2) Drills are conducted in accordance with evacuation policy and procedures.					
	Element 3 – Communicate regularly with fire wardens					
	1) Fire wardens are identified in the differing locations.					
	2) Regular communication meetings are established.					
	3) Spontaneous visits/briefings are conducted with fire wardens.					
	4) Fire warden receive necessary documentation / notices.					
	Element 4 – Conduct evacuation					
	1) Evacuations are conducted according to policy and procedures.					
	2) Instructions and explanations are given clearly.					
	3) Evacuation of premises is carried out according to building / site evacuation plan and/or assignment instructions.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.04.18.05 - PLAN AND CONDUCT EVACUATION OF PREMISES

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(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.04.19.05 – PROVIDE SAFETY OF VIPs

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Identify potential threats to clients safety 1) Assignment arrangements are clarified where necessary and any resource requirements are assessed and identified. 2) Factors which may affect the safety of the escorted person are identified and acted upon according to the situation presented and assignment instructions, for example, particular hazards such as stairways, large drop offs and stage barriers. 3) The person to be escorted is advised appropriately of all factors which may affect their safety.</p> <p>Element 2 – Run security checks on relevant staff 1) Appropriate staff are selected to attend to the VIP according to selection criteria of establishment including: length of service; recommendations from previous guests; and language skills. 2) Security checks are conducted on selected persons by police, including Special Branch for political persons. 3) Clearance is established from security check and a “top security ID Card” or color coded tag relevant for the specific visit, is issued by the Special Branch. 4) All staff are instructed to carry ID at all times. 5) Mail, letters, faxes, emails are delivered to Security Room only. 6) An overall liaison officer is appointed to manage the visit.</p> <p>Element 3 – Conduct search of premises 1) A search plan of the entire premises is drawn up together with the police. 2) Briefing is arranged with appropriate members of the search team. 3) The search is conducted according to drawn up plan. 4) Premises staff are alerted, particularly when dogs are used in search. 5) Lifts are keyed off when appropriate.</p> <p>Element 4 – Establish and guard "No GO Zone/Areas"</p>	<p>UNIT VARIABLES This unit applies to all kinds of premises indoor and outdoor. Resources may include: transport, receptacles, firearms & equipment, specific knowledge & skills, and police assistance to provide road closures, dog searches etc. VIPs may include: executive personnel or Royalty, Heads of States, political guests/visitors, pop stars, bands, etc. Communication equipment may include: 2-way radio, telephone, mobile phone, pager service, and in-house camera systems. Persons posing a potential threat to client’s safety may include: intoxicated persons; persons causing a public nuisance; politically motivated persons; or mentally disturbed persons.</p>

<p>1) "No go zones/areas" are identified and locations with police, bodyguards of VIPs or press secretary are agreed as appropriate. 2) Duty rosters are established for 24 hours surveillance of area/zone. 3) Existing camera surveillance equipment is adequately utilized in specified zone and monitored 24 hours a day. 4) Lifts are keyed off as and when appropriate, according to VIPs schedule. 5) Negotiation and communication with VIPs own security staff is appropriately carried out.</p> <p>Element 5 – Provide all relevant information to staff</p> <p>1. All relevant information on VIPs visit is communicated to staff, including informing them of any areas out-of-bounds. 2) Staff are informed of details of visit on a "needs to know" basis with emphasis on strict confidentiality, even to close friends and family/spouse. 3) Bodyguards, police or other staff of the VIPs are issued special ID Cards for access to back of the house, and all staff briefed accordingly. 4) Changes to schedule of VIPs are communicated immediately to appropriate persons. 5) Training for security and relevant staff is conducted weeks prior to the event. 6) Be ensured that security and staff involved in the visit participate in all briefings and training sessions as appropriate. 7) Staff is given a full brief immediately prior to the visit.</p> <p>Element 6 – Install and test surveillance and communication equipment</p> <p>1) Additional surveillance equipment is identified with relevant persons, including police and bodyguards of VIP. 2) Sites are checked and installation overseen. 3) Equipment is tested to ascertain if functioning and providing coverage required. 4) Test runs are conducted on each piece of communication and surveillance equipment prior to visit. 5) A test run is completed on each piece of communication equipment immediately prior to arrival time.</p> <p>Element 7 – Set up a central "command post"</p> <p>1) A central "command post" is established which is free from heavy traffic flow, private, able to be secured and has close street access. 2) Food and beverage is supplied, and toilet facilities in the vicinity of the "command post" are identified.</p> <p>Element 8 – Key off lifts</p> <p>1) Communications are sent out well in advance in situations when lifts are to be keyed off so operations staff can reschedule and plan daily work flow. 2) Notices are placed appropriately so that attempts are not made to use allocated lifts during the specified time. 3) Access to lifts is cordoned off and one security officer placed in position until VIP party arrives. 4) Additional lifts are keyed off for back-up five (5) minutes prior to VIP arrival and then released once VIP has reached the destination.</p> <p>Element 9 – Make final check and conduct dress rehearsal</p> <p>1) Sight tests are conducted and all security and appropriate persons in place prior to arrival. 2) Communications tests are conducted, all persons and security are in place, and it is re-run when arrival time is given by approaching VIP party. 3) A dress rehearsal is conducted when all persons are in position. 4) Feedback is given at the end of rehearsal and last minute changes are given. 5) A last communication check is conducted and "all clear" is verified for arrival. 6) Clearance is given for arrival to VIP party.</p> <p>Element 10 – Greet and escort</p> <p>1) Introductions and identification is given to VIP. 2) VIP and party are escorted to designated area according to assignment instructions. 3) Observation skills are utilized at all times. 4) People are escorted in a manner appropriate to the assignment. 5) Appropriate responses to changing circumstances are formulated and reassessed throughout the assignment.</p>	<p>Indications of disruptive or potentially disruptive behavior may include: noise build up; greater concentration of crowds; crowds or individuals under the influence of alcohol/drugs; and individuals in an unsuitable locations.</p> <p>Potential hazards may include: conflict between members of the crowd; conflict between security staff and members of the crowd; demonstrations; use of alcohol/drugs; failure to comply with direction/request from authorized person; hysteria of fans; mobbing and surging forward of people / fans en masse; people blocking access to premises; thrown objects; and people fainting / ill in crowd.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated capacity to: a. accurately identify and assess all factors which might impact on the safety of the escorted person, and the capacity to convey that information to the person when and if appropriate; b. accurately assess a variety of assignment needs and instructions, and determine approaches and resources to be applied.</p> <p>2) Underpinning knowledge and skills include: a. equipment required to complete the assignment; b. assignment procedures regarding the escort of people; c. observation skills in identifying the likely source of risks; d. interpersonal and communication skills required to carry out escort assignments; e. relevant national and local laws and by laws; f. use of communications equipment and systems; and g. distress alarm and action to be taken.</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	

02	Date & Time of Assessment	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.04.19.05 - PROVIDE SAFETY OF VIPs

Name of Candidate :
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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Identify potential threats to clients safety						
	1) Assignment arrangements are clarified where necessary and any resource requirements are assessed and identified.					
	2) Factors which may affect the safety of the escorted person are identified and acted upon according to the situation presented and assignment instructions, for example, particular hazards such as stairways, large drop offs and stage barriers.					
	3) The person to be escorted is advised appropriately of all factors which may affect their safety.					
Element 2 – Run security checks on relevant staff						
	1) Appropriate staff are selected to attend to the VIP according to selection criteria of establishment including: length of service; recommendations from previous guests; and language skills.					
	2) Security checks are conducted on selected persons by police, including Special Branch for political persons.					

	3) Clearance is established from security check and a "top security ID Card" or color coded tag relevant for the specific visit, is issued by the Special Branch.				
	4) All staff are instructed to carry ID at all times.				
	5) Mail, letters, faxes, emails are delivered to Security Room only.				
	6) An overall liaison officer is appointed to manage the visit.				
Element 3 – Conduct search of premises					
	1) A search plan of the entire premises is drawn up together with the police.				
	2) Briefing is arranged with appropriate members of the search team.				
	3) The search is conducted according to drawn up plan.				
	4) Premises staff are alerted, particularly when dogs are used in search.				
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Element 4 – Establish and guard "No GO Zone/Areas"					
	1) "No go zones/areas" are identified and locations with police, bodyguards of VIPs or press secretary are agreed as appropriate.				
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	4) Lifts are keyed off as and when appropriate, according to VIPs schedule.				
	5) Negotiation and communication with VIPs own security staff is appropriately carried out.				
Element 5 – Provide all relevant information to staff					
	1. All relevant information on VIPs visit is communicated to staff, including informing them of any areas out-of-bounds.				
	2) Staff are informed of details of visit on a "needs to know" basis with emphasis on strict confidentiality, even to close friends and family/spouse.				
	3) Bodyguards, police or other staff of the VIPs are issued special ID Cards for access to back of the house, and all staff briefed accordingly.				
	4) Changes to schedule of VIPs are communicated immediately to appropriate persons.				
	5) Training for security and relevant staff is conducted weeks prior to the event.				
	6) Be ensured that security and staff involved in the visit participate in all briefings and training sessions as appropriate.				
	7) Staff is given a full brief immediately prior to the visit.				
Element 6 – Install and test surveillance and communication equipment					
	1) Additional surveillance equipment is identified with relevant persons, including police and bodyguards of VIP.				
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	1) A central "command post" is established which is free from heavy traffic flow, private, able to be secured and has close street access.				
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Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.04.19.05 - PROVIDE SAFETY OF VIPs

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

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COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

ASSESSMENT MATERIALS
APEC SKILL STANDARD UNITS
2005

ASSESSMENT FILE BY UNITS CHAPTER 2.05 - GARDENING AND LANDSCAPING (07 Units)

SUMMARY OF UNITS

Unit code	Unit Name	Total elements	Total PC
2.05.01.05	Provide turf care	2	5+3 = 8
2.05.02.05	Fell small trees	4	3+3+4+5 = 15
2.05.03.05	Transplant small trees	4	5+3+4+6 = 18
2.05.04.05	Establish planted areas	3	3+4+4 = 11
2.05.05.05	Propagate plants	4	3+2+3+9 = 17
2.05.06.05	Prune shrubs and small trees	3	6+2+5 = 13
2.05.07.05	Implement a landscape maintenance program	3	3+4+6 = 13
	Total 07 units	23	95

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.05.01.05 – PROVIDE TURF CARE

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Mow grass areas</p> <p>1) Mower is serviced to manufacturer’s specifications and organization policy. 2) Grass is mown at height and in a pattern specified by supervisor. 3) Mowing is at an appropriate distance from trunks of trees and shrubs to prevent damage. 4) Mower controls are used safely and efficiently to complete the mowing program according to supervisor instructions. 5) The mower is maneuvered in a controlled manner without excessive speed in accordance with organization OHS guidelines.</p> <p>Element 2 – Maintain grass areas</p> <p>1) Rubbish collected, weeds are removed according to supervisor instructions and disposed of according to enterprise guidelines. 2) Grass mown and edges trimmed to meet presentation standards of the organization. 3) Tools and equipment cleaned, maintained and stored consistent with manufacturer’s specifications and enterprise policy.</p>	<p>UNIT VARIABLES</p> <p>Turf maintenance may include: mowing with pedestrian or ride-on machines and edge trimming.</p> <p>Tools and equipment may include: a. 2 and 4 stroke pedestrian and ride-on rotary mowers; b. cylinder mowers; c. motorized blowers; d. pavements sweepers; e. diesel ride-on mowers and sweepers; f. turf edging machines and brush cutters.</p> <p>Vehicle licenses are required when turf maintenance equipment must be driven on public roads.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to mow and maintain grass areas.</p> <p>2) Underpinning skills and knowledge of: a. OHS guidelines; b. manual handling guidelines; c. enterprise standards for grass appearance; d. correct use and care of equipments; e. correct set-up, use and cleaning procedures for tools and mowing equipment, minor repairs and service requirements; f. worksite traffic management.</p> <p>3) Ability to tidy up site upon completion of tasks; to follow all OHS procedures; and to demonstrate safety and comfort of guests as primary consideration.</p>

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APEC SKILL STANDARD
2005

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APEC SS 2.05.01.05 - PROVIDE TURF CARE

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Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.05.02.05 – FELL SMALL TREES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Determine natural direction of fall 1) Topography and site conditions are assessed and all factors influencing the determination of the direction of fall are identified according to established tree felling principles. 2) Natural direction of fall is determined having regard for weight bias, canopy distribution, lean on trees, together with topography and site conditions. 3) Hazards associated with feeling operation are identified according to industry practice.</p> <p>Element 2 – Remove obstructions within fall zone 1) Clearance zone is established by calculation of height of tree using published mathematical principles. 2) Safety margin fro drop zone is determined by identifying wind direction and speed at the time of felling. 3) Drop zone is cleared of all articles which may be damaged by felled tree according to organization policy.</p> <p>Element 3 – Bring down tree 1) Clear escape route is established at 45 degrees diagonally away from the proposed line of fall. 2) Standard scarf and back-cut is applied to base of tree at level and depth determined by ground conditions and state of canopy and according to enterprise policy. 3) Safe working practices are employed according to OHS requirements. 4) Tools and equipment are cleaned, maintained and stored consistent with manufacturer’s specifications and enterprise guidelines.</p> <p>Element 4 – Clear felled tree from drip site 1) Appropriate method of clearing the site of felled tree is determined. 2) Machinery required for removal of felled tree is selected and used according to manufacturer specifications. 3)</p>	<p>UNIT VARIABLES Low hazard environment means level ground, open space and no overhead power-lines. Factors influencing the determination of the direction of fall include weight bias, canopy distribution, degree of lean, topography, and site conditions. Trees may include small and medium size with a maximum of 10 meters high and 30 cm trunk diameter at breast height. Equipment used may include small chainsaws (maximum 50cc), hand saws and safety equipment. Site conditions may include weather conditions, obstructions, distance to obstacles, overhead wires.</p> <p>ASSESSMENT GUIDE 1) Evidence should include demonstrated capacity to properly implement relevant OHS hazards identification, risk management and risk control measures. 2) Underpinning knowledge and skills include: a. felling considerations relating to weather conditions, position and location of trees; b. identifying weight bias impacting from felling operations; c. potential hazards when felling trees. 3) Ability to determine natural direction of fall, remove obstruction with fall zone, bring down tree, and clear felled tree from drop site. 4) Evidence should include: a. demonstrated understanding of working in accordance with OHS procedures and of the potential implications of disregarding those procedures; b. follow established</p>

Drop site is cleared of tree and all tree debris. 4) Load to be removed is secured according to given instructions, using appropriate equipment. 4) Safe work practices specific to felled tree removal from the site are observed at all times.	procedures; c. interpret, understand and act on instructions; d. communicate effectively in the working environment.
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
--

NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.05.02.05 - FELL SMALL TREES
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.05.02.05 - FELL SMALL TREES

Name of Candidate :
 Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Determine natural direction of fall						
	1) Topography and site conditions are assessed and all factors influencing the determination of the direction of fall are identified according to established tree felling principles.					
	2) Natural direction of fall is determined having regard for weight bias, canopy distribution, lean on trees, together with topography and site conditions.					
	3) Hazards associated with felling operation are identified according to industry practice.					
Element 2 – Remove obstructions within fall zone						
	1) Clearance zone is established by calculation of height of tree using published mathematical principles.					
	2) Safety margin from drop zone is determined by identifying wind direction and speed at the time of felling.					
	3) Drop zone is cleared of all articles which may be damaged by felled tree according to organization policy.					
Element 3 – Bring down tree						
	1) Clear escape route is established at 45 degrees diagonally away from the proposed line of fall.					
	2) Standard scarf and back-cut is applied to base of tree at level and depth determined by ground conditions and state of canopy and according to enterprise policy.					
	3) Safe working practices are employed according to OHS requirements.					
	4) Tools and equipment are cleaned, maintained and stored consistent with manufacturer's specifications and enterprise guidelines.					
Element 4 – Clear felled tree from drip site						
	1) Appropriate method of clearing the site of felled tree is determined.					
	2) Machinery required for removal of felled tree is selected and used according to manufacturer specifications.					
	3) Drop site is cleared of tree and all tree debris.					
	4) Load to be removed is secured according to given instructions, using appropriate equipment.					
	5) Safe work practices specific to felled tree removal from the site are observed at all times.					

Assessment Document 3

APEC TOURISM WORKING GROUP **APEC SKILL STANDARD**

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.05.02.05 - FELL SMALL TREES

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.05.03.05 – TRANSPLANT SMALL TREES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Prepare tree for removal 1) All underground services are located according to supply authorities' guidelines. 2) Crown is prepared according to requirements of species, time of removal and enterprise guidelines. 3) Tree and site are watered prior to transplanting. 4) Access is provided to ensure all machinery and equipment is operated without damage to surrounding structures and the tree. 5) Tools and equipment is prepared and used accordingly to supervisor instructions and manufacturer guidelines.</p> <p>Element 2 – Undertake earthworks for tree removal 1) Root ball width and depth is selected to ensure root system can colonize new ground according to needs of the species and size of specimen. 2) Root system is prepared and appropriate treatment hygienically applied to ensure viability of tree is maintained according to enterprise guidelines. 3) Root ball is undercut to ensure the ball comes away cleanly and with minimum stress to the tree, according to enterprise guidelines.</p> <p>Element 3 – Remove tree from original site 1) Root ball is bound with appropriate material to ensure adequate soil is retained according to enterprise guidelines. 2) Crown is bound and, if required, supported securely to minimize damage during handling and transportation according to enterprise guidelines. 3) Tree is lifted in a manner which ensures minimum damage and stress according to enterprise guidelines. 4) Manual lifting practices are performed according to OHS guidelines.</p> <p>Element 4 – Install tree in new environment 1) Drainage is incorporated to ensure root system survival is maintained according to needs of the species and conditions of the planting size. 2) Soil is modified according to the cultural requirements of the species. 3) Tree is planted in prepared planting hole according to enterprise guidelines. 4) Tree supporting devices are installed according to supervisor instructions and/or installation plan. 5) After-care is provided to the tree according to enterprise guidelines. 6) Tools and equipment are cleaned, maintained and stored according to manufacturer specifications and enterprise guidelines.</p>	<p>UNIT VARIABLES Trees to be transplanted may include shrubs and small trees which can be transplanted by wheelbarrow. Equipment may include hand tools, wheel barrows, ropes, jacks, tree frames, tie downs. Appropriate materials for binding may include Hessian, sacking, wire frames.</p> <p>ASSESSMENT GUIDE 1) Ability to: a. prepare tree for removal, undertake earthworks for tree removal, remove tree from original site, and install tree in new environment 2) Underpinning knowledge and skills include: a. relevant OHS which may impact the performance of this unit; b. factors affecting the timing and method of lifting trees; c. causes of damage and drying-out and their prevention; c. safety procedures and potential hazards associated with lifting trees; d. appropriate knots; e. transplanting practices with different soil types; f. care, maintenance and protection of trees during transplanting operations; g. nutrition and watering requirements for newly transplanted trees. 3) Evidence should include a demonstrated understanding of working in accordance with HSS procedures, and of potential implications of disregarding those procedures. 4) Ability to follow established procedures; interpret, understand and act on instructions; and communicate effectively in the working environment.</p>

**APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.05.03.05 - TRANSPLANT SMALL TREES
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.05.03.05 - TRANSPLANT SMALL TREES

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Prepare tree for removal						
	1) All underground services are located according to supply authorities' guidelines.					

	2) Crown is prepared according to requirements of species, time of removal and enterprise guidelines.					
	3) Tree and site are watered prior to transplanting.					
	4) Access is provided to ensure all machinery and equipment is operated without damage to surrounding structures and the tree.					
	5) Tools and equipment is prepared and used accordingly to supervisor instructions and manufacturer guidelines.					
Element 2 – Undertake earthworks for tree removal						
	1) Root ball width and depth is selected to ensure root system can colonize new ground according to needs of the species and size of specimen.					
	2) Root system is prepared and appropriate treatment hygienically applied to ensure viability of tree is maintained according to enterprise guidelines.					
	3) Root ball is undercut to ensure the ball comes away cleanly and with minimum stress to the tree, according to enterprise guidelines.					
Element 3 – Remove tree from original site						
	1) Root ball is bound with appropriate material to ensure adequate soil is retained according to enterprise guidelines.					
	2) Crown is bound and, if required, supported securely to minimize damage during handling and transportation according to enterprise guidelines.					
	3) Tree is lifted in a manner which ensures minimum damage and stress according to enterprise guidelines.					
	4) Manual lifting practices are performed according to OHS guidelines.					
Element 4 – Install tree in new environment						
	1) Drainage is incorporated to ensure root system survival is maintained according to needs of the species and conditions of the planting size.					
	2) Soil is modified according to the cultural requirements of the species.					
	3) Tree is planted in prepared planting hole according to enterprise guidelines.					
	4) Tree supporting devices are installed according to supervisor instructions and/or installation plan.					
	5) After-care is provided to the tree according to enterprise guidelines.					
	6) Tools and equipment are cleaned, maintained and stored according to manufacturer specifications and enterprise guidelines.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.05.03.05 - TRANSPLANT SMALL TREES

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.05.04.05 – ESTABLISH PLANTED AREAS

UNIT VARIABLES & ASSESSMENT GUIDE	ELEMENTS & PERFORMANCE CRITERIA
<p>Element 1 – Set out a new site 1) Setting out of the site is consistent with plans and specifications. 2) Tools and equipment are chosen appropriate to the task being undertaken, used in accordance with guidelines and safe working practices are employed. 3) Regulations and legislation relevant to the situation are observed.</p> <p>Element 2 – Prepare site for planning 1) Soil samples are collected for a soil analysis where required by supervisor. 2) Requirements to address deficiencies based upon manufacturer specifications and organization guidelines to meet target chemical balances are determined. 3) Area to be planted is thoroughly watered to encourage strong root growth. 4) Plants are laid in the positions described in the garden design or as specified by the supervisor.</p> <p>Element 3 – Plant site 1) Plants are planted as they have been placed and with no damage to roots or foliage. 2) Newly planted area is watered in accordance with supervisor instructions. 3) Tools are chosen appropriate to the task being undertaken, used in accordance with guidelines and safe working practices are employed. 4) Tools and equipment cleaning and storage procedures are performed and hygiene practices are followed in accordance with organization guidelines.</p>	<p>UNIT VARIABLES The following variable may be present: size of project; design specifications; plans & specifications; tools & equipment; regulations & legislations; soil types; plant types; requirements to address soil deficiencies; organization environmental policy including water usage, fire protection and waste management; pre-planting treatments required; propagation requirements; site characteristics; external agency permits; reporting requirements.</p> <p>ASSESSMENT GUIDE 1) Evidence should include demonstrated capacity to: a. basic supervision and budgeting; b. delegation of authority; c. interpersonal skills; d. plant reading and interpretation; e. working with a team. 2) Underpinning knowledge and skills include: horticultural maintenance; landscape construction; plant communities; plant establishment and after-care; plant identification and biology; plant performance and requirements; planting methods; soil amelioration; statutory/management policies; and weeds, pests and diseases identification and control.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx

02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.05.04.05 - ESTABLISH PLANTED AREAS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.05.04.05 - ESTABLISH PLANTED AREAS

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Set out a new site						
	1) Setting out of the site is consistent with plans and specifications.					
	2) Tools and equipment are chosen appropriate to the task being undertaken, used in accordance with guidelines and safe working practices are employed.					
	3) Regulations and legislation relevant to the situation are observed.					
Element 2 – Prepare site for planning						
	1) Soil samples are collected for a soil analysis where required by supervisor.					
	2) Requirements to address deficiencies based upon manufacturer specifications and organization guidelines to meet target chemical balances are determined.					
	3) Area to be planted is thoroughly watered to encourage strong root growth.					
	4) Plants are laid in the positions described in the garden design or as specified by the supervisor.					
Element 3 – Plant site						

	1) Plants are planted as they have been placed and with no damage to roots or foliage.					
	2) Newly planted area is watered in accordance with supervisor instructions.					
	3) Tools are chosen appropriate to the task being undertaken, used in accordance with guidelines and safe working practices are employed.					
	4) Tools and equipment cleaning and storage procedures are performed and hygiene practices are followed in accordance with organization guidelines.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.05.04.05 - ESTABLISH PLANTED AREAS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.05.05.05 – PROPAGATE PLANTS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Select propagation materials</p> <p>1) Parent plant is prepared and collection method employed suitable to species and according to enterprise guidelines. 2) Maximum viability of propagated material is maintained by conditioning and storage according to the requirements of the species. 3) Tools are chosen appropriate to the task</p>	<p>UNIT VARIABLES</p> <p>Plant to be propagated may include ornamentals, fruits, nuts, vegetables, herbs, bulbs and fungi. Propagation materials may include: seeds, cuttings, spores, grafted plants, buds, separation/divisions, tissue cultures.</p>

<p>being undertaken, used according to enterprise guidelines and wise working practices are employed.</p> <p>Element 2 – Prepare growing media</p> <p>1) Components are prepared according to manufacturer directions, enterprise guidelines propagation method and plant needs. 2) Storage procedures are performed and hygiene practices followed according to enterprise guidelines.</p> <p>Element 3 – Prepare growing site</p> <p>1) Benches are maintained free from contamination and hygiene practices are followed according to enterprise procedures. 2) Growing environment is prepared to suit species and propagation method, and weed retardants are prepared and applied as specified in planting program. 3) Tools are chosen appropriate to the task being undertaken, used according to guidelines and safe working practices are employed.</p> <p>Element 4 – Implement propagation method</p> <p>1) Pre-planting treatment is applied appropriate to the propagation method and species and according to enterprise policy. 2) Placement and depth are according to planting method and species. 3) Plants are handled in a way that minimizes damage. 4) Water and nutrients are applied to suit the media conditions, plant requirements and propagation techniques employed according to supervisor instructions. 5) Labels and identification are ratified and applied according to enterprise guidelines. 6) Remedial actions is taken as specified in planting program to control pests and diseases. 7) Records are completed accurately and at the required time according to enterprise guidelines. 8) Tools are chosen appropriate to the task being undertaken, used according to guidelines and safe working practices are employed. 9) Tools and equipment cleaning and storage are performed and hygiene practices are followed in accordance with enterprise guidelines.</p>	<p>rhizomes, plantlets.</p> <p>Growing media may include sand, potting mix, gravel, scoria, rock-wool, gro-wool, sawdust, pine-bark, water/hydroponics.</p> <p>Growing environment may include: temperature, light, humidity, wind, sun, moisture, topography, rainfall.</p> <p>Nutrients may include: removal of infected material, treatment with chemicals.</p> <p>Weed retardants may include: weed-mat, slatted benches, chemical solutions, granular pre-emergent.</p> <p>ASSESSMENT GUIDE</p> <p>1) Critical aspects of assessments: a. nursery and plant hygiene; b. plant identification; c. propagation techniques; d. report writing; e. work as part of a team; f. planning.</p> <p>2) Underpinning knowledge and skills include: a. media mixing and storage procedures; b. selection of media components for plants species requirements; c. growing environments and weed retardants for propagated material; d. pre-planting treatments, water and nutrients for propagated material; e. remedial action for weeds, pests and diseases; f. all forms and techniques for propagation; g. OHSS issues that impact upon the performance of this unit.</p> <p>3) Ability to select propagation materials, prepare growing media, prepare growing site, and implement propagation method.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.05.05.05 - PROPAGATE PLANTS
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.05.05.05 - PROPAGATE PLANTS

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Select propagation materials						
	1) Parent plant is prepared and collection method employed suitable to species and according to enterprise guidelines.					
	2) Maximum viability of propagated material is maintained by conditioning and storage according to the requirements of the species.					
	3) Tools are chosen appropriate to the task being undertaken, used according to enterprise guidelines and wise working practices are employed.					
Element 2 – Prepare growing media						
	1) Components are prepared according to manufacturer directions, enterprise guidelines propagation method and plant needs.					
	2) Storage procedures are performed and hygiene practices followed according to enterprise guidelines.					
Element 3 – Prepare growing site						
	1) Benches are maintained free from contamination and hygiene practices are followed according to enterprise procedures.					
	2) Growing environment is prepared to suit species and propagation method, and weed retardants are prepared and applied as specified in planting program.					
	3) Tools are chosen appropriate to the task being undertaken, used according to guidelines and safe working practices are employed.					
Element 4 – Implement propagation method						
	1) Pre-planting treatment is applied appropriate to the propagation method and species and according to enterprise policy.					
	2) Placement and depth are according to planting method and species.					
	3) Plants are handled in a way that minimizes damage.					
	4) Water and nutrients are applied to suit the media conditions, plant requirements and propagation techniques employed according to supervisor instructions.					
	5) Labels and identification are ratified and applied according to enterprise guidelines.					
	6) Remedial actions is taken as specified in planting program to control pests and diseases.					
	7) Records are completed accurately and at the required time according to enterprise guidelines.					

	8) Tools are chosen appropriate to the task being undertaken, used according to guidelines and safe working practices are employed.						
	9) Tools and equipment cleaning and storage are performed and hygiene practices are followed in accordance with enterprise guidelines.						

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.05.05.05 - PROPAGATE PLANTS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.05.06.05 – PRUNE SHRUBS AND SMALL TREES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
Element 1 – Identify pruning requirements 1) Pruning requirements are established based on sound horticultural practices and consistent with enterprise policy and guidelines. 2) Plants requiring pruning are identified. 3) Types of pruning required is determined according to supervisors instructions. 4) Appropriate tools and equipment required for pruning are identified. 5) Access to site	UNIT VARIABLES Pruning requirements may include pruning for shape; fruit & flower production; health and vigor; clearance for services and access. Types of pruning may include formative and corrective; preventive; ornamental pruning; canopy lifting; thinning; reduction; or management. Pruning techniques may include removal of damaged, diseased and dead wood or flowers and foliage.

<p>is determined in consultation with the field supervisor. 6) Disposal of waste materials is determined according to enterprise policy.</p> <p>Element 2 – Prepare for pruning</p> <p>1) Pruning tools and equipment is selected in accordance with location, access and size of material to be pruned. 2) Safety equipment and personal protective equipment is prepared in line with pruning task requirements.</p> <p>Element 3 – Undertake pruning of trees and shrubs</p> <p>1) Plant material to be removed is identified according to pruning programs requirements. 2) Branches are cut according to established horticulture practice. 3) Tools and equipment are used according to supervisor instructions and manufacturer guidelines. 4) Disposal of waste materials is completed according to enterprise policy. 5) Site is cleaned and made good on completion of pruning activities.</p>	<p>Equipment used may include chipper, small chainsaw, ropes, handsaw, and secateurs.</p> <p>Ground pruning may be undertaken by hand tools or chainsaws.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated capacity to: a. determine pruning requirements; b. plan for pruning; c. undertake pruning of trees and shrubs; d. plant identification; e. chainsaw use; f. communication skills; g. observation and analysis; h. compliance to OHS; i. pruning for formative shaping, to improve health & vigor, and CODIT guidelines.</p> <p>2) Underpinning knowledge and skills include: a. principles and methods of pruning to achieve given objectives; b. effects on plant growth and habit by pruning operations; c. principles relating to the choice and use of equipment for pruning; d. relevant OHS hazards identification, risk management and risk control measures.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD (APEC SS)

2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.05.06.05 - PRUNE SHRUBS AND SMALL TREES
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD

2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.05.06.05 - PRUNE SHRUBS AND SMALL TREES

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Identify pruning requirements						
	1) Pruning requirements are established based on sound horticultural practices and consistent with enterprise policy and guidelines.					
	2) Plants requiring pruning are identified.					
	3) Types of pruning required is determined according to supervisors instructions.					
	4) Appropriate tools and equipment required for pruning are identified.					
	5) Access to site is determined in consultation with the field supervisor.					
	6) Disposal of waste materials is determined according to enterprise policy.					
Element 2 – Prepare for pruning						
	1) Pruning tools and equipment is selected in accordance with location, access and size of material to be pruned.					
	2) Safety equipment and personal protective equipment is prepared in line with pruning task requirements.					
Element 3 – Undertake pruning of trees and shrubs						
	1) Plant material to be removed is identified according to pruning programs requirements.					
	2) Branches are cut according to established horticulture practice.					
	3) Tools and equipment are used according to supervisor instructions and manufacturer guidelines.					
	4) Disposal of waste materials is completed according to enterprise policy.					
	5) Site is cleaned and made good on completion of pruning activities.					

Assessment Document 3

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD**

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.05.06.05 - PRUNE SHRUBS AND SMALL TREES

Name of Candidate :
Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.05.07.05 – IMPLEMENT A LANDSCAPE MAINTENANCE PROGRAM

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Maintain plant protection devices 1) Protection devices are checked for their effectiveness according to protection plan requirements. 2) Broken, damaged, or ineffective components are reported and/or repaired according to terms and conditions of contract. 3) Protection devices are dismantled and removed according to protection plan requirements.</p> <p>Element 2 – Replaced diseased or damaged plants 1) Diseased or damaged plants are identified and recorded according to enterprise guidelines. 2) Plants which are to be replaced are removed and new specimens installed in their place according to maintenance program specifications. 3) Diseased and damaged plants which are beyond the scope of the maintenance program are reported to the nominated person. 4) Aftercare is provided to established plants to ensure their health and vigor is maintained according to enterprise guidelines.</p> <p>Element 3 – Maintain landscape areas 1) Standard and scope of maintenance is established according to maintenance program. 2) Site is regularly inspected for remedial actions and repairs according to maintenance contract conditions. 3) Remedial actions and repairs are implemented to restore site to full effectiveness according to maintenance contract conditions. 4) Results of operations are assessed to ensure repairs or renovation objectives and standards have been achieved according to maintenance program details. 5) Surroundings are returned to tidy and undamaged condition following operations according to enterprise guidelines. 6) Work performances of others are monitored and remedial action undertaken to ensure terms and conditions of the contract are maintained.</p>	<p>UNIT VARIABLES Equipment used includes spraying equipment, safety equipment, mowers, cutting/digging/chipping equipment and machineries, and hand tools. Maintenance program can incorporate mowing, pruning, weeding, plant replacement, minor structural repairs, spraying, fertilizing, pest control, cleaning, adjustment /programming irrigation systems, top soiling, and rubbish removal.</p> <p>ASSESSMENT GUIDE 1) Underpinning knowledge and skills include: a. appropriate horticultural practices for heritage and cultural areas; b. principles and applications of an integrated pest management program; c. actions permitted in the event of variations to maintenance contracts; d. sources of hazards encountered in landscape maintenance and measures for their reduction 2) Ability to maintain plant protection devices, replace diseased/damaged plants and maintain landscaped areas.</p>

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	XXX
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.05.07.05 - IMPLEMENT A LANDSCAPE MAINTENANCE PROGRAM
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.05.07.05 - IMPLEMENT A LANDSCAPE MAINTENANCE PROGRAM

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Maintain plant protection devices						
	1) Protection devices are checked for their effectiveness according to protection plan requirements.					
	2) Broken, damaged, or ineffective components are reported and/or repaired according to terms and conditions of contract.					
	3) Protection devices are dismantled and removed according to protection plan					

	requirements.					
Element 2 – Replaced diseased or damaged plants						
	1) Diseased or damaged plants are identified and recorded according to enterprise guidelines.					
	2) Plants which are to be replaced are removed and new specimens installed in their place according to maintenance program specifications.					
	3) Diseased and damaged plants which are beyond the scope of the maintenance program are reported to the nominated person.					
	4) Aftercare is provided to established plants to ensure their health and vigor is maintained according to enterprise guidelines.					
Element 3 – Maintain landscape areas						
	1) Standard and scope of maintenance is established according to maintenance program.					
	2) Site is regularly inspected for remedial actions and repairs according to maintenance contract conditions.					
	3) Remedial actions and repairs are implemented to restore site to full effectiveness according to maintenance contract conditions.					
	4) Results of operations are assessed to ensure repairs or renovation objectives and standards have been achieved according to maintenance program details.					
	5) Surroundings are returned to tidy and undamaged condition following operations according to enterprise guidelines.					
	6) Work performances of others are monitored and remedial action undertaken to ensure terms and conditions of the contract are maintained.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.05.07.05 - IMPLEMENT A LANDSCAPE MAINTENANCE PROGRAM

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

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RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

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Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT MATERIALS
APEC SKILL STANDARD UNITS
2005

ASSESSMENT FILE BY UNITS
CHAPTER 2.06 - MAINTENANCE AND ENGINEERING (09 Units)

SUMMARY OF UNITS

Unit code	Unit Name	Elmts	Total PC
2.06.01.05	Operate equipment and machineries	3	5+3+6 = 14
2.06.02.05	Operate operational vehicles	3	3+4+1 = 8
2.06.03.05	Carry our vehicle maintenance and minor repairs (idem 4.03.xx.05)	4	2+2+3+1 = 9
2.06.04.05	Carry out specialist maintenance & construction	7	7+4+3+4+5+5+4 = 32
2.06.05.05	Carry out ground maintenance	5	8+6+4+2+3 = 23
2.06.06.05	Carry out general maintenance	5	8+4+3+2+3 = 20
2.06.07.05	Supervise machinery maintenance	3	2+4+3 = 9
2.06.08.05	Supervise maintenance operations.	7	5+3+5+6+4+4+4 = 31
2.06.09.05	Monitor pool water quality	9	4+2+2+5+1+1+1+4+1 = 21
	Total 09 units	46	167

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.06.01.05 – OPERATE EQUIPMENT AND MACHINERY

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Operate equipment and machineries 1) Equipment or machinery is selected according to designated task. 2) Equipment or machinery is calibrated for the designated task. 3) Equipment or machinery is operated safely and effectively to operation requirements and manufacturer recommendations. 4) Damage, wear or malfunctions are corrected and/or reported in accordance with operational requirements and manufacturer recommendations. 5) Equipment and machinery is cleaned and stored after use according to enterprise standard and manufacturer recommendations.</p> <p>Element 2 – Operate stationary equipment 1) Pre-start checks of equipment or machineries for condition and designed operation is performed prior to starting. 2) Damage, wear, faults or malfunctions are identified and corrected / reported according to operational requirements and manufacturer recommendations. 3) Equipment used is recorded according to enterprise standards/operational requirements.</p> <p>Element 3 – Operate independently powered tools 1) Pre-start checks of power tools are completed in line with manufacturer recommendations. 2) Manufacturer and workplace OHS requirements are followed to maximize operator/colleagues / customers safety. 3) Unsafe and faulty tools are identified and segregated for repair or replacement. 4) Tools are prepared to use in line with industry standards and manufacturer recommendations. 4) Tools are prepared to use in line with industry standards and manufacturer recommendations. 5) Tools and equipment are operated safely and efficiently to workplace requirements. 6) Tools are cleaned and stored after use as specified.</p>	<p>UNIT VARIABLES Equipment may include: fork-lifts, hydraulic equipment, stationary engines, pumps, irrigation equipment, excavators, spraying equipment, hedging machines, solar & wind powered equipment, elevated work platforms, cherry pickers, scissor lifts, and chippers. Preparation of powered tools may include sharpening, priming pimps, cleaning filters, general cleaning. Some equipment may require additional licensing. Operating methods may include those for turbo-charged engines. Storage, maintenance and operation conform to relevant OHS legislation. Records may be paper-based or electronically processed.</p> <p>ASSESSMENT GUIDE 1) Evidence should include: a. required license and permits; b. operating equipment in a range of conditions; c. emergency procedures in the operation of equipment and machineries. 2) Underpinning knowledge and skills include: basic work knowledge such as OHS procedures for equipment used, enterprise procedures for various equipment, and OHS requirements for storage of materials and equipment. 3) Ability to operate machineries and equipment, either mobile or stationary; and independently powered tools.</p>

Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

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01	Name of Candidate	xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.06.01.05 - OPERATE EQUIPMENT AND MACHINERY
05	Results of	

	Assessment	
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Assessment Document 2

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.06.01.05 - OPERATE EQUIPMENT AND MACHINERY

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Operate equipment and machineries						
	1) Equipment or machinery is selected according to designated task.					
	2) Equipment or machinery is calibrated for the designated task.					
	3) Equipment or machinery is operated safely and effectively to operation requirements and manufacturer recommendations.					
	4) Damage, wear or malfunctions are corrected and/or reported in accordance with operational requirements and manufacturer recommendations.					
	5) Equipment and machinery is cleaned and stored after use according to enterprise standard and manufacturer recommendations.					
Element 2 – Operate stationary equipment						
	1) Pre-start checks of equipment or machineries for condition and designed operation is performed prior to starting.					
	2) Damage, wear, faults or malfunctions are identified and corrected / reported according to operational requirements and manufacturer recommendations.					
	3) Equipment used is recorded according to enterprise standards/operational requirements.					
Element 3 – Operate independently powered tools						
	1) Pre-start checks of power tools are completed in line with manufacturer recommendations.					
	2) Manufacturer and workplace OHS requirements are followed to maximize operator/colleagues / customers safety.					
	3) Unsafe and faulty tools are identified and segregated for repair or replacement.					
	4) Tools are prepared to use in line with industry standards and manufacturer					

	recommendations.					
	5) Tools are prepared to use in line with industry standards and manufacturer recommendations.					
	6) Tools and equipment are operated safely and efficiently to workplace requirements.					
	7) Tools are cleaned and stored after use as specified.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.06.01.05 - OPERATE EQUIPMENT AND MACHINERY

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.06.02.05 – OPERATE OPERATIONAL VEHICLES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
Element 1 – Operate vehicles 1) Vehicles are correctly, safely and efficiently operated. 2) Passengers (if applicable) are advised of any special safety precautions. 3) Passengers (if applicable) and the public safety are considered throughout the operation. Element 2 – Perform maintenance and minor repairs on	UNIT VARIABLES Routine maintenance/ repair tasks include: changing wheels/gears, puncture repairs, bleeding of engines.

<p>vehicles</p> <p>1) Maintenance systems including spares and fluids are correctly selected / accessed prior to operation. 2) Vehicles are regularly checked prior to and during operation. 3) Maintenance and repair tasks are correctly performed according to enterprise procedures and manufacturer instructions. 4) Vehicles performance reports are promptly made in accordance with enterprise procedures.</p> <p>Element 3 – Complete documentation</p> <p>1) Records and routine maintenance and repairs are promptly made and kept in accordance with enterprise procedures.</p>	<p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated capacity to: a. ability to safely and correctly use the features of operated vehicle; b. ability to safely apply recovery techniques to vehicles; c. ability to apply maintenance and repair techniques to operated vehicles; d. knowledge of relevant OHS issues.</p> <p>2) Underpinning knowledge and skills include: a. features and handling operated vehicles; b. differences between 2 WD and 4 WD vehicles and their impacts in operation and capability; c. relevant OHS issues.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
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03	Location of Assessment	
04	Unit Assessed	APEC SS 2.06.02.05 - OPERATE OPERATIONAL VEHICLES
05	Results of Assessment	
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07	Name of Assessor	
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Assessment Document 2

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.06.02.05 - OPERATE OPERATIONAL VEHICLES

Name of Candidate :
 Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Operate vehicles						
	1) Vehicles are correctly, safely and efficiently operated.					
	2) Passengers (if applicable) are advised of any special safety precautions.					
	3) Passengers (if applicable) and the public safety are considered throughout the operation.					
Element 2 – Perform maintenance and minor repairs on vehicles						
	1) Maintenance systems including spares and fluids are correctly selected / accessed prior to operation.					
	2) Vehicles are regularly checked prior to and during operation.					
	3) Maintenance and repair tasks are correctly performed according to enterprise procedures and manufacturer instructions.					
	4) Vehicles performance reports are promptly made in accordance with enterprise procedures.					
Element 3 – Complete documentation						
	1) Records and routine maintenance and repairs are promptly made and kept in accordance with enterprise procedures.					

Assessment Document 3

APEC TOURISM WORKING GROUP **APEC SKILL STANDARD**

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APEC SS 2.06.02.05 - OPERATE OPERATIONAL VEHICLES

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

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Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.06.03.05 – CARRY OUT VEHICLE MAINTENANCE AND MINOR REPAIRS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Diagnose faults and undertake minor repairs for the safe operation of vehicles 1) Faults in the vehicle electrical system are identified, diagnosed and repaired following manufacturer specifications and company procedures. 2) Faults in the fuel system are identified, diagnosed and repaired following manufacturer specifications and company procedures.</p> <p>Element 2 – Maintain the vehicle systems 1) Fluid levels are checked and adjusted following manufacturer specifications and company procedures. 2) Air levels are checked and adjusted following manufacturer specifications and company procedures.</p> <p>Element 3 – Carry out minor repairs to vehicles 1) Vehicle components are removed, repaired or replaced and refitted to the vehicle using the correct tools and following manufacturer specifications and company procedures. 2) Tires are repaired or replaced on vehicle following manufacturer specifications and company procedures. 3) The need for more complex maintenance procedures is identified and the problem correctly referred following manufacturer specifications and company procedures.</p> <p>Element 4 – Complete documentation 1) Records and routine maintenance and repairs are promptly made and kept in accordance with enterprise procedures.</p>	<p>UNIT VARIABLES Types of vehicles include all transport vehicles. Types of minor repairs include replacement of headlights, door mirrors, coolant hose, fan belt, fuse, rear tail-light lens, tires, and repair of tire puncture. Types of service include replacement of oils and replacement of air in tires. Supervision may be limited or minimum supervision.</p> <p>ASSESSMENT GUIDE Evidence should include demonstrated capacity and underpinning knowledge in: a. OHS requirements; b. inspection procedures; c. service procedures; d. operation of electrical system; e. operation of fuel system; f. basic fault finding procedures; g. reporting and documenting; h. ability to use and maintain required materials, tools, and parts; i. recognition and diagnosis of faults and vehicle irregularities; j. ability to work under minimum supervision; k. ability to minimize waste.</p>

Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

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Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.06.03.05 - CARRY OUT VEHICLE MAINTENANCE AND MINOR REPAIRS

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Diagnose faults and undertake minor repairs for the safe operation of vehicles						
	1) Faults in the vehicle electrical system are identified, diagnosed and repaired following manufacturer specifications and company procedures.					
	2) Faults in the fuel system are identified, diagnosed and repaired following manufacturer specifications and company procedures.					
Element 2 – Maintain the vehicle systems						
	1) Fluid levels are checked and adjusted following manufacturer specifications and company procedures.					
	2) Air levels are checked and adjusted following manufacturer specifications and company procedures.					
Element 3 – Carry out minor repairs to vehicles						
	1) Vehicle components are removed, repaired or replaced and refitted to the vehicle using the correct tools and following manufacturer specifications and company procedures.					
	2) Tires are repaired or replaced on vehicle following manufacturer specifications and company procedures.					
	3) The need for more complex maintenance procedures is identified and the problem correctly referred following manufacturer specifications and company procedures.					
Element 4 – Complete documentation						
	1) Records and routine maintenance and repairs are promptly made and kept in accordance					

with enterprise procedures.					
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Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.06.03.05 - CARRY OUT VEHICLE MAINTENANCE AND MINOR REPAIRS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

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Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.06.04.05 – CARRY OUT SPECIALIST MAINTENANCE AND CONSTRUCTION

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Perform specialist maintenance tasks</p> <p>1) A prompt response is made to requests for maintenance assistance. 2) Specialist maintenance and construction is correctly performed according to established trade practice and safety standards. 3) Contact is established and maintained with other specialist trades people where appropriate to ensure effective and efficient co-ordination of tasks within an overall project. 4) Relevant colleagues are kept informed of work progress and any changes to schedule. 5) Completed work meets quality requirements. 6) Work is completed within the allocated budget. 7) Work is conducted in a manner which causes minimum disruption to customer and colleagues.</p> <p>Element 2 – Supervise trade assistants</p>	<p>UNIT VARIABLES</p> <p>Specialized trade may include: mechanics, carpenters & builders, electronic technicians, audio visual, pyro-technicians, fitters & turners, plumbers, electricians, marine mechanics, fibre glassers, gardeners, painters & decorators, locksmiths, and filtration</p>

<p>1) Trade assistants are given clear work instructions. 2) Understanding is checked before work commends. 3) The quality of work is monitored and remedial action taken where necessary. 4) Assistance from maintenance supervisors is sought where appropriate.</p> <p>Element 3 – Maintain supplies and equipment</p> <p>1) Specialist supplies are monitored to ensure continuity of supply. 2) Additional supplies are ordered within time parameters which prevent delay to maintenance and construction work. 3) Equipment is checked and action taken to initiate any repairs so that impact on progress of work is minimized.</p> <p>Element 4 – Carry out administrative procedures</p> <p>1) Work report forms are accurately completed and forwarded to the appropriate area in the required timeframe. 2) Order forms are accurately completed and processed according to company policy and procedures. 3) Statutory documents are correctly completed and forwarded to authorities within the required timeframe. 4) Labor and equipment costs are correctly estimated and supplied to the appropriate supervisor as required.</p> <p>Element 5 – Identify and resolve maintenance and construction problems</p> <p>1) Problems which fall within the area of expertise are promptly identified and action initiated to resolve the situation. 2) Colleagues are informed of the nature of the problem and the course of action to be taken. 3) Safety issues are identified and reported according to company policy and procedures. 4) The need for specialist assistance is identified. 5) Specialist assistance is organized according to company policy and procedures.</p> <p>Element 6 – Coordinate contractors</p> <p>1) Problems requiring specialists are identified. 2) Specialist maintenance contractors are employed according to enterprise policy. 3) Specialists are accurately informed of job specifications. 4) Contractors are monitored to ensure that the work is carried out according to specifications. 5) Administrative requirements for contracted work are correctly completed within the appropriate timeframe.</p> <p>Element 7 – Report on activities</p> <p>1) Maintenance activities are reported to the appropriate person in stages according to maintenance progress and company policy and procedures. 2) Records and routine maintenance and repairs are promptly made and kept in accordance with enterprise procedures.</p>	<p>technicians.</p> <p>Maintenance operations may be for the following areas: equipment, pools, vehicles, grounds & gardens, buildings, gates & fences, amenities, podiums etc.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated skills and knowledge in: a. customer service skills; b. enterprise safety and emergency procedures; c. general knowledge of the industry; d. relevant OHS issues.</p> <p>2) Look for: a. ability to integrate technical trade skills with the requirements of workplace facilities; b. ability to communicate effectively with trades people, colleagues and customer; c. ability to coordinate and monitor specific construction and maintenance projects to meet enterprise timelines.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD (APEC SS)

2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx
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03	Location of Assessment	
04	Unit Assessed	APEC SS 2.06.04.05 - CARRY OUT SPECIALIST MAINTENANCE AND CONSTRUCTION
05	Results of Assessment	
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07	Name of Assessor	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.06.04.05 - CARRY OUT SPECIALIST MAINTENANCE AND CONSTRUCTION

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Perform specialist maintenance tasks						
	1) A prompt response is made to requests for maintenance assistance.					
	2) Specialist maintenance and construction is correctly performed according to established trade practice and safety standards.					
	3) Contact is established and maintained with other specialist trades people where appropriate to ensure effective and efficient co-ordination of tasks within an overall project.					
	4) Relevant colleagues are kept informed of work progress and any changes to schedule.					
	5) Completed work meets quality requirements.					
	6) Work is completed within the allocated budget.					
	7) Work is conducted in a manner which causes minimum disruption to customer and colleagues.					
Element 2 – Supervise trade assistants						
	1) Trade assistants are given clear work instructions.					
	2) Understanding is checked before work commends.					
	3) The quality of work is monitored and remedial action taken where necessary.					
	4) Assistance from maintenance supervisors is sought where appropriate.					
Element 3 – Maintain supplies and equipment						
	1) Specialist supplies are monitored to ensure continuity of supply.					
	2) Additional supplies are ordered within time parameters which prevent delay to maintenance and construction work.					
	3) Equipment is checked and action taken to initiate any repairs so that impact on progress of work is minimized.					
Element 4 – Carry out administrative procedures						
	1) Work report forms are accurately completed and forwarded to the appropriate area in the required timeframe.					
	2) Order forms are accurately completed and processed according to company policy and procedures.					

	3) Statutory documents are correctly completed and forwarded to authorities within the required timeframe.					
	4) Labor and equipment costs are correctly estimated and supplied to the appropriate supervisor as required.					
Element 5 – Identify and resolve maintenance and construction problems						
	1) Problems which fall within the area of expertise are promptly identified and action initiated to resolve the situation.					
	2) Colleagues are informed of the nature of the problem and the course of action to be taken.					
	3) Safety issues are identified and reported according to company policy and procedures.					
	4) The need for specialist assistance is identified.					
	5) Specialist assistance is organized according to company policy and procedures.					
Element 6 – Coordinate contractors						
	1) Problems requiring specialists are identified.					
	2) Specialist maintenance contractors are employed according to enterprise policy.					
	3) Specialists are accurately informed of job specifications.					
	4) Contractors are monitored to ensure that the work is carried out according to specifications.					
	5) Administrative requirements for contracted work are correctly completed within the appropriate timeframe.					
Element 7 – Report on activities						
	1) Maintenance activities are reported to the appropriate person in stages according to maintenance progress and company policy and procedures.					
	2) Records and routine maintenance and repairs are promptly made and kept in accordance with enterprise procedures.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.06.04.05 - CARRY OUT SPECIALIST MAINTENANCE AND CONSTRUCTION

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

<p>ASSESSMENT FILE</p> <p>APEC SS 2.06.05.05 – CARRY OUT GROUNDS MAINTENANCE</p>
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ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Perform routine gardening activities</p> <p>1) Routine gardening activities are correctly carried out under direction from the supervisor. 2) Proven gardening techniques are correctly used. 3) Correct clothing is worn according to type of work being completed and prevailing conditions. 4) Tasks are carried out according to schedule. 5) Minimum disruption is caused to the customers. 6) Completed work meets quality requirements. 7) Work areas are cleaned at completion of work. 8) Problems requiring specialist assistance are identified and help is sought from the appropriate supervisor.</p> <p>Element 2 – Monitor the appearance and quality of grounds and gardens</p> <p>1) Sickly and unsightly plants are identified and removed or treated. 2) Grounds are kept free of litter. 3) Lawns are kept in condition as specified by the enterprise. 4) Beds and lawns are kept free from weeds. 5) Hazards are identified and action taken promptly within the scope of individual responsibility. 6) Ways of improving grounds and gardens presentations are identified and suggested to the appropriate supervisor.</p> <p>Element 3 – Use and care for equipment</p> <p>1) Problems or faults are identified and reported to the appropriate personnel. 2) Basic maintenance is carried out on gardening equipment according to company practice. 3) Equipment is stored in the designated area. 4) Equipment is stored safely according to manufacturer specifications and OHS.</p> <p>Element 4 – Assist in special gardening projects</p> <p>1) Work on special projects is correctly carried out under the direction from the appropriate specialist or supervisor. 2) Liaison with other project members is undertaken to ensure effective coordination of tasks in the total project.</p> <p>Element 5 – Liaise with contractors</p> <p>1) Contact is established and maintained with appropriate contractors to ensure effective coordination of maintenance work. 2) Assistance and information is provided to contractors when required. 3) Accurate information is relayed between contractors and maintenance supervisors when required.</p>	<p>UNIT VARIABLES</p> <p>Routine gardening tasks may include: mowing, weeding, pruning, planting & sowing, spraying.</p> <p>Gardening projects may include: new flower/plant beds, landscaping, planting, moving plants & trees.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence should include demonstrated capacity in: a. customer service skills; b. safety and emergency procedures related to ground maintenance; c. technical/equipment procedures for commonly used equipment in grounds maintenance; d. chemical usage in grounds maintenance; e. basic gardening techniques; f. basic plants knowledge; g. environmental issues and regulations affecting grounds maintenance.</p> <p>2) Look for: a. ability to correctly and safely operate gardening equipment; b. ability to perform a range of routine grounds maintenance tasks within enterprise acceptable timeframes; c. knowledge of general procedures and requirements that apply to grounds maintenance work.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

<p>1. APEC SS ASSESSMENT COVER SHEET</p>

NO	ITEMS	DESCRIPTION

01	Name of Candidate	XXX
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.06.05.05 - CARRY OUT GROUNDS MAINTENANCE
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.06.05.05 - CARRY OUT GROUNDS MAINTENANCE

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Perform routine gardening activities						
	1) Routine gardening activities are correctly carried out under direction from the supervisor.					
	2) Proven gardening techniques are correctly used.					
	3) Correct clothing is worn according to type of work being completed and prevailing conditions.					
	4) Tasks are carried out according to schedule.					
	5) Minimum disruption is caused to the customers.					
	6) Completed work meets quality requirements.					
	7) Work areas are cleaned at completion of work.					
	8) Problems requiring specialist assistance are identified and help is sought from the appropriate supervisor.					
Element 2 – Monitor the appearance and quality of grounds and gardens						

APEC TOURISM WORKING GROUP**APEC TWG Project No. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV**

EMPOWER Associates, Consultant

	1) Sickly and unsightly plants are identified and removed or treated.					
	2) Grounds are kept free of litter.					
	3) Lawns are kept in condition as specified by the enterprise.					
	4) Beds and lawns are kept free from weeds.					
	5) Hazards are identified and action taken promptly within the scope of individual responsibility.					
	6) Ways of improving grounds and gardens presentations are identified and suggested to the appropriate supervisor.					
Element 3 – Use and care for equipment						
	1) Problems or faults are identified and reported to the appropriate personnel.					
	2) Basic maintenance is carried out on gardening equipment according to company practice.					
	3) Equipment is stored in the designated area.					
	4) Equipment is stored safely according to manufacturer specifications and OHS.					
Element 4 – Assist in special gardening projects						
	1) Work on special projects is correctly carried out under the direction from the appropriate specialist or supervisor.					
	2) Liaison with other project members is undertaken to ensure effective coordination of tasks in the total project.					
Element 5 – Liaise with contractors						
	1) Contact is established and maintained with appropriate contractors to ensure effective coordination of maintenance work.					
	2) Assistance and information is provided to contractors when required.					
	3) Accurate information is relayed between contractors and maintenance supervisors when required.					

Assessment Document 3**APEC TOURISM WORKING GROUP****APEC SKILL STANDARD****VALIDITY OF ASSESSMENT SHEET**

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.06.05.05 - CARRY OUT GROUNDS MAINTENANCE

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.06.06.05 – CARRY OUT GENERAL MAINTENANCE

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Perform maintenance tasks 1) Prompt response is made to requests for maintenance assistance. 2) Maintenance tasks are carried out correctly, promptly, in accordance with company policy and procedures. 3) Tasks are carried out according to schedule. 4) Tasks are carried out with minimum disruption to customers. 5) Work areas are enclosed where appropriate to ensure safety to customers. 6) Completed work meets quality requirements. 7) Work areas are cleaned at completion of work. 8) Problems requiring specialist assistance are identified, and help is sought from the appropriate tradesperson or supervisor.</p> <p>Element 2 – Use and care for equipment 1) Problems or faults are identified and reported to appropriate personnel. 2) Basic maintenance is carried out on equipment on a regular basis according to company procedures and practice. 3) Equipment is stored in the designated areas. 4) Equipment is stored safely according to manufacturer specifications and OHS.</p> <p>Element 3 – Perform administrative tasks 1) Maintenance request forms are accurately interpreted. 2) Instructions are clarified with the person making the request, when required. 3) Work report forms are accurately completed and forwarded to the appropriate person.</p> <p>Element 4 – Assist in special projects 1) Work on special projects is correctly carried out under direction from the appropriate specialist or supervisor. 2) Liaison with other project members is undertaken to ensure effective coordination of tasks in the total project.</p> <p>Element 5 – Liaise with contractors 1) Contact is established and maintained with appropriate contractors to ensure coordination of maintenance works. 2) Assistance and information is provided to contractors when required. 3) Accurate information is relayed between contractors and maintenance supervisors when required.</p>	<p>UNIT VARIABLES Maintenance tasks may include: simple repairs, servicing equipment, painting & decorating, minor demolition. Special projects may include: construction of new building/attractions, landscaping, major demolition.</p> <p>ASSESSMENT GUIDE 1) Evidence should include demonstrated skills and knowledge in: a. customer service skills; b. safety and emergency procedures related to general maintenance activities; c. technical/equipment procedures for commonly used maintenance tools and equipment. 2) Ability to safely and correctly use equipment; ability to perform a range of routine maintenance tasks within company acceptable timeframes; knowledge of general procedures and requirements that apply to routine maintenance work.</p>

Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	xxx

02	Date & Time of Assessment	
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04	Unit Assessed	APEC SS 2.06.06.05 - CARRY OUT GENERAL MAINTENANCE
05	Results of Assessment	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.06.06.05 - CARRY OUT GENERAL MAINTENANCE

Name of Candidate :
Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Perform maintenance tasks						
	1) Prompt response is made to requests for maintenance assistance.					
	2) Maintenance tasks are carried out correctly, promptly, in accordance with company policy and procedures.					
	3) Tasks are carried out according to schedule.					
	4) Tasks are carried out with minimum disruption to customers.					
	5) Work areas are enclosed where appropriate to ensure safety to customers.					
	6) Completed work meets quality requirements.					
	7) Work areas are cleaned at completion of work.					
	8) Problems requiring specialist assistance are identified, and help is sought from the appropriate tradesperson or supervisor.					
Element 2 – Use and care for equipment						
	1) Problems or faults are identified and reported to appropriate personnel.					

	2) Basic maintenance is carried out on equipment on a regular basis according to company procedures and practice.					
	3) Equipment is stored in the designated areas.					
	4) Equipment is stored safely according to manufacturer specifications and OHS.					
Element 3 – Perform administrative tasks						
	1) Maintenance request forms are accurately interpreted.					
	2) Instructions are clarified with the person making the request, when required.					
	3) Work report forms are accurately completed and forwarded to the appropriate person.					
Element 4 – Assist in special projects						
	1) Work on special projects is correctly carried out under direction from the appropriate specialist or supervisor.					
	2) Liaison with other project members is undertaken to ensure effective coordination of tasks in the total project.					
Element 5 – Liaise with contractors						
	1) Contact is established and maintained with appropriate contractors to ensure coordination of maintenance works.					
	2) Assistance and information is provided to contractors when required.					
	3) Accurate information is relayed between contractors and maintenance supervisors when required.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

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APEC SS 2.06.06.05 - CARRY OUT GENERAL MAINTENANCE

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.06.07.05 – SUPERVISE MAINTENANCE

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Determine maintenance requirements 1) Maintenance problems are identified from operational diaries, employee’s comments and/or personal testing and observation. 2) Likely causes of problems are determined and appropriate action is taken.</p> <p>Element 2 – Schedule resources 1) Resources required to carry out maintenance are determined according to organization requirements. 2) Maintenance supplies are purchased according to scheduled requirements. 3) Maintenance is scheduled to suit total property operations. 4) Maintenance requirements are communicated to staff for action.</p> <p>Element 3 – Monitor maintenance procedures 1) Maintenance work is monitored to ensure property production operations are not interrupted. 2) Costs are controlled to meet organization budgets. 3) Documentation for maintenance is recorded according to organization requirements.</p>	<p>UNIT VARIABLES Appropriate action may include: obtaining information from a variety of resources, solving problems, and eliminating causes. Resources may include: labor, equipment, materials. Maintenance may include: preventive, corrective or breakdown. Maintenance may be performed on property improvements, plant, machinery and equipment. Maintenance requirements may include: extent of work, parts to be used, quality of repair. Staff may include self, full time, part time, casual or permanent employees, contractors, professionals.</p> <p>ASSESSMENT GUIDE 1) Evidence should include demonstrated knowledge of machinery and ability to apply that knowledge to a specific working environment. 2) Underpinning knowledge and skills include: a. scope and range of company machinery and equipment; maintenance needs and related activities; scheduling of maintenance works; communication systems for notifications and recording of maintenance; techniques of evaluating maintenance procedures; cost-benefit of out-sourcing maintenance activities. 3) Ability to determine maintenance requirements; schedule resources; monitor maintenance procedures and progress. 4) Evidence of interpersonal skills, observation & analysis; and resource allocation.</p>

Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	XXX
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.06.07.05 - SUPERVISE MACHINERY MAINTENANCE
05	Results of Assessment	

06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.06.07.05 - SUPERVISE MACHINERY MAINTENANCE

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
	Element 1 – Determine maintenance requirements					
	1) Maintenance problems are identified from operational diaries, employee's comments and/or personal testing and observation.					
	2) Likely causes of problems are determined and appropriate action is taken.					
	Element 2 – Schedule resources					
	1) Resources required to carry out maintenance are determined according to organization requirements.					
	2) Maintenance supplies are purchased according to scheduled requirements.					
	3) Maintenance is scheduled to suit total property operations.					
	4) Maintenance requirements are communicated to staff for action.					
	Element 3 – Monitor maintenance procedures					
	1) Maintenance work is monitored to ensure property production operations are not interrupted.					
	2) Costs are controlled to meet organization budgets.					
	3) Documentation for maintenance is recorded according to organization requirements.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

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APEC SS 2.06.07.05 - SUPERVISE MACHINERY MAINTENANCE

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

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RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

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Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.06.08.05 – SUPERVISE MAINTENANCE OPERATIONS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLE & ASSESSMENT GUIDE
<p>Element 1 – Monitor regular maintenance 1) All physical assets are regularly checked to ensure safety and efficient operation. 2) Need for maintenance is identified and work initiated. 3) Contact is established and maintained with trades people and trade assistants in area of responsibility. 4) Informal updates and suggestions for improvements to maintenance systems are requested. 5) Quality checks on maintenance work are performed regularly and appropriate action taken.</p> <p>Element 2 – Ensure supply of materials for regular maintenance 1) Supplies of materials and equipment are monitored. 2) Additional materials and equipment are ordered where required within required time frames to minimize delays in completion of work. 3) Materials and equipment are supplied within budget.</p> <p>Element 3 – Deal with maintenance and construction problems 1) Problems are promptly identified and considered from an operational and customer service perspective. 2) Short term action is initiated to resolve the immediate problem where appropriate. 3) Problems are analyzed for any long term impact and potential solutions are assessed and acted upon in consultation with relevant colleagues. 4) Where problems are raised by team members, they are encouraged to participate in solving the problem. 5) Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p> <p>Element 4 – Coordinate maintenance projects</p>	<p>UNIT VARIABLES Specialized trade areas to be supervised may include: mechanics, carpenters & builders, electronic technicians, audio visual, pyro-technicians, fitters & turners, plumbers, electricians, marine mechanics, fibre glassers, gardeners, painters & decorators, locksmiths, and filtration technicians.</p> <p>Maintenance operations may be for the following areas: equipment, water operations, vehicles, grounds & gardens, building, animal enclosures, gates & fences, amenities, theatres/stages/podiums.</p> <p>ASSESSMENT GUIDE</p>

<p>1) Maintenance and construction projects are planned and scheduled in consultation with maintenance colleagues and management. 2) Plans and schedules take account of the needs for minimum disruption to customers. 3) Project budgets are accurately prepared and submitted for approval. 4) Materials and equipment are obtained within required time frames. 5) Projects are monitored. 6) Progress against budget is monitored and reported to management.</p> <p>Element 5 – Coordinate contractors</p> <p>1) Problems requiring specialists are identified. 2) Specialist maintenance contractors are employed according to enterprise policy. 3) Specialists are accurately informed of job specifications. 4) Contractors are monitored to ensure that the work is carried out according to specifications.</p> <p>Element 6 – Administer maintenance and constructions</p> <p>1) Maintenance and construction records and inventory are accurately maintained and provided to management when required. 2) Information is obtained from trade people within required timeframe. 3) Maintenance reports are developed and presented to management. 4) Reports are accurate, clear and concise.</p> <p>Element 7 – Provide maintenance and construction advice to management</p> <p>1) Material and labor costs are estimated and submitted to management on request. 2) Accurate progress reports on maintenance and construction projects are provided to management. 3) Suggestions for improvement in maintenance operations are made to management. 4) Management takes account of feedback from maintenance personnel.</p>	<p>1) Evidence should include demonstrated skills and knowledge in: a. project planning related to maintenance operations; b. control systems related to maintenance and construction activities; c. related legal issues; d. problem solving and decision making.</p> <p>2) Look for ability to plan and monitor a range of maintenance and construction projects; ability to develop, monitor and administer maintenance systems including those relating to equipment, supplies, preventive activities and coordination of contractors; ability to understand how maintenance and construction activities fit into the overall operation of the workplace.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.06.08.05 - SUPERVISE MAINTENANCE OPERATIONS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
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Assessment Document 2

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.06.08.05 - SUPERVISE MAINTENANCE OPERATIONS

Name of Candidate :

Name of Assessor/s :

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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Monitor regular maintenance						
	1) All physical assets are regularly checked to ensure safety and efficient operation.					
	2) Need for maintenance is identified and work initiated.					
	3) Contact is established and maintained with trades people and trade assistants in area of responsibility.					
	4) Informal updates and suggestions for improvements to maintenance systems are requested.					
	5) Quality checks on maintenance work are performed regularly and appropriate action taken.					
Element 2 – Ensure supply of materials for regular maintenance						
	1) Supplies of materials and equipment are monitored.					
	2) Additional materials and equipment are ordered where required within required time frames to minimize delays in completion of work.					
	3) Materials and equipment are supplied within budget.					
Element 3 – Deal with maintenance and construction problems						
	1) Problems are promptly identified and considered from an operational and customer service perspective.					
	2) Short term action is initiated to resolve the immediate problem where appropriate.					
	3) Problems are analyzed for any long term impact and potential solutions are assessed and acted upon in consultation with relevant colleagues.					
	4) Where problems are raised by team members, they are encouraged to participate in solving the problem.					
	5) Follow up action is taken to monitor the effectiveness of solutions in the workplace.					
Element 4 – Coordinate maintenance projects						
	1) Maintenance and construction projects are planned and scheduled in consultation with maintenance colleagues and management.					
	2) Plans and schedules take account of the needs for minimum disruption to customers.					
	3) Project budgets are accurately prepared and submitted for approval.					
	4) Materials and equipment are obtained within required time frames.					
	5) Projects are monitored.					
	6) Progress against budget is monitored and reported to management.					
Element 5 – Coordinate contractors						
	1) Problems requiring specialists are identified.					
	2) Specialist maintenance contractors are employed according to enterprise policy.					
	3) Specialists are accurately informed of job specifications.					

	4) Contractors are monitored to ensure that the work is carried out according to specifications.				
Element 6 – Administer maintenance and constructions					
	1) Maintenance and construction records and inventory are accurately maintained and provided to management when required.				
	2) Information is obtained from trade people within required timeframe.				
	3) Maintenance reports are developed and presented to management. 4) Reports are accurate, clear and concise.				
Element 7 – Provide maintenance and construction advice to management					
	1) Material and labor costs are estimated and submitted to management on request.				
	2) Accurate progress reports on maintenance and construction projects are provided to management.				
	3) Suggestions for improvement in maintenance operations are made to management.				
	4) Management takes account of feedback from maintenance personnel.				

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.06.08.05 - SUPERVISE MAINTENANCE OPERATIONS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE

APEC SS 2.06.09.05 – MONITOR POOL WATER QUALITY

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Test water 1) Testing of water is carried out on a regular basis according to enterprise procedures. 2) Water is tested for PH level, total alkalinity and chlorine levels. 3) Levels are accurately read and compared to prescribed levels. 4) Special problems are identified.</p> <p>Element 2 – Monitor pumps and filtration equipment 1) Pumps and filtration equipment are tested on a regular basis according to enterprise procedures. 2) Filters are changed and cleaned on a regular basis according to enterprise procedures.</p> <p>Element 3 – Deal with water problems 1) Special water quality problems are accurately diagnosed and appropriate treatment is determined. 2) Problems requiring specialist assistance are identified.</p> <p>Element 4 – Top up chemicals 1) Top-up chemical requirements are identified accurately and carefully measured. 2) Chemicals are distributed to pools at correct time and in correct quantities according to enterprise practices. 3) Chemicals are lifted and carried using correct filling techniques and appropriate equipment. 4) Hazardous chemicals are identified and handled with care, according to OHS guidelines. 5) Appropriate protective clothing is worn when handling chemicals.</p> <p>Element 5 – Test discharge 1) Discharge to be drained off is tested to ensure it complies with local and environmental regulations.</p> <p>Element 6 – Monitor water volumes 1) Water volumes are tested regularly to ensure that damage to filtration systems is avoided and efficiency of pumps is maintained.</p> <p>Element 7 – Carry out minor maintenance and plumbing 1) Faults and problems requiring routine maintenance are rectified, including: minor plumbing; removing and repairing underwater lighting; and dredging.</p> <p>Element 8 – Coordinate contractors 1) Problems requiring maintenance specialists are identified. 2) Specialist maintenance contractors are employed according to enterprise policy. 3) Specialists are accurately informed of specifications of the job. 4) Contractors are monitored to ensure that the work is carried out according to specifications.</p> <p>Element 9 – Undertake manual cleaning 1) Manual cleaning is carried out regularly and according to enterprise policy, including removing leaves & debris and vacuuming.</p>	<p>UNIT VARIABLES Pools include swimming pools/spas, animal pools, water ride pools, decorative pools and fountains Testing may be by a range of methods including: chemical testing, probes, and electronic meters.</p> <p>ASSESSMENT GUIDE 1) Look for: a. ability to correctly and safely operate equipment; b. ability to perform a range of water quality-related tasks within enterprise acceptable timeframes; c. knowledge of general procedures and requirements that apply to the monitoring of water quality. 2) Underpinning knowledge and skills include: a. government regulations regarding water maintenance and disposal; b. OHS requirements in relation to storage and handling of chemicals, and the lifting of heavy articles; c. knowledge on the risks of water quality and chemicals to human and environment.</p>

Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	Xxx
02	Date & Time of Assessment	
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04	Unit Assessed	APEC SS 2.06.09.05 - MONITOR POOL WATER QUALITY
05	Results of Assessment	
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Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.06.09.05 - MONITOR POOL WATER QUALITY

Name of Candidate :
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Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Test water						
	1) Testing of water is carried out on a regular basis according to enterprise procedures.					
	2) Water is tested for PH level, total alkalinity and chlorine levels.					
	3) Levels are accurately read and compared to prescribed levels. 4) Special problems are identified.					
Element 2 – Monitor pumps and filtration equipment						
	1) Pumps and filtration equipment are tested on a regular basis according to enterprise procedures.					
	2) Filters are changed and cleaned on a regular basis according to enterprise procedures.					
Element 3 – Deal with water problems						
	1) Special water quality problems are accurately diagnosed and appropriate treatment is determined.					
	2) Problems requiring specialist assistance are identified.					
Element 4 – Top up chemicals						
	1) Top-up chemical requirements are identified accurately and carefully measured.					
	2) Chemicals are distributed to pools at correct time and in correct quantities according to enterprise practices.					
	3) Chemicals are lifted and carried using correct filling techniques and appropriate equipment.					

	4) Hazardous chemicals are identified and handled with care, according to OHS guidelines.					
	5) Appropriate protective clothing is worn when handling chemicals.					
Element 5 – Test discharge						
	1) Discharge to be drained off is tested to ensure it complies with local and environmental regulations.					
Element 6 – Monitor water volumes						
	1) Water volumes are tested regularly to ensure that damage to filtration systems is avoided and efficiency of pumps is maintained.					
Element 7 – Carry out minor maintenance and plumbing						
	1) Faults and problems requiring routine maintenance are rectified, including: minor plumbing; removing and repairing underwater lighting; and dredging.					
Element 8 – Coordinate contractors						
	1) Problems requiring maintenance specialists are identified.					
	2) Specialist maintenance contractors are employed according to enterprise policy.					
	3) Specialists are accurately informed of specifications of the job.					
	4) Contractors are monitored to ensure that the work is carried out according to specifications.					
Element 9 – Undertake manual cleaning						
	1) Manual cleaning is carried out regularly and according to enterprise policy, including removing leaves & debris and vacuuming.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.06.09.05 - MONITOR POOL WATER QUALITY

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

ASSESSMENT MATERIALS
APEC SKILL STANDARD UNITS
2005

ASSESSMENT FILE BY UNITS
CHAPTER 2.07 – SS TRAINING, ASSESSMENT AND APPLICATION (16 Units)

SUMMARY OF UNITS

Unit code	Unit Name	Elmts	Total PC
2.07.01.05	Train small groups	4	3+ 5+2+5 = 15
2.07.02.05	Plan and promote a training program	4	4+6+4+3 = 17
2.07.03.05	Plan a series of training sessions	5	5+6+6+6+5 = 28
2.07.04.05	Deliver training sessions	5	6+5+11+4+5 = 31
2.07.05.05	Review training	3	2+6+1 = 9
2.07.06.05	Design training courses	7	6+2+4+3+4+2+2 = 23
2.07.07.05	Plan SS assessment	4	5+3+4+4 = 16
2.07.08.05	Conduct SS assessment	8	6+3+3+4+4+2+3+3 = 28
2.07.09.05	Review SS assessment	3	4+3+3 = 10
2.07.10.05	Develop SS based assessment procedures	5	9+12+3+7+4 = 35
2.07.11.05	Develop SS based assessment tools	6	6+4+5+3+4+2 = 24
2.07.12.05	Design and establish SS based training system	7	3+2+2+5+1+3+6 = 22
2.07.13.05	Design and establish SS based assessment system	8	4+4+2+3+5+2+3+6 = 29
2.07.14.05	Manage the SS based training & assessment system	5	4+5+3+3+5 = 20
2.07.15.05	Evaluate the SS based training & assessment system	4	8+2+2+2 = 14
2.07.16.05	Analyze SS requirements (idem 2.03.xx.05)	5	4+6+3+3+4 = 20
	TOTAL 16 UNITS	83	341

EMPOWER Associates for APEC TWG, 2005

ABBREVIATIONS

TERMS	DESCRIPTION
LLN	Language, Literacy and Numeracy
GQL	General Qualification Level
EJL	Enterprise Job Level
RCP	Remuneration and Career Path Progression
EEO	Equal Employment Opportunity
SoA	Statement of Attainment
SSBT	SS Based Training
OHSS	Occupational Health, Safety and Security
OHS	Occupational Health and Safety

ASSESSMENT FILE
APEC SS 2.07.01.05 – TRAIN SMALL GROUPS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Prepare for training</p> <p>1) Specific needs for training are identified and confirmed through consultation with appropriate personnel. 2) Training objectives are match to identified skills development needs. 3) Training approaches are planned and documented.</p> <p>Element 2 – Deliver training</p> <p>1) Training is conducted in a safe and accessible environment. 2) Training delivery methods are selected according to participant needs, trainer availability, location and resources. 3) Strategies and techniques are employed which facilitate the learning process. 4) Objectives of the training, sequence of activities and assessment processes are discussed with training participants. 5) A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participants.</p> <p>Element 3 – Provide opportunities for practice</p> <p>1) Practice opportunities are provided to ensure that the participants achieve the components of the skills. 2) Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants.</p> <p>Element 4 – Review training</p> <p>1) Participants are encouraged to self evaluate performance and identify areas for improvement. 2) Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance. 3) Training is evaluated in the context of self assessment and measurements against objectives. 4) Training details are recorded according to enterprise and legislative requirements. 5) Results of evaluation are used to guide further training.</p>	<p>UNIT VARIABLES</p> <p>Relevant information to identify training needs includes: 1) Industry/enterprise or other workplace SS. 2) Endorsed components of relevant industry training packages. 3) Industry/workplace training practices. 4) Job descriptions. 5) Business plan of the organization which identifies skill development requirements. 6) Results of training needs analysis. 7) Workplace SOP; 8) GQL/EJL/RCPP</p> <p>Appropriate personnel may include: 1) Team leader/supervisor/technical experts. 2) Managers/employees. 3) Training and assessment coordinators. 4) Training participants. 5) Representative government regulatory bodies. 6) Union/employee representatives. 7) Consultative committees. 8) Assessors.</p> <p>Training methods and opportunities for practice may include: presentations, demonstrations, explanations, problem solving, mentoring, experiential learning, group work, on the job coaching, job rotation, or a combination of the above.</p> <p>Components of skills may include: task skills, task management skills, contingency management skills, job/role environment skills, transfer & application of skills and knowledge to new contexts.</p> <p>Characteristics of training participants include the following information related to: 1) Language/literacy/numerical needs. 2) Cultural, language, educational background. 3) Gender. 4) Physical ability. 5) Level of confidence, nervous or anxiety. 6) Age. 7) Previous experience with topics. 8) Experience in training and assessment.</p> <p>Training sessions may include: one to one demonstration or small group demonstration (2-5 persons).</p> <p>Training Resources may include: time, location, personnel, materials & equipment, OHSS and others, enterprise/industry SOP, finance/costs.</p> <p>Strategies and techniques may include: active listening, targeted questioning, points of clarification, group discussions.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to provide evidence of the following products: a. description of the specific training needs and the required skills outcomes; b. outline of the training approach and steps to be followed; c. description of training participants and delivery methods to be used; d. specific resources required; e. outlines of the evidence to be collected for monitoring training participants progress; f. trainer’s self assessment of training delivery; g. participant evaluation of training delivery; h. evaluation of review comments against plan of training; i. records/documentation for monitoring progress of training participants. All above evidence may be collected using performs or templates.</p> <p>2) Ability to provide evidence of the following processes: a. how the specific training need was determined; b. how the sequence of the training was determined; c. how appropriate personnel were identified; d. why particular delivery methods were selected; e. how the characteristics of participants were identified; f. how the resources requirements were established; g. how participant progress was monitored; h. why and how the training resources were selected; i. how appropriate personnel confirmed training arrangements; j. how the participants were informed of: intended training outcomes, skills to be achieved, off/or the job practice opportunities, benefits of practices, learning activities and tasks, assessment tasks; k. consistency in performance. All above evidence may be provided verbally or in written form.</p> <p>3) Required knowledge and skills: a. skills in the unit being trained; b. workplace application of the relevant skills; c. identification of evidence of skills; d. planning own work including predicting consequences and identifying movements; e. application of relevant workplace policies and government regulations; f. correct use of equipment, process and procedures; g. ethical handling performance issues; h. language, literacy and numerical issues related to training; i. communication skills appropriate to the culture of the workplace; j. SSBT/GQL/EJL/RCPP.</p>

**APEC TOURISM WORKING GROUP
 APEC SKILL STANDARD (APEC SS)
 2005**

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.01.05 - TRAIN SMALL GROUPS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
**APEC TOURISM WORKING GROUP
 APEC SKILL STANDARD
 2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.01.05 - TRAIN SMALL GROUPS

Name of Candidate :
 Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	

Element 1 – Prepare for training						
	1) Specific needs for training are identified and confirmed through consultation with appropriate personnel.					
	2) Training objectives are match to identified skills development needs.					
	3) Training approaches are planned and documented.					
Element 2 – Deliver training						
	1) Training is conducted in a safe and accessible environment.					
	2) Training delivery methods are selected according to participant needs, trainer availability, location and resources.					
	3) Strategies and techniques are employed which facilitate the learning process.					
	4) Objectives of the training, sequence of activities and assessment processes are discussed with training participants.					
	5) A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participants.					
Element 3 – Provide opportunities for practice						
	1) Practice opportunities are provided to ensure that the participants achieve the components of the skills.					
	2) Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants.					
Element 4 – Review training						
	1) Participants are encouraged to self evaluate performance and identify areas for improvement.					
	2) Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance.					
	3) Training is evaluated in the context of self assessment and measurements against objectives.					
	4) Training details are recorded according to enterprise and legislative requirements.					
	5) Results of evaluation are used to guide further training.					

Assessment Document 3

APEC TOURISM WORKING GROUP APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.01.05 - TRAIN SMALL GROUPS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.02.05 – PLAN AND PROMOTE A TRAINING PROGRAM

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Identify competency needs</p> <p>1) The client, target group and appropriate personnel are identified and required goals and outcomes of the training program are negotiated and confirmed with the client. 2) Relevant skills or other performance standards for the target group are obtained and verified with appropriate personnel. 3) Gaps between the required skills and current skills of the target group are determined. 4) Current skills and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods.</p> <p>Element 2 – Document training program</p> <p>1) Training program goals are identified to specify required knowledge and skills and links to specified units of skill qualification and/or other performance standards. 2) Training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite skills. 3) Available training programs and resources are customized to meet specific client needs where required. 4) Appropriate grouping of activities is identified to support formative and summative assessments. 5) Overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numerical issues. 6) Methods of supporting and guiding participants within the target group are identified and specified.</p> <p>Element 3 – Identify program resources</p> <p>1) Resources required for the program are identified and approved by appropriate</p>	<p>UNIT VARIABLES</p> <p>Training programs is a collection of training activities to develop skills of a target group where Client provides the approvals for expenses of training resources.</p> <p>Target group may include: in-service employees or groups/individuals with special training and/or recognition needs.</p> <p>Training may be: on the job, simulated setting, classes, a combination of locations to suit the SS being trained, in a single or multi-side operations.</p> <p>Clients may include: a department/division, a work area, or an enterprise/organization.</p> <p>Client's needs may include: 1) Increased productivity. 2) Increased enterprise profitability. 3) Attainment of specified industry or enterprise skills. 4) Achievement of community priorities. 5) Achievement of government priorities. 6) Licensing or accreditation requirements, GQL/EJL/RCPP</p> <p>Information for training may be collected from: 1) Industry/enterprise or other workplace SS. 2) Licensing requirements. 3) Discussions with clients. 4) Job descriptions. 5) Business plan of the organization which identifies skill development requirements. 6) Enterprise skills audit report. 7) Workplace SOP. 8) Benchmarking report. 9) Industry report/publications. 10) Labor market needs analysis. 11) Government reports.</p> <p>Training Program may be based on: National Industry Training Packages, Enterprise Training Packages, Agreed curriculum, International Standards, GQL, EJL, RCPP</p> <p>Target group skills may be identified by: 1) Matching enterprise/client needs to available National Training Packages. 2) Reports on Assessment of SS. 3) Enterprise training and assessment record keeping system. 4) Self, peer or supervisor reports.</p> <p>Appropriate personnel may include: 1) Team leader/supervisor/technical experts. 2) Managers/employees. 3) Participants/employees/students/learners. 4) Technical experts including language/literacy/numerical experts. 5) Representative government regulatory bodies. 6) Union/employee representatives. 7) Consultative committees. 8) Users of the training information. 9) Trainers/Lecturers/Teachers/ Assessors.</p> <p>Training program delivery may involve: enterprise/workplace, training provider, community based, school based, international/regional programs, a combination of the above.</p> <p>Characteristics of training participants include the following information related to: 1) Language/literacy/numerical needs. 2) Cultural, language, educational background. 3) Gender. 4) Physical ability. 5) Level of confidence, nervous or anxiety. 6) Age. 7) Previous experience with topics. 8) Experience in training and assessment.</p> <p>Training delivery methods may include: face to face; distance learning; trainer centered/participant centered; Lock Step/Partly Self Paced/All Self Paced; Real time/Time Independent; Place Dependent/Place Independent; interactive, mentoring; active learning; coaching.</p> <p>Training materials may include: Non-endorsed components of a training packaged; work books; workshop guides; background readings/references; handouts; industry/enterprise SOP; supportive policies and legislation.</p>

<p>personnel and allocated to meet training participants characteristics. 2) A safe and accessible training environment is identified and arranged to support the development of competencies. 3) Arrangements are made with personnel required to support training program. 4) A Register of training resources is maintained and held in accessible format.</p> <p>Element 4 – Promote training</p> <p>1) Advice on the development of the training program is provided to appropriate personnel. 2) Information on planned training events is made widely available, utilizing a variety of methods. 3) Promotional activities are monitored for effectiveness in collaboration with the client and appropriate personnel.</p>	<p>ASSESSMENT GUIDE</p> <p>1) Evidence of the following products to be collected: a. description of clients, target groups, and appropriate personnel; b. analysis of training needs of target group; c. documentation on consultations with appropriate personnel throughout the development phase; d. outline of training program goals and supporting documents for achievement of program goals; e. documentation on training resources.</p> <p>2) Evidence of the following processes to be collected: how client/target groups/appropriate personnel were identified; b. how required competencies were determined to meet the client’s needs; c. why there is a need for training opposed to other non-training alternatives; d. how the need for training was verified with appropriate personnel; e. how appropriate personnel approved training program resources; f. how language/literacy/numerical issues were taken into considerations of the planning process.</p> <p>3) Required skills and knowledge: a. Understand SS Based training and assessment; b. relevant SS and industry/enterprise SOP; c. relationships between SS to Enterprise Job Levels (EJL), General Qualification Level, and Remuneration and Career Path Progression (RCP); d. understanding of principles of adult learning and SS Based Training (SBT); e. identification and correct use of equipment, processes and procedures relevant to the SS unit(s); f. knowledge of training needs analysis and planning; g. sources of special training assistance such as language/literacy/numerical issues); h. planning own work including predicting consequences and identifying improvements; i. appropriate and related communication skills; j. calculate and estimate costs, time and length of training sessions and resources.</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.02.05 - PLAN AND PROMOTE A TRAINING PROGRAM
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.02.05 - PLAN AND PROMOTE A TRAINING PROGRAM

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Identify competency needs						
	1) The client, target group and appropriate personnel are identified and required goals and outcomes of the training program are negotiated and confirmed with the client.					
	2) Relevant skills or other performance standards for the target group are obtained and verified with appropriate personnel.					
	3) Gaps between the required skills and current skills of the target group are determined.					
	4) Current skills and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods.					
Element 2 – Document training program						
	1) Training program goals are identified to specify required knowledge and skills and links to specified units of skill qualification and/or other performance standards.					
	2) Training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite skills.					
	3) Available training programs and resources are customized to meet specific client needs where required.					
	4) Appropriate grouping of activities is identified to support formative and summative assessments.					
	5) Overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numerical issues.					
	6) Methods of supporting and guiding participants within the target group are identified and specified.					
Element 3 – Identify program resources						
	1) Resources required for the program are identified and approved by appropriate personnel and allocated to meet training participant characteristics.					
	2) A safe and accessible training environment is identified and arranged to support the development of competencies.					
	3) Arrangements are made with personnel required to support training program.					
	4) A Register of training resources is maintained and held in accessible format.					
Element 4 – Promote training						
	1) Advice on the development of the training program is provided to appropriate personnel.					
	2) Information on planned training events is made widely available, utilizing a variety of methods.					
	3) Promotional activities are monitored for effectiveness in collaboration with the client and					

appropriate personnel.					
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Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.02.05 - PLAN AND PROMOTE A TRAINING PROGRAM

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.03.05 – PLAN A SERIES OF TRAINING SESSIONS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Identify training requirements</p> <p>1) Current skills of the target group are identified. 2) Relevant training packages is obtained where applicable. 3) Qualification requirements, SS or enterprise/industry SOP to be attained are correctly interpreted. 4) Training requirements are identified from the gap between the required skills and the current skills of the target group. 5) Training requirements are confirmed with appropriate personnel.</p>	<p>UNIT VARIABLES</p> <p>Training programs is a collection of training activities to meet SS requirements of a target group where Client provides the approvals for expenses of training resources.</p> <p>Target group may include: in-service employees or groups/individuals with special training and/or recognition needs.</p> <p>Training may be: on the job, simulated setting, in the workplace environment or in the classrooms, a combination of locations to suit the SS being trained, in a single or multi-side operations.</p> <p>Appropriate personnel may include: 1) Team leader/supervisor/technical experts. 2) Managers/employees. 3) Participants/employees/students/learners. 4) Technical</p>

<p>Element 2 – Develop outlines of training sessions</p> <p>1) The training goals, outcomes, performance and underpinning knowledge are identified. 2) The training requirements, workplace application, activities and tasks required to develop the requisite skills are analyzed. 3) A range of training delivery methods are identified which are appropriate for: a. skills to be achieved; b. training goals; c. characteristics of participants; d. LLN (language/literacy/numerical) skill level of the participants; e. availability of equipment and resources; f. industry/enterprise context and requirements. 4) Training session outlines are mapped against required skills and deficiencies are identified and addressed. 5) Special requirements for resources, practice requirements and training experiences are documented. 6) Methods of supporting and guiding training participants including LLC are specified</p> <p>Element 3 – Develop training materials</p> <p>1) Available materials to support the training are checked for relevance and appropriateness in terms of the language style, characteristics of participants and copyright. 2) Existing materials are customized or resources are developed to enhance the learning capability of training participants. 3) Instructions for use of learning materials and any required equipment are provided. 4) Copyright laws are observed. 5) Training resources costs are identified and calculated and approvals are obtained from appropriate personnel. 6) Clear and comprehensive documentation, resources and materials are developed and used.</p> <p>Element 4 – Develop training sessions</p> <p>1) Training session plans are developed to meet the training goals. 2) Training session plans specify planned session outcome. 3) Opportunities are created within training session design for participants to manage own skills acquisition and apply the relevant skills in the workplace/practice. 4) Session plans identify delivery methods which are appropriate for: a. skills to be achieved; b. training goals; c. participants characteristics; d. LLC level of participants; e. available learning resources and equipment ; f. industry / enterprise / workplace context and requirements; g. each session outline. 5) Training sessions are designed to measure participant progress towards training goals. 6) Sequence and timing of the training sessions are documented.</p> <p>Element 5 – Arrange resources</p> <p>1) Resources required for the training are identified and where access is required, approved by the appropriate personnel. 2) Appropriate training locations are identified and arranged. 3) Arrangement are made with additional personnel required to support the training program. 4) The training environment is arranged to be safe, accessible and suitable for the acquisition of the required skills. 5) Learning resources, documentation on required skills, assessment procedures and information on available support of</p>	<p>experts including language/literacy/numerical experts. 5) Representative government regulatory bodies. 6) Union/employee representatives. 7) Consultative committees. 8) Users of the training information. 9) Trainers/Lecturers/Teachers/Assessors.</p> <p>Training Program may be based on: National Industry Training Packages, Enterprise Training Packages, Agreed curriculum, International Standards, GQL, E JL, RCPP</p> <p>Target group skills may be identified by: 1) Contents of curriculum vitae. 2) Reports on Assessment of SS. 3) Enterprise training and assessment record keeping system. 4) Self, peer or supervisor reports.</p> <p>Training sessions may involve theory, demonstration/practice, or a combination of the two.</p> <p>Training program delivery may involve: enterprise/workplace based, training provider based, community based, school based, international/regional programs, fee for service, combination of the above.</p> <p>Characteristics of training participants include the following information related to: 1) Language/literacy/numerical needs. 2) Cultural, language, educational background. 3) Gender. 4) Physical ability. 5) Level of confidence, nervous or anxiety. 6) Age. 7) Previous experience with topics. 8) Experience in training and assessment. 9) Enterprise organization or roster</p> <p>Training delivery methods may include: face to face; distance learning; trainer centered/participant centered; Lock Step/Partly Self Paced/All Self Paced; Real time/Time Independent; Place Dependent/Place Independent; interactive, mentoring; active learning; coaching.</p> <p>Training materials may include: Non-endorsed components of a training packaged; work books; workshop guides; background readings/references; handouts; industry/enterprise SOP; supportive policies and legislation.</p> <p>Practice opportunities may include: on the job; off the job but located in participants workplace; off the job in a special demonstration area; off the job in an external training room; work/field placements; job rotation; a combination of the above.</p> <p>Training activities and tasks may include: oral presentations; simulations; project works; group activities; practical demonstrations; assignments; laboratory works; shadowing /coaching/ mentoring; computer based training; role plays; interviews; discussion groups; surveys; action learning; on the job learning; off the job learning; temporary practical placements.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence of the following products to be collected: a. description of clients, target groups, and appropriate personnel; b. analysis of training needs of target group; c. outline of training program requirements; d. outline of training program goals and supporting documents for achievement of program goals; e. documentation on training resources; f. sample of training material; g. training session plans.</p> <p>2) Evidence of the following processes to be collected: how client/target groups/appropriate personnel were identified; b. how required competencies were determined to meet the client's needs; c. why there is a need for training opposed to other non-training alternatives; d. how the need for training was verified with appropriate personnel; e. how appropriate personnel approved training program resources; f. how language/literacy/numerical issues were taken into considerations of the planning process.</p> <p>3) Required skills and knowledge: a. Understand SS Based training and assessment; b. relevant SS and industry/enterprise SOP; c. relationships between SS to Enterprise Job Levels (EJL), General Qualification Level, and Remuneration and Career Path Progression (RCPP); d. understanding of principles of adult learning and SS Based Training (SBT); e. identification and correct use of equipment, processes and procedures relevant to the SS unit(s); f. knowledge of training needs analysis and planning; g. sources of special training assistance such as language/literacy/numerical issues); h. planning own work including predicting consequences and identifying improvements; i. appropriate and related communication skills; j. calculate and estimate costs, time and length of training sessions and resources.</p>
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training participants are organized and held in an accessible format.	
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Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.03.05 - PLAN A SERIES OF TRAINING SESSIONS* (to fill in gaps in SS)
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.03.05 - PLAN A SERIES OF TRAINING SESSIONS* (to fill in gaps in SS)

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

APEC TOURISM WORKING GROUP

APEC TWG Project No. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

EMPOWER Associates, Consultant

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Identify training requirements						
	1) Current skills of the target group are identified.					
	2) Relevant training packages is obtained where applicable.					
	3) Qualification requirements, SS or enterprise/industry SOP to be attained are correctly interpreted.					
	4) Training requirements are identified from the gap between the required skills and the current skills of the target group.					
	5) Training requirements are confirmed with appropriate personnel.					
Element 2 – Develop outlines of training sessions						
	1) The training goals, outcomes, performance and underpinning knowledge are identified.					
	2) The training requirements, workplace application, activities and tasks required to develop the requisite skills are analyzed.					
	3) A range of training delivery methods are identified which are appropriate for: a. skills to be achieved; b. training goals; c. characteristics of participants; d. LLN (language/literacy/numerical) skill level of the participants; e. availability of equipment and resources; f. industry/enterprise context and requirements.					
	4) Training session outlines are mapped against required skills and deficiencies are identified and addressed.					
	5) Special requirements for resources, practice requirements and training experiences are documented.					
	6) Methods of supporting and guiding training participants including LLC are specified					
Element 3 – Develop training materials						
	1) Available materials to support the training are checked for relevance and appropriateness in terms of the language style, characteristics of participants and copyright.					
	2) Existing materials are customized or resources are developed to enhance the learning capability of training participants.					
	3) Instructions for use of learning materials and any required equipment are provided.					
	4) Copyright laws are observed.					
	5) Training resources costs are identified and calculated and approvals are obtained from appropriate personnel.					
	6) Clear and comprehensive documentation, resources and materials are developed and used.					
Element 4 – Develop training sessions						
	1) Training session plans are developed to meet the training goals.					
	2) Training session plans specify planned session outcome.					
	3) Opportunities are created within training session design for participants to manage own skills acquisition and apply the relevant skills in the workplace/practice.					
	4) Session plans identify delivery methods which are appropriate for: a. skills to be achieved; b. training goals; c. participants characteristics; d. LLC level of participants; e. available learning resources and equipment ; f. industry / enterprise / workplace context and requirements; g. each session outline.					
	5) Training sessions are designed to measure participant progress towards training goals.					
	6) Sequence and timing of the training sessions are documented.					
Element 5 – Arrange resources						
	1) Resources required for the training are identified and where access is required, approved by the appropriate personnel.					
	2) Appropriate training locations are identified and arranged.					
	3) Arrangement are made with additional personnel required to support the training program.					
	4) The training environment is arranged to be safe, accessible and suitable for the acquisition of the required skills.					
	5) Learning resources, documentation on required skills, assessment procedures and information on available support of training participants are organized and held in an accessible					

format.					
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Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.03.05 - PLAN A SERIES OF TRAINING SESSIONS* (to fill in gaps in SS)

Name of Candidate :
Name of Assessor/s :

ASSESSOR/S NOTES
(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK
(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :
Candidate Signature :
Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE APEC SS 2.07.04.05 – DELIVER TRAINING SESSIONS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
Element 1 – Prepare training participants 1) Training program goals and session outcomes are explained to and discuss with the participants. 2)The training program workplace applications, training activities and task are explained and confirmed with the participants. 3) Needs for participants for skills acquisition are identified. 4) The series of sessions for the training program are explained to participants. 5) Ways in which the skills are to be developed and assessed are	UNIT VARIABLES Training programs is a collection of training activities to meet SS requirements of a target group where Client provides the approvals for expenses of training resources. Target group may include: in-service employees or groups/individuals with special training and/or recognition needs. Training may be: on the job, simulated setting, in the workplace environment or in the classrooms, a combination of locations to suit the skills being trained, in a single or multi-side operations. Appropriate personnel may include: 1) Team leader/supervisor/technical experts. 2) Managers/employees. 3) Participants/employees/students/learners. 4) Technical

explained to and confirm with the participants. 6) Language is adjusted to suit the participants and strategies / techniques are employed to confirm understanding (e.g. paraphrasing, questioning).

Element 2 – Present training sessions

1) Presentation and training delivery are appropriate to the characteristics of participants and the development of the skills. 2) Presentation of training and design of learning activities emphasize and reinforce the components of skills, task skills, management skills, contingency management skills, job/role environment skills, transfer/allocation of skills and knowledge to new contexts. 3) Presentation and training delivery methods provide variety, encourage participation and reinforce skills. 4) Spoken language and communication strategies/techniques are used to encourage participation and to achieve outcomes of training sessions. 5) Training sessions are reviewed and modified as necessary to meet participants' needs.

Element 3 – Facilitate individual and group training

1)) The requirements for effective participation in the learning process are explained. 2) Timely information is given to participants during sessions. 3) Training presentations are enhanced with the use of appropriate training resources. 4) Clear and accurate information is presented in a sequence to foster skills development. 5) Language is adjusted to suit participants. 6) Participants are encouraged to ask questions, clarify points of concern, and contribute comments at appropriate and identified stages. 7) Training equipment and materials are used in a way that enhances learning process. 8) Supplementary information is provided to enhance and clarify points of understanding as required by individuals or the group. 9) Key points are summarized at appropriate times to reinforce learning. 10) Individual learning and group dynamics are monitored and managed to achieve program goals. 11) LLN issues are taken into account to facilitate learning process.

Element 4 – Provide opportunities for practice and feedback

1) Process, rationale, and benefits of practice of skills are discussed with participants. 2) Practice opportunities are provided to match: specific skills to be achieved, context of the training, and specific outcomes of the training sessions. 3) Training participants readiness for assessment is monitored and discussed with the participants. 4) Constructive feedback and reinforcement are provided through further training and/or practice opportunities.

Element 5 – Review delivery of training sessions

1) Training participants' review of training delivery is sought. 2) The delivery of the training session is discussed with appropriate personnel at appropriate times. 3) Training delivery is evaluated by the trainer against program goals, session

experts including language/literacy/numerical experts. 5) Representative government regulatory bodies. 6) Union/employee representatives. 7) Consultative committees. 8) Users of the training information. 9) Trainers/Lecturers/Teachers/Assessors.

Training Program may be based on: National Industry Training Packages, Enterprise Training Packages, Agreed curriculum, International Standards, GQL, E JL, RCPP

Target group skills may be identified by: 1) Contents of curriculum vitae. 2) Reports on Assessment of SS. 3) Enterprise training and assessment record keeping system. 4) Self, peer or supervisor reports.

Training sessions may involve theory, demonstration/practice, or a combination of the two.

Training program delivery may involve: enterprise/workplace based, training provider based, community based, school based, international/regional programs, fee for service, combination of the above.

Characteristics of training participants include the following information related to: 1) Language/literacy/numerical needs. 2) Cultural, language, educational background. 3) Gender. 4) Physical ability. 5) Level of confidence, nervous or anxiety. 6) Age. 7) Previous experience with topics. 8) Experience in training and assessment. 9) Enterprise organization or roster

Training delivery methods may include: face to face; distance learning; trainer centered/participant centered; Lock Step/Partly Self Paced/All Self Paced; Real time/Time Independent; Place Dependent/Place Independent; interactive, mentoring; active learning; coaching.

Training materials may include: Non-endorsed components of a training packaged; work books; workshop guides; background readings/references; handouts; industry/enterprise SOP; supportive policies and legislation.

Practice opportunities may include: on the job; off the job but located in participants workplace; off the job in a special demonstration area; off the job in an external training room; work/field placements; job rotation; a combination of the above.

Training activities and tasks may include: oral presentations; simulations; project works; group activities; practical demonstrations; assignments; laboratory works; shadowing /coaching/ mentoring; computer based training; role plays; interviews; discussion groups; surveys; action learning; on the job learning; off the job learning; temporary practical placements.

ASSESSMENT GUIDE

1) **Evidence of the following products to be collected:** a. description of clients, target groups, and appropriate personnel; b. analysis of training needs of target group; c. outline of training program requirements; d. outline of training program goals and supporting documents for achievement of program goals; e. documentation on training resources; f. sample of training material; g. training session plans.

2) **Evidence of the following processes to be collected:** how client/target groups/appropriate personnel were identified; b. how required competencies were determined to meet the client's needs; c. why there is a need for training opposed to other non-training alternatives; d. how the need for training was verified with appropriate personnel; e. how appropriate personnel approved training program resources; f. how language/literacy/numerical issues were taken into considerations of the planning process.

3) **Required skills and knowledge:** a. Understand SS Based training and assessment; b. relevant SS and industry/enterprise SOP; c. relationships between SS to Enterprise Job Levels (EJL), General Qualification Level, and Remuneration and Career Path Progression (RCPP); d. understanding of principles of adult learning and SS Based Training (SBT); e. identification and correct use of equipment, processes and procedures relevant to the SS unit(s); f. knowledge of training needs analysis and planning; g. sources of special training assistance such as language/literacy/numerical issues); h. planning own work including predicting consequences and identifying improvements; i. appropriate and related communication skills; j. calculate and estimate costs, time and length of training sessions and resources.

plans, and related SS units. 4) Reactions of the relevant personnel to the delivery are sought and discussed at appropriate times. 5) Adjustments to delivery, presentation and training are considered and incorporated.	
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.04.05 - DELIVER TRAINING SESSIONS
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.04.05 - DELIVER TRAINING SESSIONS

Name of Candidate :
 Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

APEC TOURISM WORKING GROUP

APEC TWG Project No. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

EMPOWER Associates, Consultant

**** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic**

***** C= Competent; NYC= Not Yet Competent**

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Prepare training participants						
	1) Training program goals and session outcomes are explained to and discuss with the participants.					
	2) The training program workplace applications, training activities and task are explained and confirmed with the participants.					
	3) Needs for participants for skills acquisition are identified.					
	4) The series of sessions for the training program are explained to participants.					
	5) Ways in which the skills are to be developed and assessed are explained to and confirm with the participants.					
	6) Language is adjusted to suit the participants and strategies / techniques are employed to confirm understanding (e.g. paraphrasing, questioning).					
Element 2 – Present training sessions						
	1) Presentation and training delivery are appropriate to the characteristics of participants and the development of the skills.					
	2) Presentation of training and design of learning activities emphasize and reinforce the components of skills, task skills, management skills, contingency management skills, job/role environment skills, transfer/allocation of skills and knowledge to new contexts.					
	3) Presentation and training delivery methods provide variety, encourage participation and reinforce skills.					
	4) Spoken language and communication strategies/techniques are used to encourage participation and to achieve outcomes of training sessions.					
	5) Training sessions are reviewed and modified as necessary to meet participants' needs.					
Element 3 – Facilitate individual and group training						
	1) The requirements for effective participation in the learning process are explained.					
	2) Timely information is given to participants during sessions.					
	3) Training presentations are enhanced with the use of appropriate training resources.					
	4) Clear and accurate information is presented in a sequence to foster skills development.					
	5) Language is adjusted to suit participants.					
	6) Participants are encouraged to ask questions, clarify points of concern, and contribute comments at appropriate and identified stages.					
	7) Training equipment and materials are used in a way that enhances learning process.					
	8) Supplementary information is provided to enhance and clarify points of understanding as required by individuals or the group.					
	9) Key points are summarized at appropriate times to reinforce learning.					
	10) Individual learning and group dynamics are monitored and managed to achieve program goals.					
	11) LLN issues are taken into account to facilitate learning process.					
Element 4 – Provide opportunities for practice and feedback						
	1) Process, rationale, and benefits of practice of skills are discussed with participants.					
	2) Practice opportunities are provided to match: specific skills to be achieved, context of the training, and specific outcomes of the training sessions.					
	3) Training participant readiness for assessment is monitored and discussed with the participants.					
	4) Constructive feedback and reinforcement are provided through further training and/or practice opportunities.					
Element 5 – Review delivery of training sessions						
	1) Training participants' review of training delivery is sought.					
	2) The delivery of the training session is discussed with appropriate personnel at appropriate times.					

	3) Training delivery is evaluated by the trainer against program goals, session plans, and related SS units.				
	4) Reactions of the relevant personnel to the delivery are sought and discussed at appropriate times.				
	5) Adjustments to delivery, presentation and training are considered and incorporated.				

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.04.05 - DELIVER TRAINING SESSIONS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.05.05 – REVIEW TRAINING

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
Element 1 – Record training data 1) Details of training program and target group’s skills attainment are recorded in	UNIT VARIABLES Training programs is a collection of training activities to meet SS requirements of a target group where Client provides the approvals for expenses of training resources. Clients may include: a department/division, a work area, or an enterprise/organization. Client’s needs may include: 1) Increased productivity. 2) Increased enterprise profitability. 3) Attainment

<p>accordance with the training system requirements and securely stored. 2) Training records are made available to authorized persons and training participants at the required times, as specified in the training system recording and reporting documents.</p> <p>Element 2 – Evaluate training</p> <p>1) Training is evaluated against identified needs and goals of the training program. 2) Feedback on the training program is sought from training participants and appropriate personnel. 3) Training participants are encouraged to evaluate how progress towards achieving skills was enhanced by the training sessions. Trainer's performance is reviewed against: program goals; the training and assessment SS; training participant's comments; training participant's skill attainment. 5) Results of the evaluation are used to improve current and future training. 6) Suggestions are made for improving any aspect of recording procedures.</p> <p>Element 3 – Report on training</p> <p>1) Reports on outcomes of the training sessions are developed and distributed to appropriate personnel.</p>	<p>of specified industry or enterprise skills. 4) Achievement of community priorities. 5) Achievement of government priorities. 6) Licensing or accreditation requirements, GQL/EJL/RCPP</p> <p>Appropriate personnel may include: 1) Team leader/supervisor/technical experts. 2) Managers/employees. 3) Participants/employees/students/learners. 4) Technical experts including language/literacy/numerical experts. 5) Representative government regulatory bodies. 6) Union/employee representatives. 7) Consultative committees. 8) Users of the training information. 9) Trainers/Lecturers/Teachers/ Assessors.</p> <p>Training Program may be based on: National Industry Training Packages, Enterprise Training Packages, Agreed curriculum, International Standards, GQL, E.JL, RCPP</p> <p>Training sessions may involve theory, demonstration/practice, or a combination of the two.</p> <p>Training program delivery may involve: enterprise/workplace based, training provider based, community based, school based, international/regional programs, fee for service, combination of the above.</p> <p>Characteristics of training participants include the following information related to: 1) Language/literacy/numerical needs. 2) Cultural, language, educational background. 3) Gender. 4) Physical ability. 5) Level of confidence, nervous or anxiety. 6) Age. 7) Previous experience with topics. 8) Experience in training and assessment. 9) Enterprise organization or roster</p> <p>Training delivery methods may include: face to face; distance learning; trainer centered/participant centered; Lock Step/Partly Self Paced/All Self Paced; Real time/Time Independent; Place Dependent/Place Independent; interactive, mentoring; active learning; coaching.</p> <p>Training materials may include: Resources associated with SS; work books; workshop guides; background readings/references; handouts; industry/enterprise SOP; supportive policies and legislation.</p> <p>Training support may come from: technical and subject experts; LLN specialists; team leaders / supervisors/ managers/ employers; specific enterprise; teachers/ trainer/ assessors; training coordinators.</p> <p>Practice opportunities may include: on the job; off the job but located in participants workplace; off the job in a special demonstration area; off the job in an external training room; work/field placements; job rotation; a combination of the above.</p> <p>Training evaluation may include Affective (satisfaction with the program); Cognitive (knowledge or skills gain); Performance /Behavior (absenteeism form work, productivity, efficiency)</p> <p>Reports on training may be: on a blank format or template; written, verbal; combination of the above.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence in: a. knowledge of SS Based training and assessment; b. relevant SS and SOP; c. legal and ethical responsibilities including OHSS, equal employment/anti discrimination/gender; d. enterprise policies and procedures for training; e. evaluation and review methodologies; f. establishment of criteria to evaluate training programs; g. adaptation and use of training record systems for formative and summative assessment; h. LLN; i. application of cultural understanding for training and assessment.</p> <p>2) Required skills and knowledge: a. ability to produce evaluation reports according to performance criteria; b. ability to maintain training and assessment records; c. ability to produce reports on the outcomes of the training sessions and training program; d. promotional materials; e. cost incurred; f. how and why evaluation methods were selected; g. how evaluation information was gathered and acted upon; h. how the report on training sessions /programs was made to appropriate personnel; how records are maintained, kept confidential and secured.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of	

	Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.05.05 - REVIEW TRAINING
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.05.05 - REVIEW TRAINING

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Record training data						
	1) Details of training program and target group's skills attainment are recorded in accordance with the training system requirements and securely stored.					
	2) Training records are made available to authorized persons and training participants at the required times, as specified in the training system recording and reporting documents.					
Element 2 – Evaluate training						
	1) Training is evaluated against identified needs and goals of the training program.					
	2) Feedback on the training program is sought from training participants and appropriate personnel.					
	3) Training participants are encouraged to evaluate how progress towards achieving skills was enhanced by the training sessions.					
	4) Trainer's performance is reviewed against: program goals; the training and assessment SS; training participant's comments; training participant's skill attainment.					
	5) Results of the evaluation are used to improve current and future training.					
	6) Suggestions are made for improving any aspect of recording procedures.					

Element 3 – Report on training					
1) Reports on outcomes of the training sessions are developed and distributed to appropriate personnel.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.05.05 - REVIEW TRAINING

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.06.05 – DESIGN TRAINING COURSES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
Element 1 – Determine the need for a course 1) Stakeholders are identified and consulted to establish training aims and requirements. 2) Course proposal is outlined in terms of stakeholders' aims. 3) Relevant endorsed SS and curriculum are sourced and assessed for relevance to course proposal. 4) Any licensing/regulatory or government policies relevant to the course proposal are	UNIT VARIABLES Stakeholders may include: industry/professional/trade associations; employer association; Union/employee associations; provider representatives; potential learners; trainers/teachers; government/regulatory bodies; enterprise/organization; industry training advisory bodies; community sector. Training Course may be based on: National Industry Training Packages,

<p>identified. 5) Potential employment markets and career opportunities for training participants are recorded and documented. 6) Results of monitoring activities for related courses are sourced and analyzed.</p> <p>Element 2 – Identify learners profile</p> <p>) Potential learners are identified. 2) Profiles of learners on entry to the course are developed and learner profiles are examine to determine LLN requirements.</p> <p>Element 3 – Develop course structure</p> <p>1) Core and elective SS units are identified. 2) The relationship between SS units and course outcomes is documented. 3) Entry and exit points are identified and documented. 4) Prerequisites for the course and for specific SS units within the course are identified ad documented.</p> <p>Element 4 – Determine the training and assessment requirements</p> <p>1) The professional development and skills requirements of trainers and assessors are identified in consultation with appropriate personnel. 2) The trainer and assessor requirements are checked for consistency with industry assessment guidelines. 3) Essential learning resources, materials, facilities, equipment and human resources are identified.</p> <p>Element 5 – Define the training contents</p> <p>1) The skills to be acquired by learners are clearly defined. 2) Entry level skills are identified and documented. 3) Requirements for on the job training or assessment are identified and documented. 4) Appropriate evidence and assessment methods are identified and documented.</p> <p>Element 6 – Develop course monitoring arrangement</p> <p>1) Mechanisms for on going monitoring are negotiated, agreed and documented in consultation with appropriate personnel. 2) Arrangements to enable course outcomes to be evaluated against relevant performance indicators including industry/enterprise standards and SOP and learner needs are defined and documented.</p> <p>Element 7 – Identify RCPP (Remuneration and Career Path Progression) / Educational Pathways.</p> <p>1) Course entry and exit points are linked to occupational and educational opportunities. 2) Articulation points with higher or related qualifications are identified, negotiated with course owners and documented.</p>	<p>Enterprise Training Packages, Agreed curriculum, International Standards, GQL, E JL, RCPP, a number of SS modules.</p> <p>Training sessions may involve theory, demonstration/practice, or a combination of the two.</p> <p>Training delivery may involve: enterprise/workplace based, training provider based, community based, school based, international/regional programs, fee for service, combination of the above.</p> <p>Learners profiles may include: Generic or technical SS of potential clients; relevant prior learning (formal or informal) and employment, LLN skills.</p> <p>Training outcome may include: GQL / E JL / RCPP / SoA; SS units; requirements for licensing / membership of professional associations / further education opportunities/ employment.</p> <p>Course monitoring arrangements may include: a. panel of evaluators; b. feedback from learners, during and after course delivery; c. survey responses from industry and enterprises; d. moderation mechanisms of assessment decisions; e. conduct of internal and external reviews; f. sampling and evaluation of skills achieved; g. networking of trainers and assessors involved in the course implementation.</p> <p>Entry requirements may include: prerequisite SS; access to workplace.</p> <p>Training requirements may include: job placement; field placement; access to specialist equipment and facilities; minimum SS to be mastered by the trainers.</p> <p>Assessment requirements may include: minimum SS to be mastered by the assessors; assessment conditions including location, timing and access to resources.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate competence and knowledge in: a. knowledge of mechanism to implement relevant access and equity principles; b. knowledge of relevant SS for course proposal; c. knowledge of accreditation and licensing regulations; d. knowledge of course monitoring mechanisms; e. compliance for copyrights and other regulations; f. LLN skills; g. skills in planning own work including predicting consequences and identifying improvements; h. appropriate communication skills; i. skills in the application of OHSS, GQL, E JL, SoA, RCPP.</p> <p>2) Look for documentation on the identification and confirmation of stakeholder training aims and requirements; course proposal information; course documentation; description of enterprise RCPP.</p> <p>3) Look for evidence of: how stakeholder needs were identified; how the learner profile was researched; how assessment and training requirements were researched; how the course monitoring arrangements were developed.</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	

02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.06.05 - DESIGN TRAINING COURSES
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.06.05 - DESIGN TRAINING COURSES

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Determine the need for a course						
	1) Stakeholders are identified and consulted to establish training aims and requirements.					
	2) Course proposal is outlined in terms of stakeholders' aims.					
	3) Relevant endorsed SS and curriculum are sourced and assessed for relevance to course proposal.					
	4) Any licensing/regulatory or government policies relevant to the course proposal are identified.					
	5) Potential employment markets and career opportunities for training participants are recorded and documented.					
	6) Results of monitoring activities for related courses are sourced and analyzed.					
Element 2 – Identify learners profile						
	1) Potential learners are identified.					
	2) Profiles of learners on entry to the course are developed and learner profiles are examined to determine LLN requirements.					

Element 3 – Develop course structure						
	1) Core and elective SS units are identified.					
	2) The relationship between SS units and course outcomes is documented.					
	3) Entry and exit points are identified and documented.					
	4) Prerequisites for the course and for specific SS units within the course are identified and documented.					
Element 4 – Determine the training and assessment requirements						
	1) The professional development and skills requirements of trainers and assessors are identified in consultation with appropriate personnel.					
	2) The trainer and assessor requirements are checked for consistency with industry assessment guidelines.					
	3) Essential learning resources, materials, facilities, equipment and human resources are identified.					
Element 5 – Define the training contents						
	1) The skills to be acquired by learners are clearly defined.					
	2) Entry level skills are identified and documented.					
	3) Requirements for on the job training or assessment are identified and documented.					
	4) Appropriate evidence and assessment methods are identified and documented.					
Element 6 – Develop course monitoring arrangement						
	1) Mechanisms for on going monitoring are negotiated, agreed and documented in consultation with appropriate personnel.					
	2) Arrangements to enable course outcomes to be evaluated against relevant performance indicators including industry/enterprise standards and SOP and learner needs are defined and documented.					
Element 7 – Identify RCPP (Remuneration and Career Path Progression) / Educational Pathways.						
	1) Course entry and exit points are linked to occupational and educational opportunities.					
	2) Articulation points with higher or related qualifications are identified, negotiated with course owners and documented.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.06.05 - DESIGN TRAINING COURSES

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.07.05 – PLAN SS ASSESSMENT

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Establish evidence for assessment</p> <p>1) Evidence required to infer competency from the industry/enterprise SOP is established for the specific context. 2) Relevant units of competency are thoroughly read and accurately interpreted to identify the evidence required. 3) Specific evidence to establish should be: a. valid and reliable inferences of competency; b. Authenticated performance of the person being assessed; c. currency of competency. 4) Sufficient evidence is specified to show consistent achievement of the specified standards. 5) The cost of gathering the required evidence is established.</p> <p>Element 2 – Establish suitable assessment methods</p> <p>1. Assessment methods appropriate for the gathering the type and amount of required evidence are correctly selected. 2) Opportunities to consolidate evidence gathering activities are identified. 3) Allowable adjustments in the assessment methods are proposed to cater for the characteristic of the person being assessed.</p> <p>Element 3 – Develop appropriate assessment tools</p> <p>1) An assessment tool is developed to gather valid, reliable and sufficient evidence for the specific assessment context. 2)</p>	<p>UNIT VARIABLES</p> <p>Assessment system may be developed by: the industry, the enterprise, registered training provider, or a combination of the above.</p> <p>Assessment system should specify the following: a. the purpose of assessment; b. competencies required for the assessor; c. record keeping procedures and policies; d. any allowable adjustment methods which may be made; e. appeal/review mechanism or procedures; f. the review or evaluation for the assessment process; g. linkages between assessment and training qualifications; h. employee classifications (if applicable); i. remuneration, progression and relevant policies; j. quality assurance mechanism; k. apportionment of assessment fees (if applicable); l. marketing/promotion of assessment; m. verification arrangement; n. patronage arrangement (if applicable); o. partnership arrangement (if applicable).</p> <p>Specific assessment context may be determined by: 1) Purpose of assessment such as: a. gaining a particular qualification or license; b. determining employee classification; c. recognizing prior learning or current competencies; d. identifying needs or progress. 2) Location of assessment such as on or off the job or a combination of both. 3) Assessment guidelines as per Assessment Units of Competency. 4) GQL / E JL / SoA / RCPP. 5) Enterprise SOP</p> <p>Characteristics of person being assessed may include: language, literacy, numerical needs; cultural, language & educational background; gender; physical ability; level of confidence, nervousness and accuracy; age; experience in training and assessment; previous experience with the unit being assessed.</p> <p>Appropriate personnel may include: assessors, persons being assessed, employee/union representative, consultative committees, users of assessment such as training providers / employers / human resources department, government / industry training / recognition authorities, training / assessment coordinators, relevant manager / supervisor / team leaders, and technical specialist.</p> <p>Appropriate procedures may include: 1) Assessment procedures is developed by persons responsible for the implementation of the assessment process in the industry, the enterprise, training provider or a combination of the above. 2) The assessment procedure should specify the following: a. recording procedure; b. appeal/review mechanism; c. assessment methods to be used; d. instructions/materials to be provided for the assessment; e. criteria for making decisions of competent or not yet competent; f. numbers of assessors; g. evidence required; h. location of assessment; i. timing of assessment; j. assessment group size; k. allowable adjustments to the assessment procedures depending on the characteristics of the person being assessed.</p> <p>Assessment methods may include: 1) Direct observation of performance, products, practical tasks, projects, simulation exercises. 2) Review of log books and/or portfolios of evidence. 3) Consideration of third party reports and authenticated prior achievements. 4) Written, oral or computer managed questioning.</p> <p>Assessment tools may include: 1. Specific instructions to be given related to the performance of practical tasks, process or simulation exercises. 2) Specific instructions to be given in relation to the production of projects and exercises. 3) Sets of verbal/written/computer based questions to be asked. 4) Performance checklist. 5) Log books. 6) Description of competent performance. 7)</p>

<p>The assessment tool is designed to mirror the language used to demonstrate the competency in the specific context. 3) Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the persons being assessed. 4) The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment.</p> <p>Element 4 – Trial assessment procedures</p> <p>1) Assessment methods and tools are trialed with an appropriate sample of people to be assessed. 2) Evaluation of the methods and tools used in the trial should provide evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration. 3) Appropriate adjustments are made to improve the assessment method and tool in light of the trial. 4) Assessment procedures, including evidence requirements, assessment methods and assessment tools are ratified with the appropriate personnel in the industry /enterprise and/or training organization where applicable.</p>	<p>Combinations of the part of the above.</p> <p>Assessment environment and resources to be considered include: time, location, personnel, finance/costs, equipment, materials, OHSS, industry / enterprise SOP.</p> <p>Allowable adjustments may include: 1) Provision of personal support service (such as reader, interpreter, attendant, etc). 2) Use of adaptive technology or special equipment such as word processor or lifting gear. 3) Design of shorter assessment sessions to allow for fatigue and medication. 4) Use of large print version of any papers.</p> <p>The assessor should use competencies relevant to his/her area of technical expertise.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate competence and knowledge in: a. knowledge of SOP of the unit and assessment guidelines; b. knowledge of legal and ethical responsibilities including OHSS regulations and procedures, equal employment and anti-discrimination requirements relevant to the specific context; c. understanding of assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency; d. knowledge and understanding of other Skill Standards related to workplace assessment and training; e. skills in the application of various assessment methods relevant to workplace context. f. planning own work including predicting consequences and identifying improvements; g. language, literacy and numerical skills required for planning assessment; h. preparation of required documentation; i. calculate and estimate costs; j. communications skills appropriate to the culture of the workplace and the individuals.</p> <p>2) Look for documentation in relation to: a. specific assessment context, including the purpose of assessment; b. features of the assessment system; c. characteristics of the person being assessed; d. evidence of competency required; e. plan of opportunities for gathering the evidence required; f. assessment methods selected including any allowable adjustments. g. assessment tools selected for the specific assessment context which ensures valid, reliable, flexible and fair assessment; h. an assessment procedure for the specific context.</p> <p>3) Ability to give evidence of the following process: a. how the context of assessment was specified; b. how the characteristics of the person being assessed is identified; c. why a particular assessment method was selected; d. how the assessment was planned to ensure the inclusion of language, literacy and numerical issues; e. how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of specific standards; f. how the assessment tools were developed for the specific context; g. how the assessment tools were validated and ratified by appropriate personnel.</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.07.05 - PLAN SKILL STANDARDS ASSESSMENT
05	Results of Assessment	
06	Comments &	

	Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.07.05 - PLAN SKILL STANDARDS ASSESSMENT

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Establish evidence for assessment						
	1) Evidence required to infer competency from the industry/enterprise SOP is established for the specific context.					
	2) Relevant units of competency are thoroughly read and accurately interpreted to identify the evidence required.					
	3) Specific evidence to establish should be: a. valid and reliable inferences of competency; b. Authenticated performance of the person being assessed; c. currency of competency.					
	4) Sufficient evidence is specified to show consistent achievement of the specified standards.					
	5) The cost of gathering the required evidence is established.					
Element 2 – Establish suitable assessment methods						
	1. Assessment methods appropriate for the gathering the type and amount of required evidence are correctly selected.					
	2) Opportunities to consolidate evidence gathering activities are identified.					
	3) Allowable adjustments in the assessment methods are proposed to cater for the characteristic of the person being assessed.					
Element 3 – Develop appropriate assessment tools						
	1) An assessment tool is developed to gather valid, reliable and sufficient evidence for the specific assessment context.					
	2) The assessment tool is designed to mirror the language used to demonstrate the competency in the specific context.					
	3) Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the persons being assessed.					
	4) The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment.					
Element 4 – Trial assessment procedures						
	1) Assessment methods and tools are trialed with an appropriate sample of people to be					

	assessed.				
	2) Evaluation of the methods and tools used in the trial should provide evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration.				
	3) Appropriate adjustments are made to improve the assessment method and tool in light of the trial.				
	4) Assessment procedures, including evidence requirements, assessment methods and assessment tools are ratified with the appropriate personnel in the industry /enterprise and/or training organization where applicable.				

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.07.05 - PLAN SKILL STANDARDS ASSESSMENT

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.08.05 – CONDUCT SS ASSESSMENT

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
Element 1 – Identify and explain the context of assessment 1) The context and purpose of assessment are	UNIT VARIABLES Assessment system may be developed by the industry, the enterprise/organization, a registered training provider and a combination of the above.

<p>discussed and confirmed with the persons being assessed. 2) The relevant performance standards to be used in the assessment are clearly explained to the person being assessed. 3) The assessment procedures are clarified and expectations of assessor and candidate are agreed. 4) Any legal and ethical responsibilities associated with the assessment are explained to the persons being assessed. 5) The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedures. 6) Information is conveyed using language and interactive strategies and techniques to communicate effectively with the persons being assessed.</p> <p>Element 2 – Plan evidence gathering opportunities</p> <p>1. Opportunities to gather evidence of competency, which occur as part of workplace or training activities, are identified covering the dimensions of competency. 2) The need to gather additional evidence which may not occur as part of the workplace or training activities is identified. 3) Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedures.</p> <p>Element 3 – Organize assessment</p> <p>1. The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment. 2) Appropriate personnel are informed of the assessment. 3) Spoken interaction and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all persons being assessed and other appropriate personnel.</p> <p>Element 4 – Gather evidence</p> <p>1. Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence. 2) The evidence specified in the assessment procedure is gathered, using assessment methods and tools. 3) Evidence is gathered in accordance with allowable adjustments where applicable. 4) The evidence gathered is documented in accordance with the assessment procedures.</p> <p>Element 5 – Make the assessment decision</p> <p>1) The evidence is evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard. 2) The evidence is evaluated according to the dimensions of competency, i.e. task skills / task management skills / contingency management skills, job/role environment skills, transfer and application of knowledge and skills to new contexts. 3) When in doubt guidance is sought from experienced assessors. 4) The assessment decision is made in accordance with the criteria specified in the assessment procedures.</p> <p>Element 6 – Record assessment results</p>	<p>Assessment system should specify the following: a. the purpose of assessment; b. competencies required for assessors; c. record keeping procedures and policies; d. any allowable adjustments to the assessment method which may be made; e. the appeal / review mechanism and procedures; f. the review and evaluation of the assessment process; g. the linkages between the assessment and training qualifications, employee classification, remuneration and progression (if applicable); h. relevant policies; j. quality assurance mechanism; k. apportionment of costs / fee (if applicable); l. marketing / promotion of assessment; m. verification arrangements; n. patronage arrangements (if applicable); o. partnership arrangements (if applicable); p. purpose of assessment such as gaining a particular qualification or license, determining employee classification, recognizing prior learning / current competencies, identifying training needs or progress; q. location of assessment such as on or off the job or a combination of both; r. assessment guidelines as per assessment file by units, r. features of assessment system.</p> <p>Characteristics of person being assessed may include: a. language, literacy and numerical needs; b. cultural, language and educational background; c. gender; d. physical ability; e. level of confidence, nervousness or anxiety; f. age; g. experience in training and assessment; h. previous experience with the topic.</p> <p>Appropriate personnel may include: a. assessors; b. persons being assessed; c. employee / union representative; d. consultative committees; e. users of assessment information such as training providers, employers, human resource department; f. government / industry training / recognition authorities; g. training and assessment coordinators; h. relevant managers / supervisors / team leaders; i. technical specialist.</p> <p>Assessment procedure may include: 1) The assessment procedure is developed (and endorsed) by persons responsible for the implementation of the assessment process in: the industry, enterprise, training organization, a combination of the above. 2) The assessment procedure should specify the following: a. recording procedure; b. appeal/review mechanism; c. assessment methods to be used; d. instructions / material to be provided to the person being assessed; e. criteria for making decisions of competent or not yet competent; d. numbers of assessors; e. evidence required; f. location of assessment; g. timing of assessment; h. assessment group size; i. allowable adjustments to the assessment procedures depending on the characteristics of the person being assessed.</p> <p>Assessment methods may include: a. work samples and/or simulations; b. direct observation of performance, products and simulation exercises; c. review of log books and portfolios; d. questioning; e. consideration of third party reports and authenticated prior achievements; f. written. Oral or computer managed questioning. These methods may be used in combination in order to provide sufficient evidence to make judgments.</p> <p>Assessment tools may include: a. specific instructions to be given related to the performance of practical tasks, process or simulation exercises. b. specific instructions to be given in relation to the production of projects and exercises. c. sets of verbal/written/computer based questions to be asked. d. performance checklist. e. log books. f. description of competent performance. g. combinations of the part of the above.</p> <p>Allowable adjustments may include: 1) Provision of personal support service (such as reader, interpreter, attendant, etc). 2) Use of adaptive technology or special equipment such as word processor or lifting gear. 3) Design of shorter assessment sessions to allow for fatigue and medication. 4) Use of large print version of any papers.</p> <p>Assessment environment and resources to be considered include: time, location, personnel, finance/costs, equipment, materials, OHSS, industry / enterprise SOP, GQL/EJL/SoA/R CPP</p> <p>Recording procedures may include: forms designed for specific assessment result (paper or electronic), checklist for recording observations/process used (paper or electronic), a combination of the above.</p> <p>Assessment reporting includes: a. name, code and endorsement date of the unit; b. units of competency where additional learning is required.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate competence and knowledge in: a. knowledge of SOP of the unit and assessment guidelines; b. knowledge of legal and ethical responsibilities including OHSS regulations and procedures, equal employment and anti-discrimination requirements relevant to the specific context; c. understanding of assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and</p>
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<p>1) Assessment results are recorded accurately in accordance with the specified record keeping requirements. 2) Confidentiality of assessment outcomes is maintained and access to the assessment records is provided only to authorized personnel.</p> <p>Element 7 – Provide feedback to the person being assessed</p> <p>1) Clear and constructive feedback in relation to performance is given to the person being assessed using appropriate language and strategies, and may include guidance on further goals / training opportunities. 2) Opportunities for overcoming any gaps in competency, as revealed by the assessment are explored with the persons being assessed. 3) The person being assessed is advised of available re-assessment opportunities and/or review appeal mechanism where assessment decision is challenged.</p> <p>Element 8 – Report on the conduct of assessment</p> <p>1. Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedures. 2) Any assessment decision disputed by the persons being assessed is recorded and reported promptly to those responsible for the assessment procedures. 3) Suggestions for improving any aspect for the assessment process are made to appropriate personnel.</p>	<p>consistency; d. understanding of policies and procedures of the workplace and/or job role together with any related government regulations; e. understanding of other skill standards related to training and assessment. f. skills in the application of various assessment methods relevant to workplace context. g. planning own work including predicting consequences and identifying improvements; h. language, literacy, numerical skills and communication skills required for conducting the assessment and give clear and understandable description to the candidate; i. preparation of required documentation; j. communications skills appropriate to the culture of the workplace and the individuals. 2) Look for description of the assessment context, including purpose of assessment. 3) The relevant skill or other performance standards and assessment procedures. 4) Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure skills. 5) Look for ability to record the assessment results according to specified procedures. 6) Ability to report on the conduct of the assessment, including positive and negative features of the process.</p> <p>The following evidence should also be gathered:</p> <p>1) How agreement was sought with the persons being assessed on the conduct of the assessment. 2) How opportunities to gather evidence were identified as part of the training activities. 3) How evidence was gathered in accordance with the assessment procedures. 4) How evidence gathering activity covered the dimensions of skills. 5) How resources were arranged according to assessment procedures. 6) How appropriate personnel were consulted. 7) How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable. 8) How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard. 9) How assessment was conducted to ensure that: all arrangement & activities were understood by all parties, the person was put at ease & a supportive assessment environment was created, language/literacy/numerical issues were taken into consideration. 10) How constructive feedback was provided to the persons being assessed including instances of NOT YET COMPETENT/SKILLED. 11) How guidance was provided to persons being assessed on how to overcome gaps in skills</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD (APEC SS)

2005

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.08.05 - CONDUCT SS ASSESSMENT
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.08.05 - CONDUCT SS ASSESSMENT

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Identify and explain the context of assessment						
	1) The context and purpose of assessment are discussed and confirmed with the persons being assessed.					
	2) The relevant performance standards to be used in the assessment are clearly explained to the person being assessed.					
	3) The assessment procedures are clarified and expectations of assessor and candidate are agreed.					
	4) Any legal and ethical responsibilities associated with the assessment are explained to the persons being assessed.					
	5) The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedures.					
	6) Information is conveyed using language and interactive strategies and techniques to communicate effectively with the persons being assessed.					
Element 2 – Plan evidence gathering opportunities						
	1. Opportunities to gather evidence of competency, which occur as part of workplace or training activities, are identified covering the dimensions of competency.					
	2) The need to gather additional evidence which may not occur as part of the workplace or training activities is identified.					
	3) Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedures.					
Element 3 – Organize assessment						
	1. The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment.					
	2) Appropriate personnel are informed of the assessment.					
	3) Spoken interaction and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all persons being					

	assessed and other appropriate personnel.					
Element 4 – Gather evidence						
	1. Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence.					
	2) The evidence specified in the assessment procedure is gathered, using assessment methods and tools.					
	3) Evidence is gathered in accordance with allowable adjustments where applicable.					
	4) The evidence gathered is documented in accordance with the assessment procedures.					
Element 5 – Make the assessment decision						
	1) The evidence is evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard.					
	2) The evidence is evaluated according to the dimensions of competency, i.e. task skills / task management skills / contingency management skills, job/role environment skills, transfer and application of knowledge and skills to new contexts.					
	3) When in doubt guidance is sought from experienced assessors.					
	4) The assessment decision is made in accordance with the criteria specified in the assessment procedures.					
Element 6 – Record assessment results						
	1) Assessment results are recorded accurately in accordance with the specified record keeping requirements.					
	2) Confidentiality of assessment outcomes is maintained and access to the assessment records is provided only to authorized personnel.					
Element 7 – Provide feedback to the person being assessed						
	1) Clear and constructive feedback in relation to performance is given to the person being assessed using appropriate language and strategies, and may include guidance on further goals / training opportunities.					
	2) Opportunities for overcoming any gaps in competency, as revealed by the assessment are explored with the persons being assessed.					
	3) The person being assessed is advised of available re-assessment opportunities and/or review appeal mechanism where assessment decision is challenged.					
Element 8 – Report on the conduct of assessment						
	1. Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedures.					
	2) Any assessment decision disputed by the persons being assessed is recorded and reported promptly to those responsible for the assessment procedures.					
	3) Suggestions for improving any aspect for the assessment process are made to appropriate personnel.					

Assessment Document 3

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.08.05 - CONDUCT SS ASSESSMENT

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.09.05 – REVIEW SS ASSESSMENT

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Review the assessment procedures</p> <p>1) Appropriate personnel are given the opportunity to review the assessment outcomes and procedures using agreed evaluation criteria. 2) The review process is established by the organization, industry or registered provider. 3) The assessment procedures are reviewed at a specified site in cooperation with persons being assessed, and any appropriate personnel in the industry / organization / training provider and / or any agency identified under government regulations. 4) Review activities are documented, findings are substantiated and the review approach evaluated.</p> <p>Element 2 – Check consistency of assessment decisions</p> <p>1) Evidence from a range of assessments is</p>	<p>UNIT VARIABLES</p> <p>Assessment system may be developed by the industry, the enterprise/organization, a registered training provider and a combination of the above.</p> <p>Assessment system should specify the following: a. the purpose of assessment; b. competencies required for assessors; c. record keeping procedures and policies; d. any allowable adjustments to the assessment method which may be made; e. the appeal / review mechanism and procedures; f. the review and evaluation of the assessment process; g. the linkages between the assessment and training qualifications, employee classification, remuneration and progression (if applicable); h. relevant policies; j. quality assurance mechanism; k. apportionment of costs / fee (if applicable); l. marketing / promotion of assessment; m. verification arrangements; n. patronage arrangements (if applicable); o. partnership arrangements (if applicable).</p> <p>Specific assessment context may be determined by; a. purpose of assessment such as gaining a particular qualification or license, determining employee classification, recognizing prior learning / current competencies, identifying training needs or progress; b. location of assessment such as on or off the job or a combination of both; c. assessment guidelines as per assessment file by units, d. features of assessment system.</p> <p>Evaluation criteria in review process should include: a. number of persons being assessed; b. duration of assessment procedures; c. Organizational health and safety factors; d. OHSS factors; e. relationship of the assessor and other appropriate personnel in the assessment process; f. frequency of assessment procedures; g. budgetary restraints; h. government or regulatory information; i. support needs and professional development needs of assessors; j. characteristics of the person being assessed; k. human resource management implications; l. consistency of assessment decisions; m. levels of flexibility in the assessment procedures; n. fairness of the assessment process; o. efficiency and effectiveness of the assessment procedures; p. competencies achieved by the persons being assessed; q. difficulties encountered during the planning and conduct of assessment; r. motivation of the person being assessed; s. location and resources suitability; t. reliability, validity, fairness, and flexibility of the assessment tools; u. relevance to the specified context; v. grievance/challenges to the assessment decision by the persons being assessed or their supervisor/manager/employer; w. ease of administration; x. access and equity considerations; y. practicability.</p> <p>Characteristics of person being assessed may include: a. language, literacy and numerical needs; b. cultural, language and educational background; c. gender; d. age; e. physical ability; f. level of confidence, nervousness or anxiety; g. experience in training and assessment; h. previous experience with the topic; i.</p>

<p>checked for consistency across the dimensions of competency. 2) Evidence is checked against the key abilities. 3) Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon.</p> <p>Element 3 – Report review findings</p> <p>1. Recommendations are made to appropriate personnel for modifications to the assessment procedure/s in light of the review outcomes. 2) Records are evaluated to determine whether the needs of appropriate personnel have been met. 3) Effective contributions are made to system-wide reviews of the assessment process and feedback procedures.</p>	<p>work organization or roster.</p> <p>Appropriate personnel may include: a. assessors; b. persons being assessed; c. employee / union representative; d. consultative committees; e. users of assessment information such as training providers, employers, human resource department; f. government / industry training / recognition authorities; g. training and assessment coordinators; h. relevant managers / supervisors / team leaders; i. technical specialist.</p> <p>Assessment procedure may include: 1) The assessment procedure is developed (and endorsed) by persons responsible for the implementation of the assessment process in: the industry, enterprise, training organization, a combination of the above. 2) The assessment procedure should specify the following: a. recording procedure; b. appeal/review mechanism; c. assessment methods to be used; d. instructions / material to be provided to the person being assessed; e. criteria for making decisions of competent or not yet competent; f. numbers of assessors; g. evidence required; h. location of assessment; i. timing of assessment; j. assessment group size; k. allowable adjustments to the assessment procedures depending on the characteristics of the person being assessed.</p> <p>Assessment methods may include: a. work samples and/or simulations; b. direct observation of performance, products and simulation exercises; c. review of log books and portfolios; d. questioning; e. consideration of third party reports and authenticated prior achievements; f. written. Oral or computer managed questioning. These methods may be used in combination in order to provide sufficient evidence to make fair judgment.</p> <p>Assessment tools may include: a. specific instructions to be given related to the performance of practical tasks, process or simulation exercises. b. specific instructions to be given in relation to the production of projects and exercises. c. sets of verbal/written/computer based questions to be asked. d. performance checklist. e. log books. f. description of competent performance. g. combinations of the part of the above.</p> <p>Allowable adjustments may include: 1) Provision of personal support service (such as reader, interpreter, attendant, etc). 2) Use of adaptive technology or special equipment such as word processor or lifting gear. 3) Design of shorter assessment sessions to allow for fatigue and medication. 4) Use of large print version of any papers.</p> <p>Assessment environment and resources to be considered include: time, location, personnel, finance/costs, equipment, materials, OHSS, industry / enterprise SOP, GQL/EJL/SoA/R CPP.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate competence and knowledge in: a. knowledge of the review process established; b. knowledge of evaluation methodologies relevant to assessment context; c. relevant organization SOP and assessment guidelines; d. knowledge of legal and ethical responsibilities in OHSS, equal employment and anti discrimination; e. knowledge of the relevant organization policies and procedures of the workplace; f. reliability, validity, fairness, flexibility, authenticity, sufficiency, and consistency in judging the evidence; g. skills in applying the various assessment methods; h. understanding of predicted consequences and identifying improvements; i. language, literacy, numerical and communications skills; j. cultural aspects of the workplace and the individuals.</p> <p>2) Look for: a. documented process for the review of assessment procedures; b. a report on review of the operations and outcomes of the assessment procedures</p> <p>3) Look for: a. how the review process for evaluating the assessment in the organization was implemented; b. why particular review evaluation methodologies were chose; c. how cooperation and input from the persons assessed and appropriate personnel were sought as part of the review.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	

03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.09.05 - REVIEW SS ASSESSMENT
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.09.05 - REVIEW SS ASSESSMENT

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Review the assessment procedures						
	1) Appropriate personnel are given the opportunity to review the assessment outcomes and procedures using agreed evaluation criteria.					
	2) The review process is established by the organization, industry or registered provider.					
	3) The assessment procedures are reviewed at a specified site in cooperation with persons being assessed, and any appropriate personnel in the industry / organization / training provider and / or any agency identified under government regulations.					
	4) Review activities are documented, findings are substantiated and the review approach evaluated.					
Element 2 – Check consistency of assessment decisions						
	1) Evidence from a range of assessments is checked for consistency across the dimensions of competency.					
	2) Evidence is checked against the key abilities.					
	3) Consistency of assessment decisions with defined performance standards is reviewed and discrepancies and inconsistencies are noted and acted upon.					
Element 3 – Report review findings						

	1. Recommendations are made to appropriate personnel for modifications to the assessment procedure/s in light of the review outcomes.				
	2) Records are evaluated to determine whether the needs of appropriate personnel have been met.				
	3) Effective contributions are made to system-wide reviews of the assessment process and feedback procedures.				

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.09.05 - REVIEW SS ASSESSMENT

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.10.05 – DEVELOP SS BASED ASSESSMENT PROCEDURES

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
Element 1 – Establish evidence requirements 1. The purpose of the assessment and the target group to be assessed is identified and confirmed with stakeholders. 2) The type of evidence required to infer	UNIT VARIABLES Stakeholders may include: industry/professional/trade associations, trainers/teachers and assessors, team leaders/managers/employers, training and assessment coordinators, employees/students, technical/subject experts including language, literacy and numerical specialists, government bodies,

skills is established and the process of interpreting and recording the evidence is established and documented. 3) Evidence requirements are specified to ensure coverage of the key components of the skills. 4) Evidence requirements are specified to ensure validity, currency, authenticity and sufficiency. 5) Where additional levels of competence are used, criteria for making judgments for different levels of skills are defined. 6) Links to existing relevant assessment systems are defined including: a. recording and reporting requirements; b. appropriate personnel and requirements for receiving information about the assessment; c. appeal process; d. quality assurance mechanism. 7) Any additional review mechanisms are identified and documented. 8) The reporting formats for the assessment process and recording of outcomes are designed. 9) The development, implementation and review costs of the assessment procedures are estimated.

Element 2 – Identify assessment methods

1) The context and location of assessments are described and specified. 2) The facilities and physical resources needed to conduct the assessments are identified and documented. 3) A range of assessment methods for gathering evidence related to the unit to be assessed are evaluated for validity, reliability, fairness, cost effectiveness, administration ease, characteristics of the target group. 4) The number of assessors and any required support to implement the assessment process is determined. 5) Instructions for the assessment are drafted. 6) The assessment methods to be used are selected and allowable adjustments are proposed to cater for the characteristics of the persons being assessed. 7) The required evidence of skills to be demonstrated or supplied by the persons being assessed are identified. 8) The instruction for interpreting the evidence and making a decision of competence are documented. 9) Descriptions of likely performance are established and verified with appropriate personnel. 10) Other related skills are identified for inferring full or partial competence from the evidence gathered. 11) The rules for verifying assessment decisions are determined. 12) Any limits, variations or restrictions on the assessment tools are specified.

Element 3 – Identify potential available assessment tools

1) Available assessment tools appropriate to evidence required skills are identified and evaluated in relation to: characteristics of the person being assessed, assessment contexts, and assessors. 2) A panel of specialists is convened to critique tools for: reliability, validity, fairness, relevance to the workplace context, content accuracy, ease of use, cost effectiveness, appropriateness of language and avoidance of bias. 3) Adjustments to the tools and methods are made to ensure applicability to the context, skills assessed, and characteristics of persons being assessed.

Element 4 – Trial the assessment methods and tools

1) The tools and assessment method are trialed with a sample from the target group. 2) Allowable adjustments to the assessment methods and tools are drafted. 3) Assessors (if required) are trained to administer the

union/employee representatives, consultative committees, relevant industry training advisory bodies, funding bodies, government recognition authorities.

Target groups may include: an enterprise/organization, a department/division, a job role/occupation, an industry sector, professional association, a trade, community sector, and government organization.

Purpose of assessment may be: diagnosing performance, classifying employees, confirming employees' skills for placement or career advancement, awarding a qualification, confirming progress in skills learning/acquisition, recognizing prior learning or current skills, achieving GQL, Attaining EJL/SoA/RCPP.

Evidence for assessment may include indirect, indirect or combination of the above. Evidence may be interpreted using a range of reference frames such as criterion referenced frames, linkages of evidence to skill standards, and prediction of workplace performance.

Characteristics of person being assessed may include: a. language, literacy and numerical needs; b. cultural, language and educational background; c. gender; d. age; e. physical ability; f. level of confidence, nervousness or anxiety; g. experience in assessment; h. previous experience with the topic; i. work organization or roster.

Appropriateness of evidence type may include: cost effectiveness, practicability, flexibility, communication skills of persons being assessed, assessment experience/characteristics of persons being assessed.

Assessment methods may include combinations of direct observation, practical tasks, projects, written/oral/computer based questioning, simulation, third party report and authenticated prior achievements.

Allowable adjustments may include: 1) Provision of support service (such as reader, interpreter, attendant, etc). 2) Use of adaptive technology or special equipment such as word processor or lifting gear. 3) Design of shorter assessment sessions to allow for fatigue and medication. 4) Use of large print version of any papers.

Specialist panel may include: technical specialist, language/literacy/numerical specialists, assessment specialists, management/organization representatives, industry representatives, Union or employee representatives, potential past candidates.

Operational constraints may include: time available for assessment, relative costs involved, availability of assessors, availability of technical experts, availability of persons being assessed, and geographical locations of persons being assessed.

Recording system may include: paper based system, computer based system or a combination of both.

Assessment system may involve the industry, the enterprise/organization, a registered training provider and a combination of the above.

Assessment system should specify the following: a. the purpose of assessment; b. competencies required for assessors; c. record keeping procedures and policies; d. any allowable adjustments to the assessment method which may be made; e. the appeal / review mechanism and procedures; f. the review and evaluation of the assessment process; g. the linkages between the assessment and training qualifications, employee classification, remuneration and progression (if applicable); h. relevant policies; j. quality assurance mechanism; k. apportionment of costs / fee (if applicable); l. marketing / promotion of assessment; m. verification arrangements; n. patronage arrangements (if applicable); o. partnership arrangements (if applicable).

The assessment procedure should include: a. recording procedure; b. appeal/review mechanism; c. assessment methods to be used; d. number of assessors; e. assessment tools; f. location of assessment; g. timing of assessment; h. assessment group size; i. allowable adjustments to the assessment methods and tools.

ASSESSMENT GUIDE

1) Ability to demonstrate: a. knowledge of relevant industry/enterprise skill standards, or other performance standards if applicable; b. knowledge of assessment methods, their purpose and when to use; c. skills in applying

<p>assessment tools in a consistent manner. 4) The assessment tools and method are administered to target sample. 5) Responses from target sample and the assessors are compiled and analyzed. 6) The appropriateness of the assessment method and the ease of use and language level of the assessment tools are determined. 7) Improvements and changes to the assessment tools are made where necessary.</p> <p>Element 5 – Document assessment procedures</p> <p>1) Any influences that may affect (bias) the assessment decisions are identified and documented. 2) Any allowable adjustments to the assessment methods and tools to meet the characteristics of the persons being assessed are documented. 3) The criteria for making decisions of COMPETENT or NOT YET COMPETENT are reviewed and if necessary, adjusted. 4) The assessment procedures and administration instructions are documented.</p>	<p>assessment methods and tools to elicit evidence from the target group; d. knowledge in the development and modification of assessment tools for the relevant skill standards and the assessment contexts of persons being assessed; e. language of copyright compliance and other government regulations; f. identification of correct use of equipment, processes and procedures; g. planning own work including predicting consequences and identifying improvements.</p> <p>2) Look for: a. description of the stakeholders, target group, the purpose of assessment; b. a description of the skills to be assessed and evidence required; c. documentation on steps taken to develop the assessment procedures including trialing the assessment methods and tools to assess performance criteria. d. documented assessment procedures; e. how the target group and stakeholders were determined and consulted; f. why particular assessment methods and tools were selected; g. how assessment methods and tools were trialed; h. how other persons were involved.</p>
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Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET
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NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.10.05 - DEVELOP SS BASED ASSESSMENT PROCEDURES
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD 2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.10.05 - DEVELOP SS BASED ASSESSMENT PROCEDURES

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Establish evidence requirements						
	1. The purpose of the assessment and the target group to be assessed is identified and confirmed with stakeholders.					
	2) The type of evidence required to infer skills is established and the process of interpreting and recording the evidence is established and documented.					
	3) Evidence requirements are specified to ensure coverage of the key components of the skills.					
	4) Evidence requirements are specified to ensure validity, currency, authenticity and sufficiency.					
	5) Where additional levels of competence are used, criteria for making judgments for different levels of skills are defined.					
	6) Links to existing relevant assessment systems are defined including: a. recording and reporting requirements; b. appropriate personnel and requirements for receiving information about the assessment; c. appeal process; d. quality assurance mechanism.					
	7) Any additional review mechanisms are identified and documented.					
	8) The reporting formats for the assessment process and recording of outcomes are designed.					
	9) The development, implementation and review costs of the assessment procedures are estimated.					
Element 2 – Identify assessment methods						
	1) The context and location of assessments are described and specified.					
	2) The facilities and physical resources needed to conduct the assessments are identified and documented.					
	3) A range of assessment methods for gathering evidence related to the unit to be assessed are evaluated for validity, reliability, fairness, cost effectiveness, administration ease, characteristics of the target group.					
	4) The number of assessors and any required support to implement the assessment process is determined.					
	5) Instructions for the assessment are drafted.					
	6) The assessment methods to be used are selected and allowable adjustments are proposed to cater for the characteristics of the persons being assessed.					
	7) The required evidence of skills to be demonstrated or supplied by the persons being assessed is identified.					
	8) The instruction for interpreting the evidence and making a decision of competence are documented.					
	9) Descriptions of likely performance are established and verified with appropriate personnel.					
	10) Other related skills are identified for inferring full or partial competence from the evidence gathered.					
	11) The rules for verifying assessment decisions are determined.					
	12) Any limits, variations or restrictions on the assessment tools are specified.					
Element 3 – Identify potential available assessment tools						

APEC TOURISM WORKING GROUP

APEC TWG Project No. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

EMPOWER Associates, Consultant

	1) Available assessment tools appropriate to evidence required skills are identified and evaluated in relation to: characteristics of the person being assessed, assessment contexts, and assessors.				
	2) A panel of specialists is convened to critique tools for: reliability, validity, fairness, relevance to the workplace context, content accuracy, ease of use, cost effectiveness, appropriateness of language and avoidance of bias.				
	3) Adjustments to the tools and methods are made to ensure applicability to the context, skills assessed, and characteristics of persons being assessed.				
Element 4 – Trial the assessment methods and tools					
	1). The tools and assessment method are trialed with a sample from the target group.				
	2) Allowable adjustments to the assessment methods and tools are drafted.				
	3) Assessors (if required) are trained to administer the assessment tools in a consistent manner.				
	4) The assessment tools and method are administered to target sample.				
	5) Responses from target sample and the assessors are compiled and analyzed.				
	6) The appropriateness of the assessment method and the ease of use and language level of the assessment tools are determined.				
	7) Improvements and changes to the assessment tools are made where necessary.				
Element 5 – Document assessment procedures					
	1) Any influences that may affect (bias) the assessment decisions are identified and documented.				
	2) Any allowable adjustments to the assessment methods and tools to meet the characteristics of the persons being assessed are documented.				
	3) The criteria for making decisions of COMPETENT or NOT YET COMPETENT are reviewed and if necessary, adjusted.				
	4) The assessment procedures and administration instructions are documented.				

Assessment Document 3

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD**

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.10.05 - DEVELOP SS BASED ASSESSMENT PROCEDURES

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.11.05 – DEVELOP SS BASED ASSESSMENT TOOLS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Identify the context for the assessment tools</p> <p>1) The purpose of the assessment, the target group and the SS or other standard of performance to be assessed is identified. 2) Evidence required to assess skill is identified. 3) Assessment methods are evaluated to establish requirements of assessment tools, in particular: a. resources and requirements for the assessment tools; b. assessment location and context; c. administration ease; d. the characteristics of the target group. 4) Requirements of the assessment system in relation to the assessment tools are identified including: a. storage and security of documentation; b. appropriate personnel and differing needs for receiving information about the assessment tools; c. evaluation and review process; d. quality assurance mechanism. 5) Costs of the assessment tools development, implementation and review are estimated. 6) A plan for the development of the assessment tools is prepared.</p> <p>Element 2 – Draft assessment tools in accordance with plan</p> <p>1) Assessment tools are designed to assess the relevant SS using appropriate format, language & numerical requirements, visual & aural representation, question & activity types, media, sequence of activities, and choice in activities. 2) Assessment tools are developed to demonstrate the components of SS of the person being assessed. 3) The assessment tools are checked for the following characteristics: reliability, validity, fairness, relevance to the workplace context, content accuracy, ease of use, accost effectiveness, avoidance of bias, and testing the required scope of the SS. 4) Adjustment to the tools and procedures are made as required.</p> <p>Element 3 – Develop instructions for assessment tools</p> <p>1) The instructions for the persons to be assessed are drafted. 2) The instructions for administering each assessment tool are drafted to include: a. the resources needed to conduct the assessment; b. the context for the use of tools. 3) Evidence of skills to be demonstrated is documented and incorporated in the assessment tools. 4) Allowable adjustments identified in the assessment procedures are noted and included in the instructions. 5) The rules of verifying assessment decisions are</p>	<p>UNIT VARIABLES</p> <p>Target group may include: industry/professional/trade associations, trainers/teachers and assessors, team leaders/managers/employers, training and assessment coordinators, employees/students, technical/subject experts including language, literacy and numerical specialists, government bodies, union/employee representatives, consultative committees, relevant industry training advisory bodies, funding bodies, government recognition authorities.</p> <p>Target groups may include: an enterprise/organization, a department/division, a job role/occupation, an industry sector, professional association, a trade, community sector, and government organization.</p> <p>Purpose of assessment may be: diagnosing performance, classifying employees, confirming employees' skills for placement or career advancement, awarding a qualification, providing a statement of attainment (SoA), confirming progress in skills learning/acquisition, recognizing prior learning or current skills, attaining EJL/RCPP/GQL.</p> <p>Evidence for assessment may include indirect, indirect or combination of the above. Evidence may be interpreted using a range of reference frames such as criterion referenced frames, linkages of evidence to skill standards, and prediction of workplace performance.</p> <p>Appropriateness of evidence types includes: 1) Cost effectiveness. 2) Practicability. 3) Communication skills of the persons being assessed. 4) Assessment experience and special needs of persons being assessed.</p> <p>Components of supervisory and managerial SS include: 1) Task skills. 2) Task management skills. 3) Contingency management skills. 4) Job/role environment skills. 5) Transfer and application of skills and knowledge to new context.</p> <p>Components of basic-skills SS include: 1) Task skills. 2) Transfer and application of skills and knowledge to new context.</p> <p>Assessment system may involve the industry, the enterprise/organization, a registered training provider and a combination of the above.</p> <p>Assessment system should specify the following: a. the purpose of assessment; b. competencies required for assessors; c. record keeping procedures and policies; d. any allowable adjustments to the assessment method which may be made; e. the appeal / review mechanism and procedures; f. the review and evaluation of the assessment process; g. the linkages between the assessment and training qualifications, employee classification, remuneration and progression (if applicable); h. relevant policies; j. quality assurance mechanism; k. apportionment of costs / fee (if applicable); l. marketing / promotion of assessment; m. verification arrangements; n. patronage arrangements (if applicable); o. partnership arrangements (if applicable).</p> <p>Assessment methods may include combinations of direct observation, practical tasks, projects, written/oral/computer based questioning, simulation, third party report and authenticated prior achievements.</p>

<p>identified and any limits, variations or restrictions on the assessment tools are specified.</p> <p>Element 4 – Pilot the assessment tools</p> <p>1) The tools are piloted with a small sample selected across the range of the target group. 2) Feedback from sample target group individuals and others involved in administering the pilot is used to establish appropriate amendments to the assessment tools in relation to: a. ease of use; b. language, literacy and numerical requirements of the SS; c. appropriateness for the assessment context and SS; d. cost/time effectiveness for candidate and assessors. 3) Improvements and changes to the assessment tools are made where necessary.</p> <p>Element 5 – Validate assessment tools</p> <p>1) An adequate sample of the target group to be assessed is selected. 2) Assessors are trained (if required) to administer the assessment tools in a consistent manner. 3) The assessment tools are administered to the target sample, and responses compiled and analyzed and modified according to findings. 4) Any influences that may affect or bias the assessment decision are identified and documented.</p> <p>Element 6 – Finalize assessment tools</p> <p>1. Validated and appropriately amended tools are incorporated in assessment process. 2) Documentation in paper and/or electronic form is filed in appropriate, secure and accessible locations.</p>	<p>Allowable adjustments may include: 1) Provision of support service (such as reader, interpreter, attendant, etc). 2) Use of adaptive technology or special equipment such as word processor or lifting gear. 3) Design of shorter assessment sessions to allow for fatigue and medication. 4) Use of large print version of any papers.</p> <p>Operational constraints may include: time available for assessment, relative costs involved, availability of assessors, availability of technical experts, availability of persons being assessed, and geographical locations of persons being assessed.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate: a. knowledge of relevant industry/enterprise skill standards, or other performance standards if applicable; b. knowledge of different methodologies for developing assessment tools; c. skills in applying evaluation methodology in trialing assessment tools; d. language and literacy skills to collect and interpret relevant information and communicating with stakeholders and appropriate personnel; e. language of copyright compliance and other government regulations; f. skills in applying relevant workplace policies and procedures and any related government regulations; g. planning own work including predicting consequences and identifying improvements; h. communication skills appropriate to the culture of the workplace.</p> <p>2) Look for: a. a plan for the development of the assessment tools; b. assessment tools and related instructions for assessors and the person being assessed; c. a report on the piloting of the assessment tools including any changes proposed and made; d. how the target group and stakeholders were determined and consulted; e. why particular assessment methods and tools were selected; f. how assessment methods and tools were trialed; g. how other persons were involved.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.11.05 - DEVELOP SS BASED ASSESSMENT TOOLS
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.11.05 - DEVELOP SS BASED ASSESSMENT TOOLS

Name of Candidate :

Name of Assessor/s :

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** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Identify the context for the assessment tools						
	1) The purpose of the assessment, the target group and the SS or other standard of performance to be assessed is identified.					
	2) Evidence required to assess skill is identified.					
	3) Assessment methods are evaluated to establish requirements of assessment tools, in particular: a. resources and requirements for the assessment tools; b. assessment location and context; c. administration ease; d. the characteristics of the target group.					
	4) Requirements of the assessment system in relation to the assessment tools are identified including: a. storage and security of documentation; b. appropriate personnel and differing needs for receiving information about the assessment tools; c. evaluation and review process; d. quality assurance mechanism.					
	5) Costs of the assessment tools development, implementation and review are estimated.					
	6) A plan for the development of the assessment tools is prepared.					
Element 2 – Draft assessment tools in accordance with plan						
	1) Assessment tools are designed to assess the relevant SS using appropriate format, language & numerical requirements, visual & aural representation, question & activity types, media, sequence of activities, and choice in activities.					
	2) Assessment tools are developed to demonstrate the components of SS of the person being assessed.					
	3) The assessment tools are checked for the following characteristics: reliability, validity, fairness, relevance to the workplace context, content accuracy, ease of use, accost effectiveness, avoidance of bias, and testing the required scope of the SS.					
	4) Adjustment to the tools and procedures are made as required.					
Element 3 – Develop instructions for assessment tools						
	1) The instructions for the persons to be assessed are drafted.					
	2) The instructions for administering each assessment tool are drafted to include: a. the resources needed to conduct the assessment; b. the context for the use of tools.					
	3) Evidence of skills to be demonstrated is documented and incorporated in the assessment tools.					

	4) Allowable adjustments identified in the assessment procedures are noted and included in the instructions.				
	5) The rules of verifying assessment decisions are identified and any limits, variations or restrictions on the assessment tools are specified.				
Element 4 – Pilot the assessment tools					
	1) The tools are piloted with a small sample selected across the range of the target group.				
	2) Feedback from sample target group individuals and others involved in administering the pilot is used to establish appropriate amendments to the assessment tools in relation to: a. ease of use; b. language, literacy and numerical requirements of the SS; c. appropriateness for the assessment context and SS; d. cost/time effectiveness for candidate and assessors.				
	3) Improvements and changes to the assessment tools are made where necessary.				
Element 5 – Validate assessment tools					
	1) An adequate sample of the target group to be assessed is selected.				
	2) Assessors are trained (if required) to administer the assessment tools in a consistent manner.				
	3) The assessment tools are administered to the target sample, and responses compiled and analyzed and modified according to findings.				
	4) Any influences that may affect or bias the assessment decision are identified and documented.				
Element 6 – Finalize assessment tools					
	1. Validated and appropriately amended tools are incorporated in assessment process.				
	2) Documentation in paper and/or electronic form is filed in appropriate, secure and accessible locations.				

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.11.05 - DEVELOP SS BASED ASSESSMENT TOOLS

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.12.05 – DESIGN AND ESTABLISH SS BASED TRAINING SYSTEM

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Determine boundaries of the training system</p> <p>1) Services are determined and established through consultation with the client and stakeholders and a training policy is documented. 2) Stakeholder relationships are maintained through a range of communication mechanisms and establishment of a service support structure. 3) The financial, physical and human resources available to support the system are identified within agreed quality assurance procedures.</p> <p>Element 2 – Determine training system features</p> <p>1) The key features and constraints of the training system are determined in consultation with stakeholders. 2) The key operational features of the system are verified with appropriate personnel and clients and the agreed features of the system are documented.</p> <p>Element 3 – Match needs with resources</p> <p>1) The expertise and roles of internal individuals and organizations/partners are identified. 2) A budget detailing development, implementation and maintenance costs of the proposed system is developed, including partner organizations (if applicable).</p> <p>Element 4 – Design and develop training records and system</p> <p>1) The record keeping system is designed to allow easy tracking of training participants' progress as well as other agreed features. 2) The record keeping system allows for the storage of detailed information and is designed to be secure, confidential, and easy to administer and update. 3) The record keeping system is developed to allow for appropriate quality assurance requirements and is verified for compliance with accepted enterprise/industry procedures for record keeping and legislative requirements. 4) The record keeping system is designed and verified to allow for fair and consistent responses to grievances. 5) The record keeping system is designed to ensure that relevant legislative and regulatory</p>	<p>UNIT VARIABLES</p> <p>Client's needs may include: 1) Increased productivity. 2) Increased enterprise profitability. 3) Attainment of specified industry or enterprise competencies. 4) Achievement of community priorities. 5) Achievement of government priorities. 6. Licensing or accreditation requirements.</p> <p>Stakeholders may include: industry/professional/trade associations, trainers/teachers and assessors, team leaders/managers/employers, training and assessment coordinators, employees/students, technical/subject experts including language, literacy and numerical specialists, government bodies, union/employee representatives, consultative committees, relevant industry training advisory bodies, funding bodies, government recognition authorities.</p> <p>Partners may include: public/private/community training providers, schools, universities, enterprises, industry organizations, government agencies, community organizations, individuals including technical experts, training/assessment specialists.</p> <p>Key operational features may include: a. the purpose of assessment; b. skills and certifications required of trainers; c. record keeping procedures and policies; d. training context requirements and procedures to match identified skills; e. characteristics of training; f. any allowable adjustments to training methods for participants; g. access and equity considerations, relevant government legislative and regulatory requirements; h. arrangement for recognition of SS; i. allocation of costs / fee (if applicable); j. partnership arrangements; k. location of training; k. the review and evaluation process including quality assurance procedures; l. marketing/promotion of system.</p> <p>Operational constraints may include: time available for assessment, relative costs involved, availability of assessors, availability of technical experts, availability of persons being assessed, and geographical locations of persons being assessed.</p> <p>Purpose of training may include: a. language, literacy and numerical needs; b. cultural, language and educational background; c. gender; d. age; e. physical ability; f. level of confidence, nervousness or anxiety; g. experience with topic; h. previous experience with the topic; i. work/family commitments; j. learning styles; k. reasons for undertaking training.</p> <p>Recording system may include: paper based system, computer based system or a combination of both.</p> <p>Quality assurance procedures may include: a. conduct of regular internal and external reviews (persons being trained, peer, self, supervisor); b. professional development of participants; c. sampling and evaluation of implementations of SS; d. assessment of the assessors/trainers skills; e. modification of the skills system based on evaluation and reviews; f. promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system.</p> <p>Sources of information may include: training packages, curriculum or other training program confirmation, licensing requirements, government regulations, job descriptions, observation of competent workers, enterprise skills audit report, industry skill audit report, workplace conditions/ policies/ SOP, benchmarking report, industry publications, labor market analysis report, industry/enterprise/regional/international SS, quality assurance procedures.</p> <p>Policy may include: purpose of training, industrial relations issues, what/who to train, timing of training, links with other HR functions, appeal/review mechanism, criteria for making decisions of COMPETENT or NOT YET COMPETENT, number of trainer, allowable adjustments suitable for the training and trainees, record keeping requirements,</p>

<p>requirements are met.</p> <p>Element 5 – Establish procedures for the review of training</p> <p>1) Review procedures are developed and documented in consultation with stakeholders.</p> <p>Element 6 – Select and provide for training of system users</p> <p>1) The required mix of personnel and skills is identified to implement the training system. 2) Appropriate training strategies are identified, modified or developed for trainers and other personnel involved in the training system to acquire SS. 3) The training program selected or developed for SS assessors and trainers are verified to meet the assessment and workplace training SS and other relevant SS.</p> <p>Element 7 – Establish quality assurance procedures</p> <p>1) A quality assurance team or committee is established in consultation with appropriate personnel. 2) Quality assurance procedures, including verification processes are developed in consultation with appropriate personnel. 3) The verification process involves a representative sample of training activities and makes effective use of resources. 4) The quality assurance procedures are trialed for fairness, efficiency and effectiveness. 5) The quality assurance procedures are documented and distributed to trainers and other appropriate personnel. 6) Procedures are established to determine the level of compliance with the training system.</p>	<p>recognition of prior learning, development of cost and resources, evaluation, licensing arrangements, qualifications.</p> <p>ASSESSMENT GUIDE</p> <p>1) Ability to demonstrate evidence of the following products: a. training policy; b. description of clients and stakeholders; c. documentation on the features of the training system; d. report on sources of information for determining the training system; e. report on the design, development, maintenance and security of the record keeping system; f. summary of available financial, physical and appropriate certified / qualified human resources; g. analysis of possible constraints for training implementation; h. document of review procedures for the training system ; i. description of selection criteria and training programs for trainers and other personnel involved in the training system; j. documentation of quality assurance mechanism.</p> <p>2) Ability to demonstrate evidence of (process) how stakeholders were consulted and agreement was reached on operational features and quality assurance procedures;</p> <p>3) How fairness, equity and accessibility of the system were incorporated; why and how the selection criteria for Trainer was chosen; feasibility, cost effectiveness and practicability of the training system; how and why information needed in the development of the training system was sourced; and how the features of training system, implementation plan and quality assurance procedures were verified.</p> <p>4) Required knowledge and skills to demonstrate: a. language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensive format; b. knowledge of relevant industry/enterprise SS and performance criteria; c. knowledge of SS Assessment, SS Training and SS Based Assessment guidelines; d. knowledge of record keeping systems, particularly in relation to assessment; e. knowledge of quality assurance methodology; f. knowledge of compliance with the requirements for copyrights and other regulations; g. knowledge of client’s work systems and equipment; h. identification of correct use of equipment, process and procedures; i. knowledge of review/evaluation/methodology, particularly as it relates to training; j. predicting consequences; k. planning improvements; l. communications skills.</p> <p>5) Evidence of direct access to relevant clients, stakeholders and sources of information required to address skills and knowledge and to design and establish an SS Based training system.</p> <p>6) Evidence of consistency in performance over a period of time, in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.12.05 - DESIGN AND ESTABLISH SS BASED TRAINING SYSTEM

05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.12.05 - DESIGN AND ESTABLISH SS BASED TRAINING SYSTEM

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Determine boundaries of the training system						
	1) Services are determined and established through consultation with the client and stakeholders and a training policy is documented.					
	2) Stakeholder relationships are maintained through a range of communication mechanisms and establishment of a service support structure.					
	3) The financial, physical and human resources available to support the system are identified within agreed quality assurance procedures.					
Element 2 – Determine training system features						
	1) The key features and constraints of the training system are determined in consultation with stakeholders.					
	2) The key operational features of the system are verified with appropriate personnel and clients and the agreed features of the system are documented.					
Element 3 – Match needs with resources						
	1) The expertise and roles of internal individuals and organizations/partners are identified.					
	2) A budget detailing development, implementation and maintenance costs of the proposed system is developed, including partner organizations (if applicable).					
Element 4 – Design and develop training records and system						
	1) The record keeping system is designed to allow easy tracking of training participants' progress as well as other agreed features.					
	2) The record keeping system allows for the storage of detailed information and is designed to					

APEC TOURISM WORKING GROUP

APEC TWG Project No. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

EMPOWER Associates, Consultant

	be secure, confidential, and easy to administer and update.				
	3) The record keeping system is developed to allow for appropriate quality assurance requirements and is verified for compliance with accepted enterprise/industry procedures for record keeping and legislative requirements.				
	4) The record keeping system is designed and verified to allow for fair and consistent responses to grievances.				
	5) The record keeping system is designed to ensure that relevant legislative and regulatory requirements are met.				
Element 5 – Establish procedures for the review of training					
	1) Review procedures are developed and documented in consultation with stakeholders.				
Element 6 – Select and provide for training of system users					
	1) The required mix of personnel and skills is identified to implement the training system.				
	2) Appropriate training strategies are identified, modified or developed for trainers and other personnel involved in the training system to acquire SS.				
	3) The training program selected or developed for SS assessors and trainers are verified to meet the assessment and workplace training SS and other relevant SS.				
Element 7 – Establish quality assurance procedures					
	1) A quality assurance team or committee is established in consultation with appropriate personnel.				
	2) Quality assurance procedures, including verification processes are developed in consultation with appropriate personnel.				
	3) The verification process involves a representative sample of training activities and makes effective use of resources.				
	4) The quality assurance procedures are trialed for fairness, efficiency and effectiveness.				
	5) The quality assurance procedures are documented and distributed to trainers and other appropriate personnel.				
	6) Procedures are established to determine the level of compliance with the training system.				

Assessment Document 3

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD**

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.12.05 - DESIGN AND ESTABLISH SS BASED TRAINING SYSTEM

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.13.05 – DESIGN AND ESTABLISH SS BASED ASSESSMENT SYSTEM

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Determine clients needs</p> <p>1) The need of the clients are identified. 2) Client services are determined and established to stakeholders' satisfaction. 3) Relationship with stakeholders is maintained through a range of communications mechanism. 4) A service support structure is established and made known to clients.</p> <p>Element 2 – Determine assessment boundaries</p> <p>1) The purposes of assessment system is established through consultation with the client and other stakeholders. 2) A policy document is developed in consultation with stakeholders and clients. 3) The financial , physical and human resources available to support the system are determined within agreed quality assurance procedures. 4) The system is verified to take into account the realities and constraints of particular context.</p> <p>Element 3 – Establish assessment system features</p> <p>1. The key operational features of the system are determined in consultation with stakeholders. 2) The key operational features of the system are verified and documented for fairness, equity and access with appropriate personnel.</p> <p>Element 4 – Match needs with resources</p> <p>1) Applicable SS or other performance standards are identified. 2) The expertise and roles of internal individuals and organizations/partners are identified. 3) A budget detailing development, implementation and maintenance costs of the proposed system is developed, including partner organizations (if applicable).</p> <p>Element 5 – Design and develop record keeping system</p> <p>1) The record keeping system is designed allow easy tracking of training participants' progress as well as other agreed features. 2) The record keeping system allows for the storage of detailed information and is designed to be secure, confidential, and easy to administer and update. 3) The record keeping system is developed to allow for appropriate certification requirements, where</p>	<p>UNIT VARIABLES</p> <p>Client's needs may include: 1) Increased productivity. 2) Increased enterprise profitability. 3) Attainment of specified industry or enterprise competencies. 4) Achievement of community priorities. 5) Achievement of government priorities. 6) Licensing or accreditation requirements. 5) Achieving GQL/EJL/SoA/R CPP</p> <p>Stakeholders may include: industry/professional/trade associations, trainers/trainers and assessors, team leaders/managers/employers, training and assessment coordinators, employees/students, technical/subject experts including language, literacy and numerical specialists, government bodies, union/employee representatives, consultative committees, relevant industry training advisory bodies, funding bodies, government recognition authorities.</p> <p>Key operational features may include: 1) The purpose of assessment. 2) SS and certification required of assessors. 3) Record keeping procedures and policies. 4) Assessment evidence and procedures required. 5) Appropriate assessment methods selected. 6) Characteristics of the persons being assessed. 7) Any allowable adjustments to the assessment methods to meet the characteristics of persons being assessed. 8) Access and equity considerations. 9) The appeal mechanism and procedures. 10) The review and evaluation process. 11) The link between general qualifications levels (GQL), employee classifications or JOB LEVELS (EJL), Remuneration and Career Path Progression (R CPP). 12) Relevant government regulations. 13) Issuing of the General Qualifications Levels (GQL) or Statements of Attainment (SoA). 14) Partnership arrangement. 15) Location of training. 16) Quality Assurance procedures. 17) Allocations of costs/fees (if applicable). 18) Marketing & promotion.</p> <p>Purpose of assessment may include: 1) Diagnosing performance. 2) Evaluating or classifying or reviewing Employment Job Levels (EJL). 3) Evaluating/reviewing General Qualification Levels (GQL). 4) Awarding the Statement of Attainment (SoA). 5) Confirming progress of training. 6) RPL/RCC.</p> <p>Operational constraints may include: time available for assessment, relative costs involved, availability of assessors, availability of technical experts, availability of persons being assessed, and geographical locations of persons being assessed.</p> <p>Quality assurance procedures may include: a. conduct of regular internal and external reviews (persons being trained, peer, self, supervisor); b. professional development of participants; c. sampling and evaluation of implementations of SS; d. assessment of the assessors/trainers skills; e. modification of the skills system based on evaluation and reviews; f. promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system.</p> <p>Sources of information may include: organization SOP, benchmarking report, industry and government publications/reports, labor market analysis report, enterprise job descriptions, observation of qualified workers, enterprise skills audit report, industry SS, training packages, curriculum & syllabus, licensing agreements.</p> <p>Policy may include: purpose of training, human resources management issues, what/who to assess, timing of training, links with other HR functions, appeal/review mechanism, criteria for making decisions of COMPETENT or NOT YET</p>

relevant. 4) The record keeping system is designed to ensure that relevant legislative and regulatory requirements are met. 5) The record keeping system is verified for consistency with accepted enterprise/industry procedures for record keeping.

Element 6 – Establish procedures for the review of assessment

1) Review procedures are developed and documented in consultation with stakeholders and verified to allow for fair and consistent responses to grievances. 2) Review procedures are designed to ensure that relevant legislative and regulatory requirements are met.

Element 7 – Select and provide for training and support of assessors

1) Selection criteria for assessors (or other types of assessors) are established in consultation with the appropriate personnel. 2) Appropriate training strategies or programs for assessors (or other types of assessor) to acquire or update assessment skills are identified, modified or developed. 3) Training programs selected or developed for assessors (or other types of assessors) are verified to meet the Assessment and Workplace Training SS and other required skills.

Element 8 – Establish quality assurance procedures

) A quality assurance team or committee is established in consultation with system stakeholders. 2) Quality assurance procedures, including verification processes are developed in consultation with system stakeholders. 3) The verification process involves a representative sample of assessment activities and makes effective use of resources. 4) The quality assurance procedures are trialed for fairness, efficiency and effectiveness. 5) The quality assurance procedures are documented and distributed to assessors/trainers and other appropriate personnel. 6) Procedures are established to determine the level of compliance with the assessment system.

COMPETENT, number of trainer, allowable adjustments suitable to the assessment process, record keeping requirements, recognition of prior learning RPL & RCC), development of cost and resources, and evaluation.

Characteristics of person being assessed may include: a. language, literacy and numerical needs; b. cultural, language and educational background; c. gender; d. age; e. physical ability; f. level of confidence, nervousness or anxiety; g. experience in assessment; h. previous experience with the topic.

Recording system may include: paper based system, computer based system or a combination of both.

ASSESSMENT GUIDE

1) Ability to demonstrate evidence of the **following products**: a. assessment policy; b. description of clients and stakeholders; c. description of assessment system boundaries; d. report on sources of information for determining the assessment system; e. report on the design, development, maintenance and security of the record keeping system; f. **summary of available financial, physical and appropriate certified /qualified human resources**; g. documented review procedures of assessment activities; h. documented assessor training and professional development strategies; i. documentation of quality assurance mechanism.

2) Ability to demonstrate evidence of the **following process**: a. why a particular assessment features were incorporated; b. how the record keeping system was designed to meet security and access requirements; c. how fairness, equity and accessibility of the system were verified; d. why and how the selection criteria for Assessors and other types of Assessors was chosen; e. how the review procedures were verified; f. how the quality assurance procedures were established, verified and implemented; g. how the currency of records and ease of retrieval are ensured; h. why procedures for promoting and communicating the assessment system were chosen/developed.

3) Required knowledge and skills to demonstrate: a. language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensive format; b. knowledge of relevant industry/enterprise SS and performance criteria; c. knowledge of SS Assessment, SS Training and SS Based Assessment guidelines; d. knowledge of record keeping systems, particularly in relation to assessment; e. knowledge of quality assurance methodology; f. knowledge of compliance with the requirements for copyrights and other regulations; g. knowledge of client's work systems and equipment; h. identification of correct use of equipment, process and procedures; i. knowledge of review/evaluation/methodology, particularly as it relates to assessment.

4) Evidence of direct access to relevant clients, stakeholders and sources of information required to address skills and knowledge and to design and establish an SS Based assessment system.

5) Evidence of consistency in performance over a period of time, in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	

02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.13.05 - DESIGN AND ESTABLISHED SS BASED ASSESSMENT SYSTEM
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.13.05 - DESIGN AND ESTABLISHED SS BASED ASSESSMENT SYSTEM

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Determine clients needs						
	1) The need of the clients is identified.					
	2) Client services are determined and established to stakeholders' satisfaction.					
	3) Relationship with stakeholders is maintained through a range of communications mechanism.					
	4) A service support structure is established and made known to clients.					
Element 2 – Determine assessment boundaries						
	1) The purposes of assessment system are established through consultation with the client and other stakeholders.					
	2) A policy document is developed in consultation with stakeholders and clients.					
	3) The financial, physical and human resources available to support the system are determined within agreed quality assurance procedures.					
	4) The system is verified to take into account the realities and constraints of particular context.					

Element 3 – Establish assessment system features						
	1. The key operational features of the system are determined in consultation with stakeholders.					
	2) The key operational features of the system are verified and documented for fairness, equity and access with appropriate personnel.					
Element 4 – Match needs with resources						
	1) Applicable SS or other performance standards are identified.					
	2) The expertise and roles of internal individuals and organizations/partners are identified.					
	3) A budget detailing development, implementation and maintenance costs of the proposed system is developed, including partner organizations (if applicable).					
Element 5 – Design and develop record keeping system						
	1) The record keeping system is designed allow easy tracking of training participants' progress as well as other agreed features.					
	2) The record keeping system allows for the storage of detailed information and is designed to be secure, confidential, and easy to administer and update.					
	3) The record keeping system is developed to allow for appropriate certification requirements, where relevant.					
	4) The record keeping system is designed to ensure that relevant legislative and regulatory requirements are met.					
	5) The record keeping system is verified for consistency with accepted enterprise/industry procedures for record keeping.					
Element 6 – Establish procedures for the review of assessment						
	1) Review procedures are developed and documented in consultation with stakeholders and verified to allow for fair and consistent responses to grievances.					
	2) Review procedures are designed to ensure that relevant legislative and regulatory requirements are met.					
Element 7 – Select and provide for training and support of assessors						
	1) Selection criteria for assessors (or other types of assessors) are established in consultation with the appropriate personnel.					
	2) Appropriate training strategies or programs for assessors (or other types of assessor) to acquire or update assessment skills are identified, modified or developed.					
	3) Training programs selected or developed for assessors (or other types of assessors) are verified to meet the Assessment and Workplace Training SS and other required skills.					
Element 8 – Establish quality assurance procedures						
	1) A quality assurance team or committee is established in consultation with system stakeholders.					
	2) Quality assurance procedures, including verification processes are developed in consultation with system stakeholders.					
	3) The verification process involves a representative sample of assessment activities and makes effective use of resources.					
	4) The quality assurance procedures are trialed for fairness, efficiency and effectiveness.					
	5) The quality assurance procedures are documented and distributed to assessors/trainers and other appropriate personnel.					
	6) Procedures are established to determine the level of compliance with the assessment system.					

Assessment Document 3

APEC TOURISM WORKING GROUP **APEC SKILL STANDARD**

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.13.05 - DESIGN AND ESTABLISHED SS BASED ASSESSMENT SYSTEM

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.14.05 – MANAGE THE SS TRAINING AND ASSESSMENT SYSTEM

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Communicate the system</p> <p>1) System features and procedures are documented and circulated to appropriate personnel. 2) Procedures are established for keeping appropriate personnel regularly informed about the key features of the training and assessment system. 3) Recognized products and services are accurately presented to prospective clients. 4) The contribution to training and assessment to organizational goals is reported.</p> <p>Element 2 – Support trainers and/or assessors</p> <p>1) Checks are made to ensure assessors and/or trainers meet the relevant SS and system requirements. 2) The training needs of trainers/assessors arising from their role are identified. 3) Procedures are developed for trainers /assessors to update skills and to review and reflect on their work. 4) Trainers/assessors are</p>	<p>UNIT VARIABLES</p> <p>Appropriate personnel may include: a. trainers/teachers/lecturers and assessors; b. team leaders / supervisors / employees; c. training and assessment coordinators; d. participants / employees / learners / students; e. technical experts; f. government regulatory agencies; g. Union/Employee representatives; h. consultative committees; i. relevant industry training/assessment advisory body; j. users of training information: training providers, employers, HR Department; k. Government Recognition bodies.</p> <p>Purpose of assessment may include: a. diagnosing performance; b. classifying/leveling employees; c. confirming employees for career/job level advancement; d. awarding SoA; e. confirming progress in learning; f. RCC/RPL; achieving GQL/EJL/RCPP.</p> <p>Purpose of training may include: a. productivity/efficiency improvement; b. professional development requirements; c. skills acquisition; d. training of new employees; e. enrichment, refreshment or maintenance of employees skills; f. government requirements.</p> <p>System may be developed by: the industry, the enterprise/organization, the training provider, authorized professional standards and certification agency, a combination of all the above criteria.</p> <p>Policies may include: a. purpose of training and assessment; b. human resource management issues; c. who and what to be trained and assessed; c. timing of training and assessments; d. evidence types; e. assessment and training methods; f. record keeping requirements; g. RPL/RCC; h. development of costs and resources; i. evaluation.</p> <p>Quality assurance procedures may include: a. conduct of regular, internal and external review on persons being assessed or trained / peer / self / supervisor / management of the system; b. professional development of participants; c. sampling and evaluation of</p>

<p>provided with accurate advice and on-going support in their roles. 5) Procedures to facilitate networking amongst trainers and assessors are established.</p> <p>Element 3 – Manage the record keeping system</p> <p>1) Records are maintained for currency and adherence to government regulation and organizational requirements. 2) The record keeping system is maintained to ensure confidentiality and security of information. 3) The record keeping system is reviewed and updated to meet the changing technology and system requirements.</p> <p>Element 4 – Maintain quality assurance procedures</p> <p>1) The quality assurance procedures are monitored against requirements and non conformities are noted down and appropriate action taken. 2) Internal audits of the training/assessment system are undertaken, non conformities are noted down and corrective action implemented. 3) Information from the quality assurance process is used to: a. enable appropriate planning, resourcing and recording arrangements; b. identify any special requirements of persons being trained / assessed; c. assess the training and development for trainers and assessors.</p> <p>Element 5 – Maintain records for audits</p> <p>1) Verification records are accurate and the frequency and purpose of audit are identified. 2) Accurate reports on audits and advisory activities are made available. 3) Reports describe accurately whether organization meets the required criteria. 4) Concerns regarding the design and implementation of training/assessment and the interpretation of standards are clearly and promptly reported to the auditing body. 5) Identified good practices are reported accurately for future improvement purposes.</p>	<p>implementation of skills; d. modifications of the SS Based evaluation and review process; e. promotion and marketing of the system.</p> <p>Sources of information may include: available SS units; available training packages; General Qualification Level (GQL) or Employee Job Level (EJL); curriculum and syllabus; licensing requirements; government legislation; job descriptions; observation of professional workers; enterprise skills audit; workplace facilities and services; benchmarking report; industry publications/reports; labor market analysis reports; quality assurance procedures.</p> <p>ASSESSMENT GUIDE</p> <p>1) Evidence to demonstrate the following products: a. records which are current, and meet legislative and industry/enterprise requirements; b. a record keeping system which maintains confidentiality, is secure and effectively uses appropriate technology; c. documentation used to inform appropriate personnel about the training and assessment system; d. information on procedures for trainers and assessors to update personal skills and review and reflect on assessment and training issues and personal performances; e. documentation on the implementation of quality assurance procedures including monitoring of training and assessment system, an appeal procedure for assessment decisions, conduct of regular, internal and external reviews and evaluation, sampling and evaluation of judgments of evidence and assessment decisions and training effectiveness to check their fairness and accuracy; f. modifications of the system based on evaluation on reviews; g. referral of any recommended changes/modifications to the system.</p> <p>2) Evidence to demonstrate the following processes: a. how opportunities are provided for trainers and assessors to practice and maintain current skills; b. how the security and confidentiality of records are maintained; c. how support is given to the implementation of quality assurance system; d. how networking is achieved amongst trainers and assessors; e. how the quality assurance procedures were implemented; f. how the quality assurance system were chosen for internal/external review of the training and assessment system; g. why any modifications are recommended to the training and assessment system; h. how the record keeping system is maintained including how it meets legislative and organizational requirements; i. why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted.</p> <p>3) Evidence of required knowledge and skills: a. language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensive format; b. knowledge of relevant industry/enterprise SS and performance criteria; c. knowledge of SS Assessment and Training, SS Training and SS Based Assessment guidelines; d. knowledge of record keeping systems, particularly in relation to assessment; e. knowledge of quality assurance methodology; f. knowledge of compliance with the requirements for copyrights and other regulations; g. knowledge of client's work systems and equipment; h. identification of correct use of equipment, process and procedures; i. knowledge of review/evaluation/methodology, particularly as it relates to assessment; j. knowledge and application of audit procedures related to training and assessment systems.</p> <p>4) Evidence of direct access to training and assessment system and relevant information and resources on the management and review process.</p> <p>5) Evidence of consistency in performance over a period of time, in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>
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Assessment Document 1

APEC TOURISM WORKING GROUP

APEC SKILL STANDARD (APEC SS)

2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
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01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.14.05 - MANAGE SS BASED TRAINING AND ASSESSMENT SYSTEM
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005**

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.14.05 - MANAGE SS BASED TRAINING AND ASSESSMENT SYSTEM

Name of Candidate :
Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Communicate the system						
	1) System features and procedures are documented and circulated to appropriate personnel.					
	2) Procedures are established for keeping appropriate personnel regularly informed about the key features of the training and assessment system.					
	3) Recognized products and services are accurately presented to prospective clients.					
	4) The contribution to training and assessment to organizational goals is reported.					
Element 2 – Support trainers and/or assessors						
	1) Checks are made to ensure assessors and/or trainers meet the relevant SS and system requirements.					
	2) The training needs of trainers/assessors arising from their role are identified.					
	3) Procedures are developed for trainers /assessors to update skills and to review and reflect					

	on their work.					
	4) Trainers/assessors are provided with accurate advice and on-going support in their roles.					
	5) Procedures to facilitate networking amongst trainers and assessors are established.					
Element 3 – Manage the record keeping system						
	1) Records are maintained for currency and adherence to government regulation and organizational requirements.					
	2) The record keeping system is maintained to ensure confidentiality and security of information.					
	3) The record keeping system is reviewed and updated to meet the changing technology and system requirements.					
Element 4 – Maintain quality assurance procedures						
	1) The quality assurance procedures are monitored against requirements and non conformities are noted down and appropriate action taken.					
	2) Internal audits of the training/assessment system are undertaken, non conformities are noted down and corrective action implemented.					
	3) Information from the quality assurance process is used to: a. enable appropriate planning, resourcing and recording arrangements; b. identify any special requirements of persons being trained / assessed; c. assess the training and development for trainers and assessors.					
Element 5 – Maintain records for audits						
	1) Verification records are accurate and the frequency and purpose of audit are identified.					
	2) Accurate reports on audits and advisory activities are made available.					
	3) Reports describe accurately whether organization meets the required criteria.					
	4) Concerns regarding the design and implementation of training/assessment and the interpretation of standards are clearly and promptly reported to the auditing body.					
	5) Identified good practices are reported accurately for future improvement purposes.					

Assessment Document 3

APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.14.05 - MANAGE SS BASED TRAINING AND ASSESSMENT SYSTEM

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE
APEC SS 2.07.15.05 – EVALUATE THE SS BASED TRAINING AND ASSESSMENT SYSTEM

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Plan a system evaluation</p> <p>1) The purpose and role of the evaluation is identified and confirmed with clients and stakeholders. 2) The system is defined in terms of location, purpose and personnel. 3) The needs of the stakeholders of the system are identified and prioritized. 4) The necessary resources for the evaluation are identified, obtained or developed. 5) The evaluation plan is agreed by the stakeholders, including: a. responsibility of appropriate personnel for conducting and participating in evaluations; b. evaluation criteria; c. responsibilities for implementation of the evaluation plans; d. means of protection of participants; e. agreement for data collection, storage and retrieval; f. procedures for editing and disseminating reports; g. agreement in finances for the evaluation. 6) The evidence required for making decisions about system improvement is established. 7) Evidence gathering instruments, procedures and sources of information are identified, developed and validated for reliability and validity. 8) Cost effective methods utilizing an appropriate evaluation model are linked to the purpose of the evaluation.</p> <p>Element 2 – Conduct the evaluation</p> <p>1) Evidence is collected in</p>	<p>UNIT VARIABLES</p> <p>Client’s needs may include: 1) Increased productivity. 2) Increased enterprise profitability. 3) Attainment of specified industry or enterprise competencies. 4) Achievement of community priorities. 5) Achievement of government priorities. 6) Licensing or accreditation requirements.</p> <p>Purpose of assessment may include: 1) Diagnosing performance. 2) Evaluating or classifying or reviewing Employment Job Levels (EJL). 3) Evaluating/reviewing General Qualification Levels (GQL). 4) Awarding the Statement of Attainment (SoA). 5) Confirming progress of training. 6) RPL/RCC.</p> <p>Purpose of training may include: a. productivity/efficiency improvement; b. professional development requirements; c. skills acquisition; d. training of new employees; e. enrichment, refreshment or maintenance of employees skills; f. government requirements; g. access and equity considerations.</p> <p>System may be developed by: the industry, the enterprise/organization, the training provider, authorized professional standards and certification agency, a combination of all the above criteria.</p> <p>Policy may include: purpose of training, human resources management issues, what/who to assess, timing of training, links with other HR functions, appeal/review mechanism, criteria for making decisions of COMPETENT or NOT YET COMPETENT, number of trainer, allowable adjustments suitable to the assessment process, record keeping requirements, recognition of prior learning RPL & RCC), development of cost and resources, and evaluation.</p> <p>Stakeholders may include: industry/professional/trade associations, trainers/teachers and assessors, team leaders/managers/employers, training and assessment coordinators, employees/students, technical/subject experts including language, literacy and numerical specialists, government bodies, union/employee representatives, consultative committees, relevant industry training advisory bodies, funding bodies, government recognition authorities.</p> <p>Operational constraints may include: time available for assessment, relative costs involved, availability of assessors, availability of technical experts, availability of persons being assessed, and geographical locations of persons being assessed.</p> <p>Sources of information may include: available SS units; available training packages; General Qualification Level (GQL) or Employee Job Level (EJL); curriculum and syllabus; licensing requirements; government legislation; job descriptions; observation of professional workers; enterprise skills audit; workplace facilities and services; benchmarking report; industry publications/reports; labor market analysis reports; quality assurance procedures.</p> <p>Evaluation methodology and report may include:</p> <p>1) Selection of appropriate evaluation models including: a. Stake mode; b. Stufflebeam (CIPP) model; c. Shriven model; d. Ethnographic model; e. Action Research model; f. The Portrayal approach. 2) Types of evidence to be collected may include: a. Affective e.g. satisfaction of the program; b. Cognitive e.g. knowledge of skills gain; c. Performance or Behavioral e.g. quality of work, productivity. 3) Resources may include: a. human personnel required to carry out the evaluation; b. physical resources e.g. equipment, materials, documents, facilities, assessment tools; c. financial amounts; d. in kind services; e. space & location. 4) Report formats may include: a. written reports; b. oral presentation; c. audio visual reports. 5) Evidence gathering instrument and procedures may include: a. survey instruments e.g. Delphi, questionnaire, diaries, log books, attitude, scales, diagnostics; b. interview schedules and records; c. observations. 6) Validating the data gathering process may include: a. detailing what to be measured; b. assessing the capacity of the instrument to collect sufficient, valid, reliable and current information; c. detailing how the instrument or procedures is administered, scored and interpreted in the particular evaluation; d. presenting both qualitative and quantitative evidence that justifies the use of the</p>

<p>accordance with agreed evaluation procedures. 2) The evidence is interpreted at the individual and aggregate levels and strengths and weaknesses of the system are identified.</p> <p>Element 3 – Report on evaluation findings</p> <p>1) The differing communication needs of the stakeholders are identified. 2) A range of report formats on the evaluation are prepared to meet the differing needs of the stakeholders.</p> <p>Element 4 – Develop intervention strategies</p> <p>1) Key components of the changes required are identified and constraints and resources required for implementation are determined. 2) A review process for monitoring and evaluating changes and their effects is determined.</p>	<p>particular instrument or procedures; e. defending the validity of the use and interpretation of the information provided by the instrument or procedure. 7) Summarizing quantitative information may involve: charts, tables, reports, videos, oral presentations & development of visual presentations including computer generated visual projections.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate evidence of the following products: a. description of clients and stakeholders; b. evaluation plan; c. list and review of information relevant to evaluation; d. description of evaluation method selected; e. evidence gathering instruments and procedures; f. evaluation reports.</p> <p>2) Ability to demonstrate evidence of the following processes: a. how the client and stakeholders were identified; b. why the evaluation of the system was proposed; c. how the evaluation plan was developed and confirmed with clients and stakeholders; d. why a particular evaluation model and evidence gathering instruments were selected; e. how the evaluation was conducted; f. how the evaluation report was drafted and confirmed with client and stakeholders; g. how any changes to the system are to be implemented.</p> <p>3) Required knowledge and skills: a. knowledge of program evaluation models; b. skills in applying evaluation model; c. skills in validating evaluation procedures; d. planning own work including predicting consequences and identifying improvements; e. compliance with requirements for copyrights and other regulatory requirements; f. language and literacy skills to collect and interpret relevant information and to communicate with client, stakeholders and others; g. application of cultural understanding in the workplace; h. skills in applying relevant workplace policies and procedures and any related legislation and regulatory requirements.</p> <p>4) Required skills and knowledge to evaluate SS Based training and assessment system.</p> <p>5) Consistency in performance over a period of time, in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>
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Assessment Document 1

**APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005**

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC SS 2.07.15.05 - EVALUATE SS BASED TRAINING AND ASSESSMENT SYSTEM
05	Results of Assessment	
06	Comments & Feedback	
07	Name of Assessor	

08	Appeal/Review Process	
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Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC SS 2.07.15.05 - EVALUATE SS BASED TRAINING AND ASSESSMENT SYSTEM

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Plan a system evaluation						
	1) The purpose and role of the evaluation is identified and confirmed with clients and stakeholders.					
	2) The system is defined in terms of location, purpose and personnel. 3) The needs of the stakeholders of the system are identified and prioritized.					
	4) The necessary resources for the evaluation are identified, obtained or developed.					
	5) The evaluation plan is agreed by the stakeholders, including: a. responsibility of appropriate personnel for conducting and participating in evaluations; b. evaluation criteria; c. responsibilities for implementation of the evaluation plans; d. means of protection of participants; e. agreement for data collection, storage and retrieval; f. procedures for editing and disseminating reports; g. agreement in finances for the evaluation.					
	6) The evidence required for making decisions about system improvement is established.					
	7) Evidence gathering instruments, procedures and sources of information are identified, developed and validated for reliability and validity.					
	8) Cost-effective methods utilizing an appropriate evaluation model are linked to the purpose of the evaluation.					
Element 2 – Conduct the evaluation						
	1) Evidence is collected in accordance with agreed evaluation procedures.					
	2) The evidence is interpreted at the individual and aggregate levels and strengths and weaknesses of the system are identified.					
Element 3 – Report on evaluation findings						
	1) The differing communication needs of the stakeholders are identified.					
	2) A range of report formats on the evaluation are prepared to meet the differing needs of the stakeholders.					
Element 4 – Develop intervention strategies						
	1) Key components of the changes required are identified and constraints and resources required for implementation are determined.					
	2) A review process for monitoring and evaluating changes and their effects is determined.					

Assessment Document 3

APEC TOURISM WORKING GROUP APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC SS 2.07.15.05 - EVALUATE SS BASED TRAINING AND ASSESSMENT SYSTEM

Name of Candidate :

Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :

Candidate Signature :

Date of Assessment :

EMPOWER Associates for APEC TWG, 2005

ASSESSMENT FILE

APEC SS 2.07.16.05 / 2.03.xx.05 – ANALYZE SS REQUIREMENTS

ELEMENTS & PERFORMANCE CRITERIA	UNIT VARIABLES & ASSESSMENT GUIDE
<p>Element 1 – Identify client SS needs</p> <p>1. The client and stakeholders are consulted to identify and document client SS needs. 2) Skill needs are defined using information collected from stakeholders. 3) The needs are grouped according to type, priority and possible solutions. 4) Client's EJM and/or RCP are identified, assessed and documented.</p> <p>Element 2 – Undertake needs analysis</p> <p>1) Plan is developed for the needs analysis outlining: a. outcome; b. resources; c. timelines; d. responsibilities; e. target groups; f. sources of information. 2) Sources of information in relation to SS needs and the scope of skills are identified. 3) Data gathering methods are adapted and developed for efficient, reliable and valid information collection. 4) Any requirements of qualification or</p>	<p>UNIT VARIABLES</p> <p>Client needs may be increased productivity, increased enterprise profitability, attainment of specified industry or organization skills, achievement of community priorities, and regulation or licensing requirements, GQL / EJM / SoA / RCP</p> <p>Stakeholders may include: industry/professional/trade associations, trainers/teachers and assessors, team leaders/managers/employers, training and assessment coordinators, employees/students, technical/subject experts including language, literacy and numerical specialists, government bodies, union/employee representatives, consultative committees, relevant industry training advisory bodies, funding bodies, government recognition authorities.</p> <p>SS needs may include: adaptation of industry SS to meet business</p>

<p>assessment or training recognition bodies are identified. 5) Information is collected, organized and analyze to identify skill components. 6) Grouping of SS is established to suit the requirements for skills development of the target groups.</p> <p>Element 3 – Confirm findings of research</p> <p>1) Consultations with the stakeholders are conducted to verify research accuracy, usability within the intended context, and validity for the target groups. 2) Priorities for implementation of skill development are determined in terms of business goals, individual and organizational effectiveness, sources implication, cost benefit and lead time requirements. 3) Identified priorities and SS are documented and validated by stakeholders.</p> <p>Element 4 – Document SS requirements</p> <p>1) SS requirements are documented in a manner appropriate to client needs. 2) Combinations of SS are identified to match the required: a. business goals; b. job roles; c. skills related career path; d. employee classifications (where applicable); e. position descriptions; f. training programs; g. appraisal requirements; h. licensing or accreditation condition, if applicable. 3) Implementation plan is developed including: a. marketing and promotion; b. resource allocation; c. timelines.</p> <p>Element 5 – Validate competencies and implementation plans</p> <p>1) Stakeholders are involved in the validation of documented SS and implementation plan and established processes are used to approve documentation. 2) Adjustments to documentation are made as required. 3) Documentation is approved through established process. 4) Any changes in related procedures, policies and processes are endorsed by stakeholders for implementation.</p>	<p>goals, design or review of training programs, identification of productivity and other improvements, access and equity considerations, and human resources considerations (such as classification structure).</p> <p>Data gathering methods may include: surveys, interviews, Delphi procedures, nominal group techniques, concept mapping, focus group, job and task analysis, and analysis of assessment or training records.</p> <p>ASSESSMENT GUIDE*</p> <p>1) Ability to demonstrate competence and knowledge in: a. any relevant SS and assessment guidelines; b. relationship of the SS to any industrial agreement; c. understanding of data gathering needs analysis theory and methodology; d. language and literacy skills required to comprehend sources of information and to prepare required documentation in a clear and comprehensive format; e. planning of own work including predicting consequences and identifying improvements; f. compliance with requirements for copyright and other government regulations; g. communication skills appropriate to the culture of the workplace.</p> <p>2) Look for documented client SS needs: SS needs analysis plan, report of research into SS needs, classification of needs according to type, priority and possible solution, and documented plan.</p> <p>3) Look for: a. how the clients and stakeholders were consulted to identify SS requirements; b. how the needs analysis and SS proposed will contribute to organizational effectiveness; c. why the particular data gathering methods were used; d. how the data gathering methods and any other instruments used were checked for validity, reliability, cost effectiveness, administration ease and appropriateness; e. how the implementation plan was developed.</p>
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Assessment Document 1
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD (APEC SS)
2005

1. APEC SS ASSESSMENT COVER SHEET

NO	ITEMS	DESCRIPTION
01	Name of Candidate	
02	Date & Time of Assessment	
03	Location of Assessment	
04	Unit Assessed	APEC TO 2.07.16.05 (IDEM 2.03.XX.05) - ANALYZE SS REQUIREMENTS
05	Results of Assessment	
06	Comments & Feedback	

07	Name of Assessor	
08	Appeal/Review Process	

Assessment Document 2
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD
2005

EVIDENCE MATRIX & SHEET (Used in Planning & Administering Assessment)

APEC TO 2.07.16.05 (IDEM 2.03.XX.05) - ANALYZE SS REQUIREMENTS

Name of Candidate :

Name of Assessor/s :

* 1=Observation; 2= Oral Questioning; 3= Role Play; 4=Third Party Report; 5=Document / Port Folio; 6=Presentation; 7= Project/Case Study; 8= Written Test

** VD= Valid; SF= Sufficient; CU= Current; AU= Authentic

*** C= Competent; NYC= Not Yet Competent

Method*	PERFORMANCE CRITERIA	Assessment Quality**				***C/ NYC
		V D	S F	C U	A U	
Element 1 – Identify client SS needs						
	1. The client and stakeholders are consulted to identify and document client SS needs.					
	2) Skill needs are defined using information collected from stakeholders.					
	3) The needs are grouped according to type, priority and possible solutions.					
	4) Client's E.JL and/or RCPP are identified, assessed and documented.					
Element 2 – Undertake needs analysis						
	1) Plan is developed for the needs analysis outlining: a. outcome; b. resources; c. timelines; d. responsibilities; e. target groups; f. sources of information.					
	2) Sources of information in relation to SS needs and the scope of skills are identified.					
	3) Data gathering methods are adapted and developed for efficient, reliable and valid information collection.					
	4) Any requirements of qualification or assessment or training recognition bodies are identified.					
	5) Information is collected, organized and analyze to identify skill components.					
	6) Grouping of SS is established to suit the requirements for skills development of the target groups.					
Element 3 – Confirm findings of research						
	1) Consultations with the stakeholders are conducted to verify research accuracy, usability within the intended context, and validity for the target groups.					
	2) Priorities for implementation of skill development are determined in terms of business goals, individual and organizational effectiveness, sources implication, cost benefit and lead time requirements.					
	3) Identified priorities and SS are documented and validated by stakeholders.					
Element 4 – Document SS requirements						
	1) SS requirements are documented in a manner appropriate to client needs.					
	2) Combinations of SS are identified to match the required: a. business goals; b. job roles; c.					

	skills related career path; d. employee classifications (where applicable); e. position descriptions; f. training programs; g. appraisal requirements; h. licensing or accreditation condition, if applicable.					
	3) Implementation plan is developed including: a. marketing and promotion; b. resource allocation; c. timelines.					
Element 5 – Validate competencies and implementation plans						
	1) Stakeholders are involved in the validation of documented SS and implementation plan and established processes are used to approve documentation.					
	2) Adjustments to documentation are made as required.					
	3) Documentation is approved through established process.					
	4) Any changes in related procedures, policies and processes are endorsed by stakeholders for implementation.					

Assessment Document 3
APEC TOURISM WORKING GROUP
APEC SKILL STANDARD

VALIDITY OF ASSESSMENT SHEET

This sheet is very important to be completed by both The Assessor/s and The Assessed for future issues that may arise. The assessment process will not be considered completed when this sheet has not been completed.

APEC TO 2.07.16.05 (IDEM 2.03.XX.05) - ANALYZE SS REQUIREMENTS

Name of Candidate :
 Name of Assessor/s :

ASSESSOR/S NOTES

(General notes of the Assessor on the process of assessment)

ASSESSED FEEDBACK

(Feedback given by the candidate gathered at the end of the assessment process, if any)

RESULT OF ASSESSMENT PROCESS (Underline or highlight where appropriate)

COMPETENT / NOT YET COMPETENT

Assessor/s Signature/s :
 Candidate Signature :
 Date of Assessment :



**Asia-Pacific
Economic Cooperation
Tourism working Group**

**APEC Project TWG 01/2005
Tourism Occupational Skill Standards
Development in the APEC Region – Stage IV**

**Book 2/2 :
APEC Skill Standards Assessment Materials –
General Vocational Units
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