

Title	Demonstrate verbal communication skills in a wide range of tourism contexts		
Level	3	Credits	3

Purpose	People credited with this unit standard are able to demonstrate verbal communication skills in a wide range of tourism contexts.
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Classification	Tourism > Visitor Services
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Available grade	Achieved
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Explanatory notes

1 Definitions

Receiver refers to the customer(s), and may include but is not limited to – an individual, couple, family, group.

Sender refers to the tourism employee.

Tourism workplace refers to any organisation involved in the domestic tourism industry, the inbound tourism industry, or the outbound tourism industry. Tourism workplaces may include but are not limited to – transport operators, accommodation providers, attraction and activity operators, food and beverage establishments, visitor information centres, travel retailers, travel wholesalers.

Tourism workplace policies and procedures refer to documented instructions about workplace expectations. These may include but are not limited to – customer service delivery, personal presentation, legislation, organisational structure, business objectives.

A wide range of tourism contexts refers to situations that occur in the day-to-day operation of a tourism workplace.

2 This unit standard may be assessed against in a tourism workplace when appropriate situations arise, or in a training environment if simulated workplace conditions are able to be provided that reflect the standards of a tourism workplace.

3 For assessment purposes, one-way verbal communication will involve an individual presenting a relevant tourism workplace topic face-to-face to a group; a group is considered to be more than two people. Two-way verbal communication will involve an individual communicating within a tourism context with at least one other person either face-to-face or over the telephone.

Outcomes and evidence requirements

Outcome 1

Demonstrate verbal communication skills in a wide range of tourism contexts.

Range one way and two-way verbal communication;
evidence is required for three different examples.

Evidence requirements

1.1 Verbal communication is demonstrated in accordance with tourism workplace policies and procedures.

Range verbal communication must include – appropriate language, articulation and voice modulation, voice projection.

1.2 Barriers to communication are identified and overcome by the sender.

Range barriers may include but are not limited to – cultural differences, stereotyping, word choice, tourism industry jargon, technical language, non-verbal communication, voice modulation and articulation, not listening actively, physical, personal, age differences, educational differences, personal issues of the receiver (examples are – indifference, anger, frustration).

Planned review date	31 December 2021
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	25 January 2008	31 December 2016
Rollover and Revision	2	18 September 2014	31 December 2018
Review	3	16 March 2017	N/A

Consent and Moderation Requirements (CMR) reference	0078
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact ServiceIQ qualifications@ServiceIQ.org.nz if you wish to suggest changes to the content of this unit standard.