TRAINING AND ASSESSMENT STRATEGY
VETIS STUDENTS

SIT20116 CERTIFICATE II IN TOURISM

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INTRODUCTION

Acronyms you will find in this document.

Acronym	Definition
ACPET	Australian Council for Private Education & Training
AQF	Australian Quality Framework
ASQA	Australian Skills Quality Authority
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
CT	Credit Transfer
CTC	Careers Training Centre
NVR	National VET Regulator
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
STA	State Training Authority
VET	Vocational Education and Training
VETiS	Vocational Education in Schools
The Act	National Vocational Education and Training Regulator Act 2011
The Standards	The Standards for Registered Training Organisations (RTOs) 2015
USI	Unique Student Identifier

Definitions

Training and assessment strategy means a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process.[1]

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace. This is expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.[1]

[1] Source: The Standards for Registered Training Organisations (RTOs) 2015

TRAINING AND ASSESSMENT STRATEGY

Code:	SIT20116	**Title:**	Certificate II in Tourism		
Release:	2	**Release status:**	Current	**Usage recommendation:**	Current
Parent training package:		SIT – Tourism, Travel and Hospitality Training Package			

Tourism is defined as travel away from the traveller's normal place of work and residence and is much more than just leisure travel. It encompasses travel for a range of reasons, such as business, festivals and events, health, education and religion. It includes both domestic and international travel and involves the consumption of a wide range of goods and services provided by, for example, transport and tour operators, travel agencies, accommodation providers such as holiday parks and resorts, theme parks and attractions, tour guides, sporting, entertainment and arts venues, museums and historical sites, restaurants, cafes and clubs. Increasingly tourism operators are choosing to operate specialised tourism products, and terms such as 'wine tourism', 'cultural tourism' and 'ecotourism' are regularly used.

Tourism's contribution to the Australian economy is measured by the ABS Australian Tourism Satellite Account and incorporates statistics on many areas of hospitality provision. The latest statistics available relate to 2004/5 and the following snapshots from the account show the importance of the industry's contribution:

- A total of $75 billion worth of Australian goods and services were consumed by tourists some 5.4 million international visitors consumed $18.3 billion worth of Australian goods and services, 24% of tourism consumption
- Domestic tourists consumed $56.4 billion worth of Australian goods and services, 76% of tourism consumption
- Tourism accounted for almost $32 billion of Australia's total gross domestic product (GDP)
- International tourism exports contributed 11.1% of total exports of goods and services, greater than those of coal, iron, steel and non-ferrous metals combined
- There were 4.6 million Australian resident departures for travel to international destinations
- The tourism industry directly employed 550,100 persons, representing 5.6 % of all employment, with retail trade, accommodation and restaurants accounting for half of the employment generated by tourism.

Hospitality is commonly defined as the provision of food, beverage, catering, gaming and accommodation services for the consumer who may be a tourist or a local resident. Whereas accommodation providers are more clearly part of the tourism industry, other hospitality businesses such as restaurants, cafes and clubs are found in disparate locations and, accordingly, the clientele varies. Clearly there are some areas where tourists provide the main custom for these hospitality providers, for example in major tourist destinations and in tourist precincts.

This qualification provides the skills and knowledge for an individual to be competent in a defined range of basic tourism technical skills. Work would be undertaken in an office environment where the planning of tourism products and services takes place, in the field where tourism products are delivered or a combination of both. The field includes any destination, local or regional area, tourist precinct, site, attraction or onboard form of transportation.

Career Prospects

This qualification reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills and sound knowledge of industry operations to coordinate tourism services. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage sites, and any small tourism business.

This qualification allows for multi-skilling and for specialisation in office-based roles involving the planning and coordination of tourism services, or roles in the field where products are delivered.

Possible job titles include:

- adventure tourism guide
- attendant or senior ride operator in an attraction or theme park
- booking agent
- cellar door salesperson and guide in a winery
- customer service agent
- guide and salesperson in an Indigenous cultural centre
- inbound tour coordinator
- marine tourism guide or dive tour operator
- museum attendant
- operations consultant for a tour operator
- reservations sales agent
- sales consultant
- visitor information officer

.Visit http://www.discovertourism.com.au/career-paths for more information on careers within hospitality and tourism

Articulation

Students who successfully complete the Certificate II in Tourism can gain credits for subjects included in the Certificate III in Tourism and the Diploma of Tourism if they decide to continue their studies. Under the Australian Qualifications Framework (AQF) Certificate II is AQF Level II.

AQF1 Certificate I	**AQF2 Certificate II**
AQF3 Certificate III	**AQF4 Certificate IV**
AQF5 Diploma	**AQF6 Advance Diploma**

The following summary chart provides examples of common qualification pathways within the industry, but it is recognised that typical career paths are not always linear.

ref: www.training.gov.au – SIT training package

VETiS funding

This information has been obtained from the Department of Education, Training and Employment
(Information contained within this document has been sourced from DETE website and related documents)

Careers Training Centre has been approved by Department of Education, Training and Employment (DETE) as a pre-qualified supplier to deliver subsidised training and assessment through the Vocational Education in Schools (VETiS) Program for the following qualifications;

- SIT20116 – Certificate II in Tourism
- SIT20316 – Certificate II in Hospitality

What is the VETiS?

Vocational education and training in Schools (VETiS) is VET undertaken by students while they are at secondary school. Students are offered education and training focused on delivering qualifications that provide the skills and knowledge required for specific industries. Students can undertake VETiS as part of their school studies. This training can be delivered by school RTOs, or students can enrol in a course at TAFE or another RTO.

Students accessing VETiS through external RTOs can still access any qualification across a range of industries. However in line with the recommendations of the Queensland Skills and Training Taskforce, the VET investment budget will only fund those qualifications that have been identified by industry as most likely to lead to employment (known as employment stream)

VETiS options

There are a variety of options available to students to undertake VETiS:

- as part of their school studies, delivered and resourced by a school registered training organisation (RTO)
- through fee-for-service arrangements where a parent/student pays for the qualification with an external RTO
- enrolling in a qualification with an external RTO which is funded by the Department of Education and Training's VET investment budget.

Foundation skills required to complete a VETiS qualification are resourced by schools, regardless of how the qualification is funded.

School students can also undertake a vocational qualification through a school-based apprenticeship or traineeship (SAT), where students are engaged in an employment arrangement and are paid as employees while undertaking nationally recognised qualifications

Funding

DET's VET investment budget funds those VETiS qualifications at the certificate I and II level which have been identified in consultation with industry, national skills shortages, Queensland Government priorities, and other evidence relating to effective training pathways that support employment.

Students are able to undertake any qualification while at school, however students wishing to access the VET investment budget for certificate III qualifications should do so as a School Based Trainee.

Fees

VETiS funded by the VET investment budget must be fee-free for students. The government determines the level of subsidy available as a public contribution to the cost of the training, and provides the maximum subsidy for VETiS students in most circumstances. The level of subsidy for each VETiS qualification covers the costs associated with participating in the training.

Eligibility Criteria

All Queensland secondary school students in Years 10, 11 and 12 can access VET within any recognised qualification across a range of industries in a school environment; however VET investment funding can only be used for those qualifications identified as employment stream qualifications.

Students who complete a certificate III (or higher) qualification at school can access further government subsidised training after school e.g. Year 12 fee-free training and the Certificate 3 Guarantee.

Award

Upon successful completion of all units of competencies in the course, students will be issued with a Certificate II in Tourism. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

Entry Requirements

There is no age limit but applicants should have successfully completed year 10. Mature age and students with prior learning and experience should also apply.

Access & Equity

The Careers Training Centre's believes that everyone deserves to have the opportunity to successfully gain skills, knowledge and experience through vocational education and training. This policy has been developed to address the particular requirements of potential students, existing students, CTC staff and other clients.

Careers Training Centre is responsible for fulfilling its commitment to access and equity by ensuring continued participation of target groups in VET programs.

These target groups include:

- Women
- Aboriginal and Torres Strait Islander peoples
- People from non-English speaking backgrounds
- People with a disability
- Rural and regionally isolated communities
- People in transition and other special groups (i.e. people re-entering the workforce, sole parents, people with literacy issues and the long-term unemployed

For further information please refer to the Student handbook.

Language, Literacy and Numeracy Support

All students will be assessed on their Language, Literacy and Numeracy (LL&N) skills on enrollment. This assessment allows CTC to assess the student's competency with literacy and numeracy standards and design assessment tasks that support the student learning style as well as offering ongoing mentoring and support services when required. If assistance is required in any of these areas this will be discussed with you and one-on-one assistance will be arranged to suit your needs.

For further information please refer to the Student handbook and support services available.

Unique Student Identifier (USI)

As of the 1st January 2015, any student who is undertaking Nationally Accredited Training with a Registered Training Organisation (RTO) will need to have a Unique Student Identifier (USI).

At your induction, Careers Training Centre will give you the '**Australian Government – Department of Industries Skills Fact Sheet'.** This will explain what the USI is, how to obtain one and what it is used for.

For further information, go to www.usi.gov.au

DELIVERY OF THE COURSE

Delivery by on-the-job training, off-the-job training and by the 'self paced' method of learning which allows you greater flexibility in choosing the times you study and the time it takes you to complete the course. Trainers will meet with trainees and employers to negotiate choice of electives and delivery schedule to match units to workplace activities, contextualising the delivery to the learner / workplace.

Students are able to request tutorials and one on one tutoring and /or mentoring by discussing their needs with a trainer or assessor. Times and location for accessing these services will be by mutual agreement and allows students to balance their personal commitments with their study and training needs.

Some units have Pre Requisites that must be completed prior to the undertaking of another unit. The course outline indicates which units have pre requisites and the trainer and assessor will place these in the training sequence on the students training plan and record book.

Assessment Strategy

Assessment in this course will be competency based, in that the student will be required to demonstrate competency in a range of tasks. The assessment coding which will apply is either C or NYC, where C is Competent and NYC is Not Yet Competent. Assessment procedures are transparent and address the key assessment principles of being valid, reliable, flexible, fair and cost effective. Assessment strategies encompass a range of techniques, which include, but are not limited to the use of:

- ✓ Direct observation of performance
- ✓ Simulations of workplace activities
- ✓ Role plays and scenarios
- ✓ Oral questioning
- ✓ Practical exercises
- ✓ Video evidence of practical skills
- ✓ Projects/assignments
- ✓ Work portfolios
- ✓ Verbal questioning

NOMINAL DURATION: 200 - 347 Nominal Hours dependant on electives chosen

Australian Apprenticeships

For information on the Australian Apprenticeships Incentives Program, please visit www.australianapprenticeships.gov.au or call the Australian Apprenticeships Referral Line on 13 38 73.

Services

As part of our ongoing commitment to provide advice and support services we provide to all our clients/students the following services upon request:

- ✓ welfare and guidance services
- ✓ appeals and complaints procedures
- ✓ disciplinary procedures
- ✓ staff responsibilities for access and equity
- ✓ Recognition Prior Learning (RPL) & Credit transfer arrangements
- ✓ Mentoring
- ✓ Tutorials
- ✓ client selection, enrolment and induction/orientation procedures
- ✓ course information including content and vocational outcomes
- ✓ fees/charges, including refund policy and exemptions (where applicable)
- ✓ provision for language, literacy and numeracy assessment
- ✓ client support, including any external support the RTO has arranged for clients flexible learning and assessment procedures

Student Progress

Trainers and assessors provide student progress information to the administration coordinator and government regulators as required, and monthly / quarterly / yearly verify that accurate and up-to-date information is recorded.

- Data is provided - for input only - after training has begun.
- A start date and anticipated end date is provided for each unit of competency.
- A list of units of competency in which the student is enrolled is also provided.
- Before each data submission information is reviewed and updated as required.
- Data is provided to the administration coordinator on hard copy each time competencies are achieved by students and when students have achieved the qualification.
- After data entry a printout from the management system is provided to the trainer/assessor for checking, and returned with any corrections to the administration coordinator. This printout is signed and dated by the trainers and assessor as accurate.
- After adjustments or corrections, the administration coordinator operator provides an updated printout for the trainer/assessor.
- On completion of the course, unit outcomes are checked by the assessor to confirm outcomes and whether a certificate or a statement of attainment will be issued.
- The administration coordinator will check to indicate partial completion or successful completion of the qualification.
- The administration coordinator will provide the assessor with a final printout of results.

Student Records

Students are able to access their student records at any time by contacting their trainer / assessor or by contacting Careers Training Centre on E:training@careerstrainingcentre.com or T:(07) 4041 9454. Careers Training Centre will be able to supply details of completed accredited units, statements of attainments, copies of training plans and record books and feedback on student progress.

All current students will be updated every three months with a copy of their progress, but are welcome to request information at any time. Statements of Attainment will be issued at no cost on request by students who are ***currently enrolled*** with Career Training Centre.

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. If the provider that originally issued your qualification or statement of attainment has closed, ASQA may hold the student records.

Additional Fees

Students who have completed their study/ training with Careers Training Centre (CTC) will be charged $35 for the reissue of a Certificate or Statement of Attainment. Students will need to complete an application form to request a copy of their Student Record by Email: training@careerstrainingcentre.com or down loading the forms from Website: www.careerstrainingcentre.com or contacting Tel: (07) 4041 9454 Fax: (07) 4041 9499

EMPLOYABILITY SKILLS SUMMARY

SIT20112 Certificate II in Tourism

The following table contains a summary of the employability skills required by the tourism industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	Interacting with customers in a polite and friendly manner, asking questions and actively listening to customers to determine their needs; providing clear and accurate information to customers and colleagues to ensure a positive tourism experience; interpreting verbal and written information on tourism products, services and operational procedures; discussing operational and service difficulties with colleagues and supervisors..
Initiative and enterprise	Identifying and discussing with supervisors better ways to organise tourism sales, operational and service activities; seeking information on new technologies and suggesting their use to supervisors, providing suggestions for better customer service provision.
Learning	Participating in activities to learn new things about the tourism industry, new operational tasks and better ways of providing tourism service; seeking and sharing information with colleagues on new tourism products and services.
Planning and organising	Collecting and organising customer, product and procedural information to efficiently coordinate tourism sales, operational and service activities; planning operational and daily activities to ensure a smooth workflow which delivers a positive service outcome for tourism customers.
Problem-solving	Thinking about problems that relate to own role in tourism sales, operational and service activities; avoiding deadline problems by planning own day-to-day operational activities; identifying and resolving routine customer or operational problems using predetermined policies and procedures to guide solutions; clarifying the extent of problems and requesting assistance from team members and supervisors to solve operational and service issues.
Self-management	Following policies and procedures for legal compliance; taking responsibility for servicing the tourism customer and knowing when to refer difficulties to supervisors; seeking feedback and guidance from supervisors on success in tourism, sales operational and service activities.
Teamwork	Working as a team member, taking instructions from others and understanding own role in servicing the needs of the tourism customer; supporting other team members to coordinate tourism sales and operational activities to achieve quality service delivery of the tourism product; respecting the social and cultural diversity of team members and seeking their assistance to service the culturally diverse needs of tourism customers.
Technology	Understanding the operating capability of, selecting and using tools, equipment, computer systems, software and information systems that assist in tourism sales, operational and service activities; correctly using equipment to manage personal safety in the workplace.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the tourism industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Qualification rules -

To achieve a Certificate II in Tourism 11 units must be completed:
11 units must be completed:

- 4 core units
- 7 elective units, consisting of:
  - a minimum of 3 units must be selected from the electives list
  - the remaining 4 units may be selected from this or another endorsed Training Package or accredited course

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification

CORE UNITS:			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
SITTIND001	Source and use information on the tourism and travel industry	Nil	25
SITXCCS003	Interact with customers	Nil	20
SITXCOM002	Show social and cultural sensitivity	Nil	20
SITXWHS001	Participate in safe work practices	Nil	12
GENERAL ELECTIVE UNITS:			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
SITXCCS001	Provide customer information and assistance	Nil	30
BSBCMM201	Communicate in the workplace	Nil	40
BSBWOR203	Work effectively with others	Nil	15
SITXCOM003	Provide a briefing or scripted commentary	Nil	20
BSBSUS201	Participate in environmentally sustainable work practices	Nil	20
SITXFIN001	Process financial transactions	Nil	20
SITTGDE001	Interpret aspects of local Australian Indigenous culture	Nil	65

***All pre-requisites for accredited units must be trained and assessed prior to the start of training for the required unit. Students must gain competency in the pre-requisite unit prior to the start of training for the unit with the pre-requisite.**

TRAINING AND ASSESSMENT ARRANGEMENTS

Duration: Full time students, the expected completion time is 17 weeks, with training 20 hours weekly

This qualification can be applied to students who are unable to assess a workplace. The training and assessment environment where access to normal tourism operations is not available, the delivery and assessment will be in a simulated work or industry environment with a high degree of supervision. The units are suitable for the assessor to contextualise to local industry activities.

Careers Training Centre has established agreements with local industry to host training and assessments for students so that they gain the required skill and knowledge with the required resources, in a practical manner and meet the requirements under the training and assessment Vocational Education and Training packing rules.

Businesses who have agreed to allow the businesses to be used for training and assessment are;

- Rainforestation Nature Park, Kuranda
- The Wildlife Habitat, Port Douglas

- Cairns ZOOM and Wildlife Dome, Cairns
- Tropic Wings Tours, Cairns
- Australian Butterfly Sanctuary, Kuranda

Assessments will be conducted by Careers Training Centre at the workplace of the student or may be assessed in a simulated work environment, on excursions, in role plays and/or scenarios or any combination of these.

To ensure consistency in a student's performance, competency will be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances and where possible, over a number of assessment activities

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Activities in simulated work environments
- Work experience in local tourism industry environments. The object of the work placement is to give the student practical training and experience
- Trainers will work with the student's host employer to ensure that training and the duties undertaken in the workplace support the learning process if applicable.
- Tutorials are available for student
- Careers Training Centre utilizes the services of an Indigenous Mentor to work with any student who requires the assistance of a mentor.

Careers Training Centre will ensure learners have every reasonable opportunity to complete their training program.

Course structure

Careers Training Centre will integrate the activities, bringing together a number of units that reflect real industry outcomes and processes and will provide regular and ongoing feedback to the student on their progress.

Set out below are a series of defined activities that students will achieve in a simulated work environment, providing the framework for industry-relevant learning. This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program.

Some units have pre-requisites that must be trained and assessed prior to the start of training for another required unit. Students must gain competency in the pre-requisite unit prior to the start of training for the unit with the pre-requisite. These units are marked with * to indicate one or more pre-requisites apply.

Time Required	Topic Theme / Guidelines	Unit of Competency
5 weeks	**Theme:** Local area Tourism **Focus:** • The tourism and hospitality experience • Sources of information about Tourism and tourism products • Careers in Tourism and Hospitality • Roles and functions • Cultural understanding and expectations	SITTIND001 SITXCCS003 SITXCOM002 SITXWHS001
5 weeks	**Theme:** The Service Experience **Focus:** • Standards of the industry • Communication • Service Cycle • Quality Customer Service • Legal requirements	SITXCCS001 BSBCMM201 BSBWOR203

4 weeks	**Theme:** Product Knowledge **Focus:** • Technical knowledge • Operational Knowledge • Changes and Trends in the Industry • Presentation	SITXCOM003 SITXFIN001 SITTGDE001
3 weeks	**Theme:** Operating a Tourism and / or Hospitality business **Focus:** • Benefits and costs • Legislative requirements • Working as a Team • Promotion and up-selling • Complaints and Conflict • Marketing	BSBSUS201

Training and assessment techniques or tools used to gather evidence assessment.

Throughout training students will develop new skills and knowledge and combined with the workplace placement, students over time thus gaining recognition of the skills they use with confidence in the work place.

All pre-requisites for accredited units must be trained and assessed prior to the start of training for the required unit. Students must gain competency in the pre-requisite unit prior to the start of training for the unit with the pre-requisite.

Assessors have flexibility (according to the requirements of the Training Package and units of competency) in selecting which techniques or tools they will use to gather sufficient evidence, in a range of contexts, to make a decision (including RPL).

Note: this is a guide only and further detail can be found in the Staff Assessment Guidelines:

An assessment tool includes the following components:

- An assessment tool includes the following components
- The context and conditions for the assessment
- The tasks to be administered to the candidate,
- An outline of the evidence to be gathered from the candidate
- The evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).
- The administration, recording and reporting requirements.

The following matrix gives a general overview of some of the techniques or tools that will be used to gather evidence towards competency to enable judgments to be made about students' competency in each unit.

Key to techniques or

1. Demonstration / Stimulation / Observation
2. Project / Research
3. Case Studies
4. Written Question & Answer
5. Third Party

Unit of competency	Unit Name	Check (x) technique that applies				
		1	2	3	4	5
SITTIND001	Source and use information on the tourism and travel industry	X	X		X	X
SITXCCS003	Interact with customers	X		X	X	X
SITXCOM002	Show social and cultural sensitivity	X	X		X	X
SITXWHS001	Participate in safe work practices	X			X	X
SITXCCS001	Provide customer information and assistance	X			X	X
BSBCMM201	Communicate in the workplace	X			X	X
BSBWOR203	Work effectively with others	X			X	X
SITXCOM003	Provide a briefing or scripted commentary	X			X	X
BSBSUS201	Participate in environmentally sustainable work practices	X	X	X	X	X
SITXFIN001	Process financial transactions	X			X	
SITTGDE001	Interpret aspects of local Australian Indigenous culture	X	X		X	X

Credit Transfer (CT)

Credit Transfer is supplying the documentation to support the skill and knowledge you have previously gain in transfer of supported documentation means that you don't have to complete a competency again, if you have already completed it previously.

Trainers will need to review if your accredited qualification or recognised units are still within a current training package or are equivalent to the current training package or units. Discuss your previous educational qualifications with your trainer to see if this is a possibility for you.

If you have completed an accredited qualification or recognised units of study with a Registered Training organization you may be eligible for a credit transfer.

Note: this is a guide only and further detail can be found in the Student Information Handbook.

Recognition of Prior Learning (RPL)

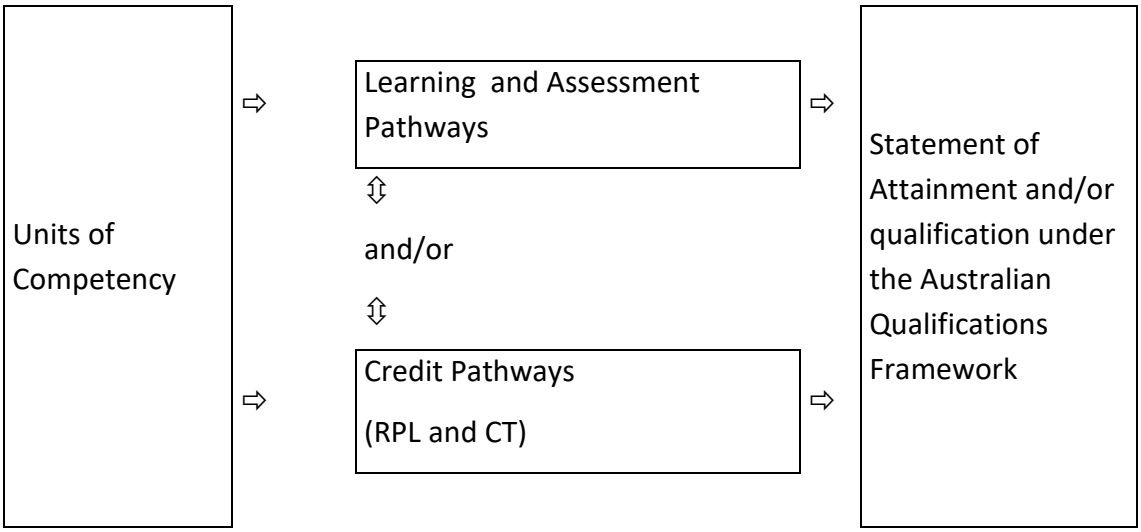
The objective of the Recognition of Prior Learning (RPL) for the Vocational Education and Training system is to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

RPL assessment collects evidence of learning that has occurred outside the formal education and training system. The RPL process is a more personal process involving the assessor collecting evidence and aligning the evidence to the requirements of the accredited course or training package qualification. Students may request an RPL Application Form for more than one unit.

Note: this is a guide only and further detail can be found in the Student Information Handbook.

What RPL is Not!

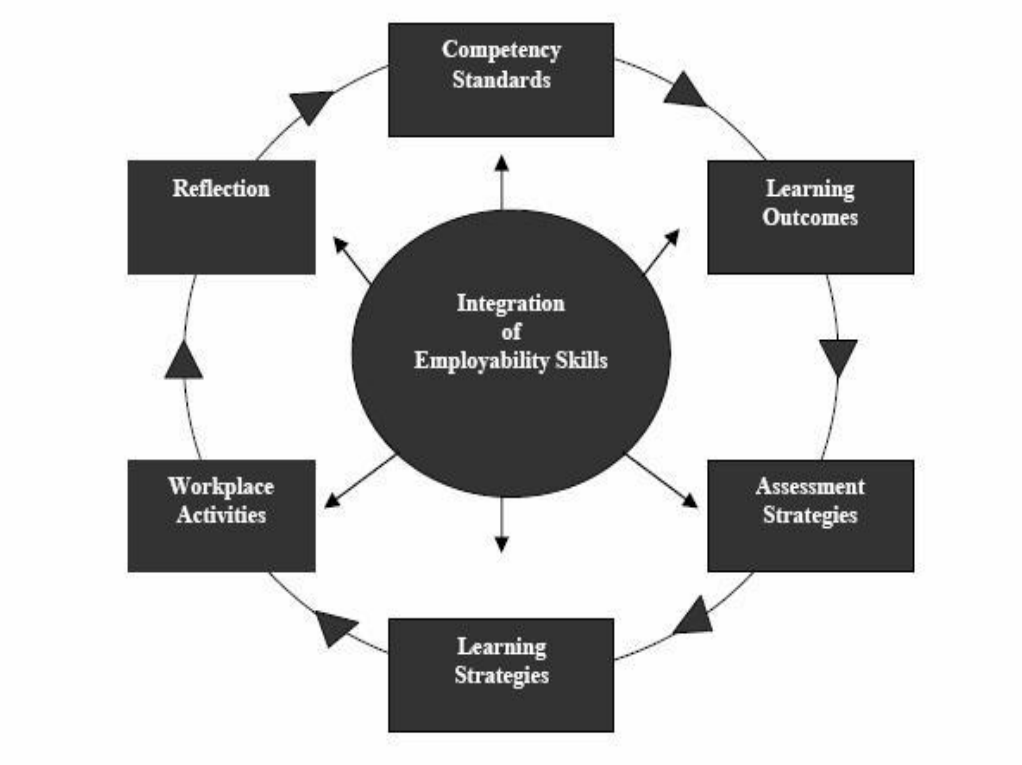
Using the RPL process is not an easy way to get a qualification. It is not a matter of time served or amounts of experience but the specific and relevant learning which is assessed according to the prescribed Competency Standards. Applicants need to be committed to supporting their case by locating and providing suitable evidence and documentation as required by the Careers Training Centre.



ref: www.training.gov.au – SIT training package

Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Employability skills are integral to achieving workplace competency. Delivery and assessment of the training and assessment will be undertaken in an integrated and holistic way, as represented diagrammatically below.



ref: www.training.gov.au – SIT training package

TRAINING AND STAFF

Trainers and assessors are qualified, and have a minimum of 5 years industry experience, Minimum TAE40110 Certificate IV in Training and Assessment, Current Blue Card and have completed a Fit and Proper Person Form. All experience and qualifications are verified and copied on their staff files. A staff profile and units of competency are reviewed annually to assess skills and knowledge to ensure it remains current and accurate. Professional development to maintain currency in training and assessment as well as industry experience is planned and regularly scheduled with all staff.

Units of competency	Training arrangements	Staff		
		Technical advisor	Qualified assessor	Qualified trainer
SITTIND001 Source and use information on the tourism industry and travel industry	**Penny Cleland (PC)** has a diverse background in Tourism and Hospitality with experience in both Front Line and Senior Management. During her career, she completed 10 years working for Power Brewing, 6 years working for Fosters and 4 Years with Raging Thunder, 2 of which were spent living and working on Fitzroy Island. During her career, Penny spent 10 years living and working in Weipa and became heavily involved in several community projects and committees**.** In 2015 Penny completed a Diploma of Training Design and Development TAE50211 and a Diploma of Vocational Education and Training TAE50111 where completed as part of CTC's continuous professional development plan and to ensure quality training products and services continued to be delivered to students. Penny has also completed: - Certificate IV in Training and Assessment TAE40110 - Diploma of Human Resources BSB50607 - Diploma of Management BSB51107 - Certificate IV in Hospitality THH 42497 - Diploma of Hospitality SIT50313 - Diploma of Travel & Tourism SIT50112 - Blue card for Child Related Employment **Melissa Van der Boom (MvdB** completed a Diploma of Training Design and Development TAE50211 and a Diploma of Vocational Education and Training TAE50111 where completed as part of CTC's continuous professional development plan and to ensure quality training products and services continued to be delivered to students. Melissa has also completed: - BSc Hons Environmental Biology - Certificate IV in Training and Assessment TAE40110 - Certificate III in Captive Animals ACM30310 - Certificate III in Tourism SIT30112	General Managers, Duty Managers and Supervisors at business sites of the CaPTA Group, Rainforestation Nature Park, The Wildlife Habitat, Cairns Travel Centre, Cairns Wildlife Dome and the Australian Butterfly Sanctuary, Tropic Wings Coach Tours. Management staff will advise of industry trends, changes to legislation and the practical application into industry including industry benchmarks, timeframes and standards	PC, MvdB, BG	PC, MvdB, BG
SITXCCS003 Interact with customers			PC, MvdB, BG	PC, MvdB, BG
SITXCOM002 Show social and cultural sensitivity			PC, MvdB, BG	PC, MvdB, BG
SITXWHS001 Participate in safe work practices			PC, MvdB, BG	PC, MvdB, BG
SITXCCS001 Provide customer information and assistance			PC, MvdB, BG	PC, MvdB, BG
BSBCMM201 Communicate in the workplace			PC, MvdB, BG	PC, MvdB, BG
BSBWOR203 Work effectively with others			MvdB, BG	MvdB, BG
SITXCOM003 Provide a briefing or scripted commentary			PC, MvdB, BG	PC, MvdB, BG
BSBSUS201 Participate in environmentally sustainable work practices			PC, MvdB, BG	PC, MvdB, BG

SITXFIN001 Process financial transactions	- Certificate III in Tour directing and guiding - Blue card for Child Related Employment - HTLAID003 Provide First Aid		PC, MvdB BG	PC, MvdB
SITTGDE001 Interpret aspects of local Australian Indigenous culture	Melissa also has a Statement of Attainment for the Wet Tropic World Heritage Tour Guide Skill Set for the units: - SITTDGE006A – Prepare and present tour commentaries or activities - SITTGDE008A – Research and share general information on Australian Indigenous Culture - SITTGDE010A – Prepare specialised interpretive content on flora, fauna and landscape Melissa has 20 years industry experience in Tourism working as a guide and in a Captive Animal environment and was the Wildlife Supervisor for the Cairns ZOOM & Wildlife Dome for 9 years. Melissa meets regularly with the wildlife parks and staff including Rainforestation, Wildlife Habitat, Cairns ZOOM & Wildlife Dome and Australian Butterfly Sanctuary, **Bronwen Gratton (BG)** has a Certificate IV in Training and Assessment TAE40110 and has attended IBSA / Velg Training workshop for Foundation Skills for LLN Specialists and Trainers / Assessors and has also completed the following qualifications: - Certificate III in Hospitality SIT30713 - Certificate III in Tourism SIT30112 - Certificate IV in Travel and Tourism SIT40212 - Certificate IV in Business BSB40101 - HTLAID003 Provide First Aid - Blue Card for Child Related Employment Bronwen has over 30 years' experience in Travel, Tourism & Hospitality and maintains her industry knowledge through regular work shifts across a number of different roles within the local tourism industry and attends industry networking events.		PC, MvdB BG	PC, MvdB BG

ENVIRONMENT AND RESOURCES

Some units within the Certificate II in Tourism will require specific resources and environments for training and assessment.

The following list provides details the requirements required of the resources and equipment requirements for each of the assessment environments specified within each unit of competency. Additional resource requirements may apply for specific units of competency; these are listed within the assessment unit of each student.

Requirements for the following environments are detailed below:

- Kitchen storage area
- Food preparation area
- Operational restaurant or dining area
- Accommodation front office environment
- Tourism office
- Touring environment

Specific per-person equipment ratios specified in the following lists relate to the availability of these resources for the purposes of assessment. It is assumed that the same piece of equipment may be accessed by multiple candidates at different times.

Resources required for a Tourism environment

Tourism Environment

Tourism Office:

- Desk and chair
- Filing or storage cabinets
- Brochure display racks and product displays
- Computers, monitors, keyboards, mouse and mouse pads
- Storage for computer data – hard disc, CDs and memory sticks
- Printers and scanners, printer ink or toner
- Telephone lines and equipment, including answering machine or voicemail
- Facsimile machine or computer-based equivalent
- Computer software and applications, including:
- Computer operating system
- Word processing
- Spreadsheets
- Databases
- Electronic presentation, such as PowerPoint
- Specialist software, such as for computerised reservations
- Accounting and bookkeeping
- Access to the internet and email

Accommodation Front Office Environment:

- Photocopier
- Reception desk or sales counter
- Filing or storage cabinets
- Brochure display racks and product displays
- Computers, monitors, keyboards, mouse and mouse pads
- Storage for computer data – hard disc, CDs and memory sticks
- Printers and scanners, printer ink or toner

- Telephone lines and equipment, including answering machine or voicemail
- Access to the internet and email
- Photocopier
- Facsimile machine or computer-based equivalent:
- Computer software and applications, including:
- Computer operating system
- Word processing
- Spreadsheets
- Databases
- Electronic presentation, such as PowerPoint
- Specialist software, such as for computerised reservations
- Accounting and bookkeeping
- Access to the internet and email

For some students, elective units chosen may include units that require the specific resources of a kitchen for training and assessment. An example of this would be the unit SITXFSA001 - Use hygienic practices for food safety or SITHFAB005 - Prepare & serve espresso coffee.

Students will be required to complete project or work activities that show the students' ability to apply good hygiene practices on multiple occasions in a range of different operational circumstances to ensure consistency in the application of hygiene procedures and kitchen resources will be required.

Careers Training Centre has established agreements with local industry to host training and assessments for students so that they gain the required skill and knowledge with the required resources, in a practical manner and meet the requirements under the training and assessment Vocational Education and Training packing rules.

Businesses who have agreed to allow Careers Training Centre host training and assessments for hospitality units within their businesses are;

- Rainforestation Nature Park, Kuranda
- The Wildlife Habitat, Port Douglas
- Cairns ZOOM and Wildlife Dome, Cairns
- Australian Butterfly Sanctuary, Kuranda

Listed below are the resources that may be required for units that are hospitality focused that may be found in the tourism industry.

Kitchen Storage Area

- Designated storage areas (dry and dairy)
- Nominated delivery area
- Scales, including scales for weighing large quantities
- Temperature probe / thermometer
- Cleaning materials and separate storage
- Freezer
- Appropriate recording systems, such as colour-coded food labels
- Storage trays and equipment
- Suitable storage shelves
- Scissors or secateurs
- Lifting and transporting equipment, such as trolleys

FOOD PREPARATION AREA

Fixtures and large equipment:	• Stainless steel benches (1.5m/person) or equivalent benches that comply with health department standards • Burner • Griller • Slicing machine • Sink refrigeration unit with shelving storage facilities
Small equipment:	• Assorted pots and pans • Sharpening steel and assorted cook's knives, including utility and bread • Small utensils, including fruit corers, vegetable peelers and graters • Sandwich cutting templates and guides • Appropriate receptacles for presentation and display purposes • Platters, boards and trolley for presentation where required • Tongs and serving utensils • Colour-coded cutting boards in a material other than wood • Can opener • Cling film and aluminium foil • Packaging materials • Containers for hot and cold storage • Appropriate crockery • Ordering / docket5ing system • Personal protective clothing, including food handler's gloves
Cleaning materials and equipment:	• Garbage bins and bags • Sponges, brushes and scourers • Separate hand basin and soap dispenser • Hand towel dispenser • Disinfectant and detergents

Due to the diverse range of possible touring contexts, general resources and equipment for a touring environment are not identified here. Specific resources are identified within individual units.

As a general rule, a commercially realistic touring environment could include any:

- Destinations and places of general interest within the destinations
- Local or regional areas
- Tourist precincts
- Sites, such as natural, cultural and heritage sites and centres, museums, art galleries, industrial sites and national parks
- Remote area locations
- Attractions, such as theme parks, zoos and wildlife reserves or parks
- Camp sites
- Transportation terminals for air, cruise, rail or coach travel
- Style of tour, including walking, adventure tour, special interest tour, incentive tour, pre or post-conference tour, educational tour, nature-based or ecotour, group tour, individual tour or extended touring program

The units selected together provide a good basis for entry into the industry. The simulated workplace environment allows for realistic situations, particularly regarding multiple tasks and meeting deadlines and the work placement further enhances this.

All trainers and assessors have access to the units of competency, assessment guidelines and qualification packaging rules from the training package at web site: http://training.gov.au/

Careers Training Centre has the resources of the CaPTA Group of Companies to draw upon as a major local employer and industry tourism leader.

ORGANISATION POLICY, PROCEDURES MANUAL

Refer to the following Policy and Procedure Documents:

- CTC Student Handbook
- CTC Staff Policy and Procedure Handbook
- CaPTA Policy and Procedures

Industry association information, codes of conduct and accreditation information.

Documents that describe key tourism and hospitality and general workplace legislation (in plain English).

Current tourism and hospitality information (hard copy and electronic) such as sales kits, brochures, timetables, tour schedules, product manuals, supplier or destination marketing information kits, information databases and computerised reservations systems.

Specific per-person equipment ratios specified in the following lists relate to the availability of these resources for the purposes of assessment. It is assumed that the same piece of equipment may be accessed by multiple candidates at different times.

These are links to real website resources.

http://toolboxes.flexiblelearning.net.au/

http://www.industry.gov.au/SKILLS/RESOURCESANDPUBLICATIONS/Pages/default.aspx

http://www.myfuture.edu.au/

isc.org.au

http://www.australianapprenticeships.gov.au/

CONTINOUS IMPROVEMENT

Continuous improvement is based upon assessment validation as per Standards for Registered Training Organisations (RTOs) 2015.

Internal review procedure

Student feedback is collected and analyses and information reported to the Management Team. Feedback forms are analysed monthly and yearly and reported to the Chairman as part of the monthly reporting structure. This feedback is reported back to trainers and assessors as part of the continuous improvement process monthly and used in the annual performance review for all Careers Training Centre trainers and assessors.

- Feedback is ongoing and consistent and students are encouraged to also
- Student career pathways are documented in the Student Handbook.

Student Feedback

Your Feedback is really important to us!

We really appreciate your feedback. Let us know what is important to you. We have two (2) feedback forms to be completed by students:

1. **AQF Survey**
   On completion or withdrawal from your Certificate III in Captive Animals, Careers Training Centre has an online link for students and employers to complete their AQTF surveys. You may enter your feedback through this link. http://mastersit.com.au/vidatek/wp/index.php/learner/rto/capta. You can also contact us on Email careers@capta.com.au or on our Website and download a feedback form: www.careerstrainingcentre.com

2. **CTC Student Feedback**
   You can complete this feedback form online through this link https://docs.google.com/forms/d/1oLZWCcN_XN_NuoQj-jJ18YWWmAlV3adnQv9nBWxXilc/viewform?c=0&w=1

If you are concerned about something or wish to identify things we can change or improve a feedback form or questionnaire can be completed. We will ask you several times during the time you spend completing training with us to give us formal feedback. What was good / what was not? Feedback and questionnaires are part of maintaining consistency and best practices for us, so we take them very seriously. We encourage all students to provide feedback and have feedback forms available for students and employers to complete.

Student Data Storage and Security

All information is managed and held by Careers Training Centre and no third party has access to student information unless the student authorizes the release of this information or the information is released under legislative requirements as advised in student hand book and sign up procedures.

Information is secured by password security and backup information is stored in an encrypted format for student protection.

What is assessment validation?

Assessment validation involves 'reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards'

What are the benefits

Assessment validation facilitates processes leading to consistent and valid assessment. In particular, validation activities:

- Ensure that assessment strategies meet the needs of clients;
- Facilitate the professional development of assessors;
- Enable enterprises and other stakeholders to contribute to assessment processes;
- Provide a means of gathering feedback and identifying ways of improving assessment processes;
- Facilitate consistent interpretation of competency standards;
- Foster the development of informal networks and provide assessors with access to up-to-date information about what is happening in their industry;
- Help assessors working across the industry to apply consistent standards and make consistent judgements.

These processes build assessors' confidence and industry acceptance of the outcomes of the national training system.

Validation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and / or outcomes. (Source: Standards for Registered Training Organisations (RTOs) 2015)

Assessment validation includes, but goes beyond, assessment moderation and includes Industry Consultation.

Industry consultation

Those consulted must be current in the industry and the consultation should have a clear impact on the strategy for training and assessment.

Validation process-

Training and assessment strategies and assessment items are reviewed annually by industry personnel as well other stakeholders, including other trainers and assessors and comments for continual improvements are noted.

ASSESSMENT Validation Process

Training and assessment strategies and assessment items are reviewed annually by industry as well as other trainers and assessors for continual improvements.

Industry representatives consulted in developing the training and assessment strategy. Careers Training Centre ensures that industry representatives are current within the industry and that the consultation has formed part of the development of the strategy for training and assessment.

Date of Consultation	Business Name	Contact Person	Contact Details
			Mobile
			Telephone
			Email:
			Web:
			Mobile:
			Telephone:
			Email:
			Web:
			Mobile:
			Telephone:
			Email:
			Web:
			Mobile:
			Telephone:
			Email:
			Web:
			Mobile:
			Telephone:
			Email:
			Web:

The units selected combined with the required industry based practical skills together provide a good basis for entry into the industry.

The simulated workplace environment allows for realistic situations, particularly regarding multiple tasks and meeting deadlines and industry time frames within the work placement further enhances this.

Moderation

At Careers Training Centre, moderation is a quality assurance process directed at ensuring that assessments are marked with accuracy, consistency and fairness. Moderation can be effected through several methods and is part of the Quality Assessment Cycle. It includes the entire assessment event, including the design and post-event analysis of the fitness of the assessment of student learning.

Moderation is required for every assessment which involves a degree of subjectivity.

- Assessments are designed so that they are clearly linked to the intended learning outcomes;
- Pre-marking meetings or other activities are undertaken to ensure that assessors are able to clarify their understanding of the assessment criteria;
- Assessment criteria are clearly communicated to students, both in the pre-assessment phase and also when providing feedback; and
- Assessments are subject to regular review: their frequency, style and the relative success rate of students are appraised as a regular part of the improvement cycle

Moderation of Assessment Moderation is conducted annually with other trainers and assessors as part of the moderation process. All assessment instruments are reviewed to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables and evidence guide.			
Date of review	Business Name	Contact Person	Contact Details
			Mobile Telephone Email: Web:
			Mobile Telephone Email: Web:
			Mobile Telephone Email: Web:
The units selected combined with the required industry based practical skills together provide a good basis for entry into the industry. The simulated workplace environment allows for realistic situations, particularly regarding multiple tasks and meeting deadlines and industry time frames within the vocational work placement further enhances this.			

Useful Contacts -

Service Skills Australia	http://www.serviceskills.com.au/tourism-hospitality-events-training-package
Tourism Queensland	http://www.tq.com.au/index.cfm
Office of Liquor and Gaming Registration (OLGR) Queensland	http://www.olgr.qld.gov.au/
Workplace Health and Safety Queensland	http://www.deir.qld.gov.au/workplace
QTIC	http://www.qtic.com.au
Food safety standards and regulation	http://www.industry.qld.gov.au
Queensland Hotels Association	http://www.queenslandhotels.com.au
Australian Hotels Association	http://aha.org.au
QSA VET	www.qcaa.qld.edu.au/576.html
QSA Training and Assessment information	www.qcaa.qld.edu.au/14793.html
QSA Tourism resources	www.qcaa.qld.edu.au/10846.html
DET — Training Package Transition Guide	http://training.qld.gov.au/training-organisations/ctm/transition-guides/current.html
Service Skills Australia	www.serviceskills.com.au
QTIC	www.qtic.com.au
Tourism Queensland	www.tq.com.au/index.cfm
Tourism Queensland Learning Space	www.tq.com.au/resource-centre/industry-assistance/tourism-learning-space/tourism-learning-space_home.cfm
Queensland Holidays	www.queenslandholidays.com.au
Tourism Support Network	http://www.tourism.australia.com/
TVET products	http://www.ivet.com.au/a/185.html
Safework Australia	www.safeworkaustralia.gov.au/Pages/default.aspx
Workplace Health and Safety Queensland	www.deir.qld.gov.au/workplace
Workplace Health and Safety Student Program	www.deir.qld.gov.au/workplace/pdfs/safetysense/index.htm
WorkSafe Smart Move	www.worksafe.wa.gov.au/smartmove/index.htm
Safework SA: Youth @ Work	www.safework.sa.gov.au/youth
Office of Liquor and Gaming Registration (OLGR) Queensland	http://www.atdw.com.au/
Australian Tourism Data Warehouse	http://www.serviceskills.com.au/tourism-hospitality-events-training-package