TRAINING AND ASSESSMENT STRATEGY

HIGHER LEVEL SKILLS STUDENTS

SIT50116 DIPLOMA OF TRAVEL AND TOURISM MANAGEMENT
INTRODUCTION

Acronyms you will find in this document.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>ACPET</td>
<td>Australian Council for Private Education &amp; Training</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Quality Framework</td>
</tr>
<tr>
<td>ASQA</td>
<td>Australian Skills Quality Authority</td>
</tr>
<tr>
<td>AVETMISS</td>
<td>Australian Vocational Education and Training Management Information Statistical Standard.</td>
</tr>
<tr>
<td>CT</td>
<td>Credit Transfer</td>
</tr>
<tr>
<td>CTC</td>
<td>Careers Training Centre</td>
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<tr>
<td>HLS</td>
<td>Higher Level Skills Funding</td>
</tr>
<tr>
<td>NVR</td>
<td>National VET Regulator</td>
</tr>
<tr>
<td>QID</td>
<td>Quality Indicator Data</td>
</tr>
<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>The Act</td>
<td>National Vocational Education and Training Regulator Act 2011</td>
</tr>
<tr>
<td>The Standards</td>
<td>Standards for Registered Training Organisations (RTOs) 2015</td>
</tr>
<tr>
<td>USI</td>
<td>Unique Student Identifier</td>
</tr>
</tbody>
</table>

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: Standards for Registered Training Organisations (RTOs) 2015
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, 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 highly skilled senior operators who use a broad range of tourism or travel skills combined with managerial skills and sound knowledge of industry operations to coordinate travel or tourism operations. They operate independently, have responsibility for others, and make a range of operational business decisions.

This qualification provides a pathway to work in many travel and tourism industry sectors as a departmental or small business manager. The diversity of employers includes travel agencies, tour wholesalers, tour operators, inbound tour operators, tourist attractions, visitor information centres, and other tourism businesses.

Possible job titles include:
- inbound groups manager
- inbound sales manager
- incentives manager
- tour operations manager
- marketing manager
- product development manager
- reservations manager
- travel agency manager
- sales manager
- visitor information centre manager.


A Traineeship using Higher Level Skills Funding.
A core element of the Queensland Government’s Working Queensland jobs plan, is ensuring Queenslanders have access to quality training programs that deliver effective skills to meet employment and business demands. The Higher Level Skills program aims to assist individuals to gain the higher-level skills required to secure employment or career advancement in a priority industry, or to transition to university to further their studies.

Entry Requirements
Entry to this qualification is open to individuals who are able to demonstrate tourism and travel industry knowledge, customer service and operational skills. 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.

Eligibility Criteria
To be eligible for the Higher Level Skills Program participants must:
- Be 15 years or older at the time of commencement
- Have completed secondary school or are no longer attending school
- Be a permanent resident of Queensland i.e. Australian Citizen or Australian Permanent Resident or a New Zealand Citizen permanently residing in Queensland
- Not hold or currently be enrolled in a Certificate IV or higher qualification from 1st July 2013. Exemptions may apply to qualifications completed whilst at secondary school.

Please Note: Evidence to confirm eligibility will be required
**Note:** You will only be able to access Government Subsidised training once, therefore it is important that participants consider and compare the training options available to them and associated costs before committing to a course.

**Cost of training**

<table>
<thead>
<tr>
<th>SIT50116 — Diploma of Travel and Tourism Management</th>
<th>Non concessional</th>
<th>Concessional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2520.00</td>
<td>$1626.00</td>
</tr>
</tbody>
</table>

Concessional student status applies when:

- The student holds a Health Care concession card or Pensioner concession card issued under Commonwealth law, or is the partner or a dependant of a person who holds a health care concession card or pensioner concession card, and is named on the card
- The student provides the PQS with an official form under Commonwealth law confirming that the student, his or her partner, or the person of whom the student is a dependant, is entitled to concessions under a health care or pensioner concession card
- The student is an Aboriginal or Torres Strait Islander
- The student has a disability
- The student is an adult prisoner


**Articulation**

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

<table>
<thead>
<tr>
<th>AQF1 Certificate I</th>
<th>AQF2 Certificate II</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF3 Certificate III</td>
<td>AQF4 Certificate IV</td>
</tr>
<tr>
<td>AQF5 Diploma</td>
<td>AQF6 Advance Diploma</td>
</tr>
</tbody>
</table>

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. The tourism and holiday parks and resorts qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable significant credit transfer between qualifications.
ref: www.training.gov.au – SIT training package
Award
Upon successful completion of all units of competencies in the course, students will be issued with a Diploma of Travel and Tourism Management. Should a student not complete the entire course, then a Statement of Attainment will be given for the units successfully completed.

Access and Equity
Careers Training Centre (CTC) 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, to then 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.
DELRIVERY OF THE COURSE

Delivered by on-the-job training, off-the-job training, and by the ‘self paced’ method of learning, allows you greater flexibility in choosing the times you study and the time it takes you to complete the course.

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.

Trainers will meet with trainees to negotiate choice of electives and delivery schedule to match units to workplace activities, contextualising the delivery to the learner / workplace.

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

*The expected completion time is approx. 24 months with training 3 hours weekly. Tutorials are available to all students.*

**NOMINAL DURATION  618 - 705 Nominal hour’s dependant on electives chosen**

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
EMPLOYABILITY SKILLS SUMMARY  
SIT50116 Diploma of Travel & Tourism Management  
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.

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Consulting with team members and customers to elicit feedback and ideas on operational and service issues; explaining the organisation’s plans, policies and procedures to team members; communicating work team goals; consulting with team members about workplace practices; discussing supply options and negotiating purchases with suppliers; writing clear and concise operational procedures and reports.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>Generating ideas to improve products, services, operational practices and efficiency; assessing options and suggesting a range of new products and services; monitoring and evaluating financial performance of the department or business and developing ideas for improvement; engaging team members in discussions and encouraging innovative ideas.</td>
</tr>
<tr>
<td>Learning</td>
<td>Developing and maintaining knowledge required to make a range of operational decisions for the department or business; proactively maintaining and updating knowledge of travel and tourism industry practices, trends products, services and suppliers; taking responsibility for own professional development; implementing training practices for the department or business; supporting team members to learn.</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>Planning and organising the operational activities of the travel or tourism department or business; determining deadlines and resource requirements for effective delivery of travel or tourism products and services; implementing and monitoring plans, policies, procedures and business practices; actively participating in continuous improvement processes for operational and service efficiency.</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>Responding effectively to routine sales, operational and service issues requiring immediate resolution; considering systematic sales, operational or service failures and developing solutions; taking ultimate responsibility for resolving escalated customer service complaints and conflicts; evaluating staff feedback on sales, operational or service problems and implementing suggestions for improvement; monitoring and evaluating the effectiveness of solutions.</td>
</tr>
<tr>
<td>Self-management</td>
<td>Knowing the primary components of laws that specifically relate to the travel or tourism industry and implementing operational compliance practices; operating independently, reviewing own work performance and proactively seeking feedback and advice on management skills; taking responsibility for the operational management of the travel or tourism business across a range of activities including finances, human resources, customer service and workplace health and safety.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Using the social and cultural diversity of team members to advantage service delivery to diverse customers; planning work operations to take account of team member strengths; implementing work team goals and teamwork practices; providing training, coaching and advice for effective teamwork; seeking feedback from team members on operational practices, policies, procedures and service efficiency; motivating and leading supervisor teams.</td>
</tr>
<tr>
<td>Technology</td>
<td>Selecting and using technologies used in the travel or tourism industry to support operational management functions; understanding, assessing and providing feedback on the operating capacity of technologies required to manage the sales, operational and service activities of the travel or tourism business; implementing skill development activities required for new business technologies.</td>
</tr>
</tbody>
</table>

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 Diploma of Travel and Tourism Management, 23 units must be completed:

- 12 core units
- 11 elective units, consisting of:
  - 6 units from Group A
  - 5 units from Group A, Group B, elsewhere in SIT12 Training Package, or any other current 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.

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
<th>PRE REQUISITES</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBDIV501</td>
<td>Manage diversity in the workplace</td>
<td>Nil</td>
<td>25</td>
</tr>
<tr>
<td>SITTIND001</td>
<td>Source and use information on the tourism and travel industry</td>
<td>Nil</td>
<td>25</td>
</tr>
<tr>
<td>SITXCCS007</td>
<td>Enhance customer service experiences</td>
<td>Nil</td>
<td>40</td>
</tr>
<tr>
<td>SITXCCS008</td>
<td>Develop and manage quality customer service practices</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>SITXCOM005</td>
<td>Manage conflict</td>
<td>Nil</td>
<td>15</td>
</tr>
<tr>
<td>SITXFIN002</td>
<td>Interpret financial information</td>
<td>Nil</td>
<td>60</td>
</tr>
<tr>
<td>SITXFIN003</td>
<td>Manage finances within a budget</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>SITXFIN004</td>
<td>Prepare and monitor budgets</td>
<td>Nil</td>
<td>35</td>
</tr>
<tr>
<td>SITXHRM003</td>
<td>Lead and manage people</td>
<td>Nil</td>
<td>60</td>
</tr>
<tr>
<td>SITXMGT001</td>
<td>Monitor work operations</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>SITXMGT002</td>
<td>Establish and conduct business relationships</td>
<td>Nil</td>
<td>40</td>
</tr>
<tr>
<td>SITXWHS003</td>
<td>Implement and monitor work health and safety practices</td>
<td>Nil</td>
<td>30</td>
</tr>
</tbody>
</table>

GROUP A:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
<th>PRE REQUISITES</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITTSSL002</td>
<td>Access and interpret product information</td>
<td>Nil</td>
<td>60</td>
</tr>
<tr>
<td>SITTSSL005</td>
<td>Sell tourism products and services</td>
<td>Nil</td>
<td>45</td>
</tr>
<tr>
<td>SITTSSL006</td>
<td>Prepare quotations</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>SITTSSL007</td>
<td>Process reservations</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>SITTSSL010</td>
<td>Use a computerised reservations or operations system</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
<td>Nil</td>
<td>35</td>
</tr>
<tr>
<td>SITTGDE004</td>
<td>Lead tour groups</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>SITTGDE005</td>
<td>Prepare and present tour commentaries or activities</td>
<td>Nil</td>
<td>70</td>
</tr>
<tr>
<td>SITTGDE006</td>
<td>Develop and maintain the general and regional knowledge required by guides</td>
<td>Nil</td>
<td>80</td>
</tr>
</tbody>
</table>

GROUP B:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
<th>PRE REQUISITES</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWRT401</td>
<td>Write complex documents</td>
<td>Nil</td>
<td>50</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
<td>Nil</td>
<td>18</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>Nil</td>
<td>18</td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use hygienic practices for food safety</td>
<td>Nil</td>
<td>25</td>
</tr>
<tr>
<td>SITXGLC001</td>
<td>Research and comply with regulatory requirements</td>
<td>Nil</td>
<td>80</td>
</tr>
</tbody>
</table>
SITXHRM002 Roster staff Nil 30
SITXHRM004 Recruit, select and induct staff Nil 60
SITXHRM006 Monitor staff performance Nil 35
SITXWHS002 Identify hazards, assess and control safety risks Nil 30

*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.

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. The units are suitable for the assessor to contextualise to local industry activities.

TRAINING AND ASSESSMENT ARRANGEMENTS

The expected completion time is approx. 104 week period with training 3 hours weekly. Tutorials are available to all students.

NOMINAL DURATION 618 - 705 Nominal hour’s dependant on electives chosen

The program will be delivered through class-based tasks, on the job projects, research assignments that will build technical and legislative knowledge that will be balanced with the practical aspects of the of your industry environment.

Some assessments may be assessed in the 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.

The training and assessment environment will access specific resources and operations in your workplace as part of the assessment process. This will be discussed with you and your employer prior to assessment and is detailed in the individual units of your course. The units are suitable for the assessor to contextualise to local industry activities so that work place activities and responsibilities link to units of study.

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. 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.

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 & 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.

<table>
<thead>
<tr>
<th>Time Required</th>
<th>Topic Theme / Guidelines</th>
<th>Unit of Competency</th>
</tr>
</thead>
</table>
| 20 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 | BSBDIV501  
SITTIND001  
SITXCOM005  
SITXHRM003  
SITXMG001  
SITXMG002  
SITXWH003  
SITXWH002 |
| 13 weeks      | Theme: The Service Experience Focus:  
• Standards of the industry  
• Communication  
• Service Cycle  
• Quality Customer Service  
• Legal requirements | SITTTSL005  
SITXCCS002  
SITXCCS007  
SITXCCS008 |
| 35 weeks      | Theme: Product Knowledge Focus:  
• Technical knowledge | SITTTGDE002  
SITTGDE004  
SITTGDE005  
SITTGDE006  
SITTSLO02  
SITTGDE004  
SITTGDE005  
SITTGDE006 |
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) 40419 454. 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 downloading the forms from Website: www.careerstrainingcentre.com or contacting Tel: (07) 4041 9454 Fax: (07) 4041 9499

Training and assessment techniques or tools used to gather evidence assessment.
Throughout training, students will develop new skills and knowledge. Combined with any workplace placement undertaken, students over time, will gain recognition of the skills they demonstrate consistently.

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. Further detail can be found in the Staff Assessment Guidelines:

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 Questions & Answer
5. Third Party

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Unit Name</th>
<th>Check (x) technique that applies</th>
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<tr>
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<td>BSBDIV501</td>
<td>Manage diversity in the workplace</td>
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<td>SITTIND001</td>
<td>Source and use information on the tourism and travel industry</td>
<td>X</td>
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<tr>
<td>SITXCCS007</td>
<td>Enhance customer service experiences</td>
<td>X</td>
</tr>
<tr>
<td>SITXCCS008</td>
<td>Develop and Manage quality customer service practices</td>
<td>X</td>
</tr>
<tr>
<td>SITXCOM005</td>
<td>Manage conflict</td>
<td>X</td>
</tr>
<tr>
<td>SITXFIN002</td>
<td>Interpret financial information</td>
<td>X</td>
</tr>
<tr>
<td>SITXFIN003</td>
<td>Manage finances within a budget</td>
<td>X</td>
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<tr>
<td>Code</td>
<td>Description</td>
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<tr>
<td>SITXFIN004</td>
<td>Prepare and monitor budgets</td>
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<td>SITXHRM003</td>
<td>Lead and manage people</td>
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<td>SITXMGT001</td>
<td>Monitor work operations</td>
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<td>SITTTSL007</td>
<td>Process reservations</td>
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<td>SITTTSL010</td>
<td>Use a computerised reservations or operations system</td>
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<td>SITXCCS002</td>
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<td>SITTGDE004</td>
<td>Lead tour groups</td>
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<td>BSBITU306</td>
<td>Design and produce business documents</td>
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<td>HLTAID003</td>
<td>Provide first aid</td>
<td>Delivery by contacted Qualified RTO</td>
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<td>SITXFSL001</td>
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<td>SITXGLC001</td>
<td>Research and comply with regulatory requirements</td>
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<td>Monitor staff performance</td>
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</tr>
<tr>
<td>SITXWH5002</td>
<td>Identify hazards, assess and control safety risks</td>
<td>X</td>
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</tbody>
</table>

**Credit Transfer (CT)**

Credit Transfer is supplying the documentation to support the skill and knowledge you have previously gained in transfer of supported documentation. This 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 Organisation, you may be eligible for a credit transfer.

*Note: this is a guide only. 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. 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.

![Diagram](https://example.com/diagram.png)

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.

<table>
<thead>
<tr>
<th>Units of competency</th>
<th>Training arrangements</th>
<th>Staff</th>
</tr>
</thead>
</table>
| BSBDIV501 Manage diversity in the workplace              | **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 | 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 | Penny Cleland (PC) PC  
  Melissa Van der Boom (MvdB) PC, MvdB, BG  
  BG |
| SITTIND001 Source and use information on the tourism and travel industry | **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  
  - Certificate III in Tour directing and guiding | PC, MvdB, BG  
  PC, MvdB, BG  
  PC, MvdB, BG |
| SITXCCS007 Enhance customer service experiences          | **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:  
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  - Certificate III in Captive Animals ACM30310  
  - Certificate III in Tourism SIT30112  
  - Certificate III in Tour directing and guiding | PC, MvdB, BG  
  PC, MvdB, BG  
  PC, MvdB, BG |
| SITXCCS008 Develop and manage quality customer service practices | **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:  
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  - Certificate IV in Training and Assessment TAE40110  
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  - Certificate III in Tourism SIT30112  
  - Certificate III in Tour directing and guiding | PC, MvdB, BG  
  PC, MvdB, BG  
  PC, MvdB, BG |
| SITXCOM005 Manage conflict                              | **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:  
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  - Certificate III in Tour directing and guiding | PC, MvdB, BG  
  PC, MvdB, BG  
  PC, MvdB, BG |
| SITXFIN002 Interpret financial information              | **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:  
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  - Certificate III in Tourism SIT30112  
  - Certificate III in Tour directing and guiding | PC, MvdB, BG  
  PC, MvdB, BG  
  PC, MvdB, BG |
| SITXFIN003 Manage finances within a budget              | **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:  
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  PC, MvdB, BG  
  PC, MvdB, BG |
| SITXFIN004 Prepare and monitor budgets                  | **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:  
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  PC, MvdB, BG  
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| SITXHRM003 Lead and manage people                       | **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:  
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  PC, MvdB, BG  
  PC, MvdB, BG |
| SITXMGT001 Monitor work operations                      | **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:  
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  - Certificate IV in Training and Assessment TAE40110  
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  - Certificate III in Tourism SIT30112  
  - Certificate III in Tour directing and guiding | PC, MvdB, BG  
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Skills and Qualifications</th>
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<tbody>
<tr>
<td>SITXMGT002</td>
<td>Establish and conduct business relationships</td>
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<tr>
<td>SITXWHS003</td>
<td>Implement and monitor work health and safety practices</td>
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<td>BSBWRT401</td>
<td>Write complex documents</td>
<td></td>
</tr>
</tbody>
</table>

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
- SITTDGE008A – Research and share general information on Australian Indigenous Culture
- SITTDGE010A – 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Provider</th>
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<tbody>
<tr>
<td>BSBITU306</td>
<td>Design and use complex spreadsheets</td>
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<td>HLTAIM003</td>
<td>Provide first aid</td>
<td>OUT SOURCED</td>
<td>OUT SOURCED</td>
</tr>
<tr>
<td>SITXFS001</td>
<td>Use hygienic practices for food safety</td>
<td>PC, MvdB</td>
<td>BG</td>
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HLTAID003 - Provide First Aid will be delivered by appropriate qualified Trainers and Assessors from a RTO who has registration for this unit.
ENVIRONMENT AND RESOURCES

Some units within the Diploma of Travel and Tourism Management will require specific resources and environments for training and assessment.

The following list details the requirements of the resources and equipment 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 bar
- 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 environments

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
- 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

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 SITHFAB002 - 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

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

**Food Preparation Area**

**Kitchen storage area:**
- Designated storage areas (dry and dairy)
- Scales, including scales for weighing large quantities
- Temperature probe/thermometer
- Cleaning materials and separate storage
- Freezer

**Fixtures and large equipment:**
- Stainless steel benches (1.5 m/person) or equivalent benches that comply with health department standards
- Slicing machine
- Scales, including scales for weighing large quantities
- Refrigeration unit with shelving
- Burner
- Griller

**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/docketing system
- Personal protective clothing, including food handler’s gloves

**Cleaning materials and equipment:**
- Sponges, brushes and scourers
- Separate hand basin and soap dispenser
- Disinfectant and detergents
- Garbage bins and bags
- Hand towel dispenser
Accommodation Environment

**Fixtures and room equipment:**
- Various guest rooms with different sized beds e.g. twin, king-size, double, queen-size, family and suite
- Dressing tables
- Bed linen and pillows
- Stocked mini bar or refrigerator
- Telephone
- Chairs
- Toilet
- Vanity unit and hand basin
- Towels and bathrobes
- Toilet rolls and tissues
- Iron and ironing board
- Air conditioner or ceiling fan
- Wardrobe and coat hangers
- Wall mirrors
- Tea and coffee making facilities
- Glasses, crockery and cutlery
- Television and VCR (or DVD)
- Lamps and light fittings
- Radio or alarm clock
- Shower, bath or spa
- Toiletries, such as soap, hand lotion, shampoo and shower cap
- Promotional and guest material, including brochures
- Fire extinguishers
- Door signage and door stoppers
- Hair dryer
- Compendium, stationery and pens
- Laundry bags and lists
- Guest literature, such as directory of services, menus, information guide, street directory, television and movie guides, and mini bar list
- Waste paper bin and liners
- Vacuum cleaner
- Appropriate cleaning chemicals, detergents, deodorisers, polishes and sanitisers
- Specific cleaners, including, glass, multi-surface, cream and acid
- Range of cloths, including dry, wet, lint-free and dusting
- Toilet brush and toilet cleaning cloth
- Protective gloves
- Bucket, mop and floor rags
- Chemical hazard charts and material safety data sheets

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 Eco tour, group tour, individual tour or extended touring program
• Tour on-board any form of transportation, including coaches, vehicles, vessels and aircraft.

The operational elements of a commercial tour include use of equipment and resources and access to a work placement is an appropriate option for students who would not otherwise have sufficient access to the facilities, equipment and range of work necessary to develop and consolidate their skills to the level required of the course/qualification, for example, students not employed in the vocational area in which they are studying and students undertaking their course/qualification through an institutional pathway.

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 students will be encouraged to attend work placements if not engaged as an employee, within a variety of local tourism and hospitality related businesses that support vocational placements for students.

**Businesses that support vocational placements for Careers Training Centre:**

• Rainforestation Nature Park, Kuranda
• The Wildlife Habitat, Port Douglas
• The Cairns ZOOM & Wildlife Dome, Cairns
• Tropic Wings Tours, Cairns
• Australian Butterfly Sanctuary, Kuranda

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/](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.

*These are links to real website resources.*

http://toolboxes.flexiblelearning.net.au/
http://www.myfuture.edu.au/
isc.org.au
CONTINUOUS IMPROVEMENT

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

Internal review procedure
Stakeholder’s 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.

- All stakeholders feedback is ongoing and consistent
- Student career pathways are documented in the Student Handbook

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.

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_NuoOj-iJ18YWWmAV3adnQv9nBWxXIlc/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.
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.

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<tr>
<th>Date of Consultation</th>
<th>Business Name</th>
<th>Contact Person</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td>04 / 07 /2014</td>
<td>CaPTA Group</td>
<td>Ben Woodward</td>
<td>Mobile: 0406 384 886</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Telephone: 4041 9421</td>
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<td></td>
<td></td>
<td></td>
<td>Email: <a href="mailto:ben@capta.com.au">ben@capta.com.au</a></td>
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<td></td>
<td></td>
<td></td>
<td>Web: <a href="http://www.capta.com.au">www.capta.com.au</a></td>
</tr>
<tr>
<td>25/3/2016</td>
<td>CaPTA</td>
<td>Cherie Glare</td>
<td>Mobile: 0435 203 704</td>
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<td>Telephone: 4041 9449</td>
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<td>Email: <a href="mailto:events@capta.com.au">events@capta.com.au</a></td>
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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.

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<tr>
<th>Date of review</th>
<th>Business Name</th>
<th>Contact Person</th>
<th>Contact Details</th>
</tr>
</thead>
</table>
| October 2014    | Tafe QLD                        | Sandie McCoy   | Mobile
Telephone
Email: Sandie.McCoy@tafe.qld.edu.au
Web: |
| September 2016  | Trainer and Assessor
(Deadly Success) | Susan Hardy    | Mobile
Telephone
Email: Web: |
|                 |                                |                | Mobile
Telephone
Email: Web: |
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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 -

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<tr>
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<tr>
<td>Tourism Queensland</td>
<td><a href="http://www.teq.queensland.com">www.teq.queensland.com</a></td>
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<td>Tourism Queensland</td>
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