TRAINING AND ASSESSMENT STRATEGY
CERTIFICATE 3 GUARANTEE STUDENTS

SIT20316 CERTIFICATE II IN HOSPITALITY

Careers Training Centre

PO Box 1230, CAIRNS QLD 4870

Email: training@careerstrainingcentre.com

Website: www.careerstrainingcentre.com

Tel: (07) 4041 9454 Fax: (07) 4041 9499

CaPTA Group Pty Ltd CaPTA Training Centre

RTO No: 40557

ABN: 74 115 763 230

INTRODUCTION 1
Acronyms you will find in this document. 1
Definitions 1
TRAINING AND ASSESSMENT STRATEGY 2
Career Prospects 3
Certificate 3 Guarantee Funding 4
Eligibility Criteria 4
Entry Requirements 4
Cost of Training 4
Articulation 4
Award 5
Access and Equity 5
Language, Literacy and Numeracy Support 5
Unique Student Identifier (USI) 5
DELIVERY OF THE COURSE 6
Assessment Strategy 6
Australian Apprenticeships 6
Services 6
FOUNDATION SKILLS SUMMARY 7
EMPLOYABILITY SKILLS SUMMARY 8
Qualification rules 9
TRAINING AND ASSESSMENT ARRANGEMENTS 10
Course Structure 11
Student Progress 11
Student records 12
Training and assessment techniques or tools used to gather evidence assessment. 13
Credit Transfer (CT) 14
Recognition of Prior Learning (RPL) 14
TRAINING AND STAFF 16
ENVIRONMENT AND RESOURCES 18
ORGANISATION POLICY, PROCEDURES MANUALS. 19
CONTINUOUS IMPROVEMENT 26
Internal Review Procedure 26
Student Data, Storage and Security 26
Student Feedback 26
What is assessment validation? 27
Validation 28
Moderation 29
USEFUL CONTACTS 32

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.
C3G	Certificate 3 Guarantee funding
CT	Credit Transfer
CTC	Careers Training Centre
NVR	National VET Regulator
QID	Quality Indicator Data
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
VET	Vocational Education and Training
The Act	National Vocational Education and Training Regulator Act 2011
The Standards	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:	SIT20316	**Title:**	Certificate II in Hospitality		
Release:	2	**Release status:**	Current	**Usage recommendation:**	Current
Parent training package:		SIT - Tourism, Travel and Hospitality Training Package			

This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. 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 organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

Possible job titles include:

- bar attendant
- café attendant
- catering assistant
- food and beverage attendant
- front office assistant
- porter
- Room attendant

Visit http://discoveryourcareer.com.au/ for more information on careers within hospitality and tourism. .

Articulation

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

AQF1 Certificate I

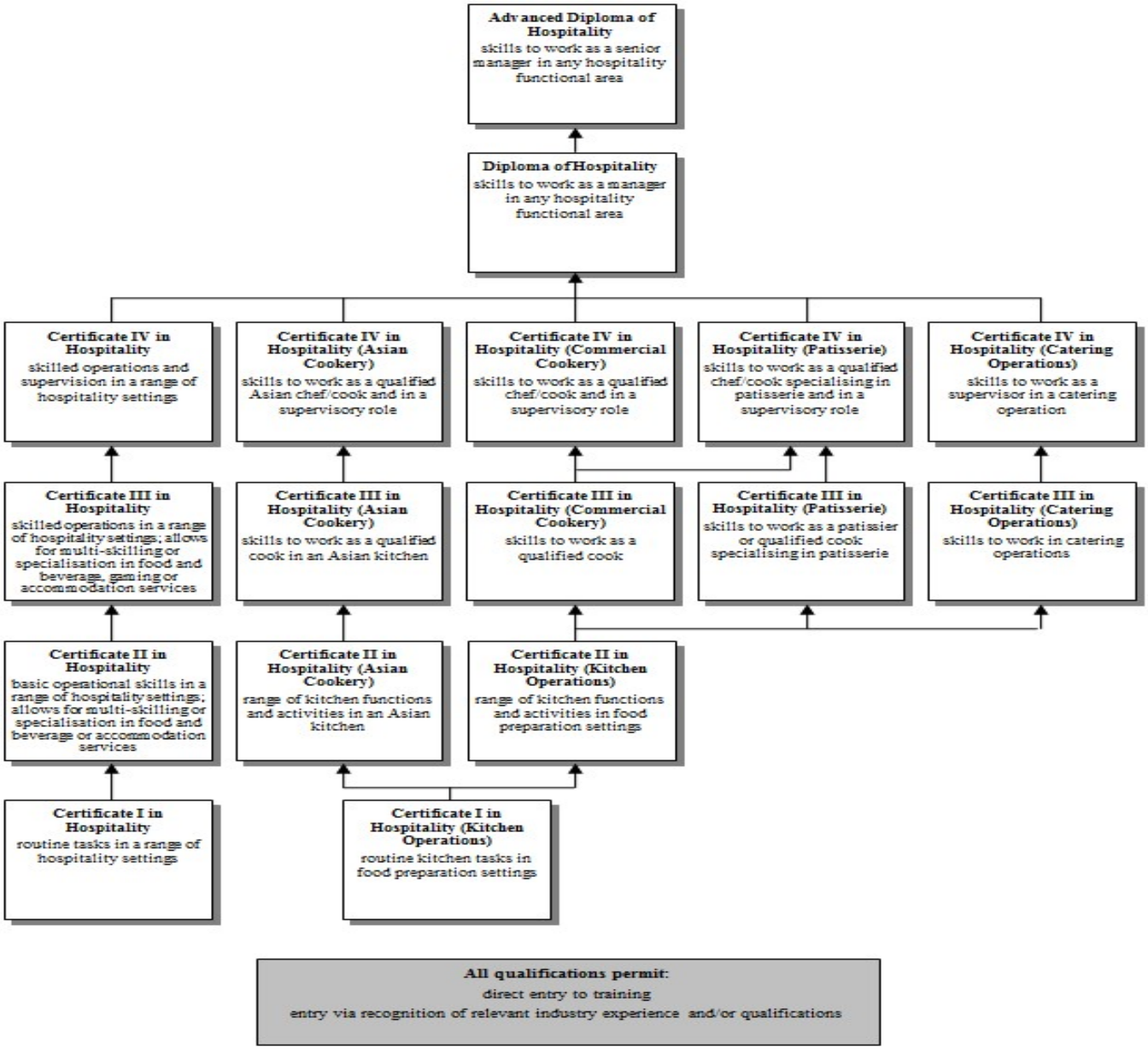
AQF2 Certificate II

AQF3 Certificate III

AQF4 Certificate IV

AQF5 Diploma

AQF6 Advance Diploma



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

It is recognised that typical career paths are not always linear. The 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 via relevant industry experience or qualifications. They enable significant credit transfer between qualifications, including from related industry area.

Certificate 3 Guarantee (C3G) Funding.

The Certificate 3 Guarantee aims to help Queenslanders without a post-school qualification to gain one.

The Certificate 3 Guarantee subsidises your vocational education and training (VET) course fees to help you complete your first post-school certificate qualification.

It is targeted at certificate III level qualifications because they are considered the entry-level qualification most often needed to gain employment in many industry sectors.

The Certificate 3 Guarantee means that instead of paying for the full cost of a training course, you will pay a reduced amount to make the training more affordable and accessible.

Eligibility Criteria

To be eligible for the Certificate 3 Guarantee 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 III or higher qualification from 1st July 2013. Exemptions apply to Certificate III qualifications completed whilst at secondary school.

Please Note: Evidence to confirm eligibility will be required

Employment status does not matter and nor is there any minimum education requirement, only the standard entry requirements for the course of study.

Note: *Eligible individuals must understand that the entitlement under the Certificate 3 Guarantee is for one Government subsidised training place in a funded certificate III qualification. It is very important that you take the time to consider and compare your training options and costs, before signing an enrolment form or committing to a course of study which will use up your entitlement.*

Entry Requirements

There are no minimum employment requirements for participants to meet, however, Certificate II in Hospitality requires 12 industry placement shifts, which will be arranged for those students who are not currently working in the Hospitality Industry.

For further information, please refer to the Course Outline.

Cost of training

	Non concessional	Concessional
SIT20316—Certificate II in Hospitality	$ 968.00	$ 510.00

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

For further information, go to http://www.training.qld.gov.au/resources/training-organisations/pdf/c3g-factsheet-student.pdf.

Award

Upon successful completion of all units of competencies in the course, students will be issued with a SIT20306 Certificate II in Hospitality. Should a student not complete the entire course, then a Statement of Attainment will be given for the units successfully completed.

Access & 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

Careers Training Centre follows the Disability Standards for Education 2017, The Anti-Discrimination Act 1991 and the Disability Discrimination Act (DDA) 2010. Courses are discussed individually with students in a pre-enrolment interview with clear expectations, course outline and requirements, and Workplace Health & Safety requirements given to the individual including:

- Clear course information highlighting core or inherent requirements for the student to make an informed decision
- Enrolment choice and processes discussed
- Once disability is disclosed a meeting is set to explore whether any adjustments could be made or an alternative to course/competencies are possible

These conversations are ongoing during a student's enrolment and all reasonable adjustment is considered

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.

DELIVERY OF THE COURSE

The Certificate II in Hospitality is delivered 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. Evidence of 12 shifts completed within the Hospitality workplace environment is essential to the completion of this certificate.

The final decision about satisfactory demonstration of performance outcomes are made as a joint decision by the Supervising Registered Training Organisation (SRTO) and the employer prior to the final judgement of competence by the assessor.

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

Volume of learning 600 - 1200 hours over 0.5 - 1 year

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
- Course information; content and vocational outcomes
- Client selection, enrolment and induction/orientation procedures
- 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

FOUNDATION SKILLS SUMMARY

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

Writing	**Level 1**
Vocabulary	Extends key vocabulary to include personal details of self, family and relevant others, most aspects of everyday life and other vocabulary of personal significance
Grammar	Uses action words and simple verb tenses in sentences of one or two clauses Uses adjectives, pronouns and prepositions to describe people, places, things and events Uses simple cohesive devices such as *and, but, then* Uses time/location markers such as *first, then, yesterday, in, at*
Punctuation	Uses basic punctuation, e.g. capital letters, full stops and commas
Spelling	Attempts spelling by using familiar letter patterns, including phonic letter patterns, common stems, suffixes and prefixes Uses a spellchecker with support Refers to a dictionary to check spelling or vocabulary choices Shows some variation in spelling that does not interfere with the overall meaning
Legibility	Writes legible script Consistently uses upper or lower case, and print or cursive script
Learning	
Locating, evaluating and organising information	Begins to pose simple questions to help focus information search Uses simple web search queries to locate information on the internet Recognises that some texts are more appropriate for a purpose than others Uses a small range of strategies to assess the potential of a text, e.g. scans the cover, title or illustrations Begins to evaluate relevance of information on familiar subjects Uses simple organising methods to manage reference material, e.g. labels a file box or a Word folder
Reading	
Complexity	Understands the main ideas in at least two types of short, unambiguous texts, including simple non-linear web based texts Understands texts incorporating sentences of one or two clauses linked by simple cohesive devices such as *and, but, then* Comprehends texts incorporating adjectives, pronouns and prepositions
Prediction and prior knowledge	Makes content predictions on the basis of prior knowledge of the subject and emerging understanding of text structures, e.g. layout and headings Identifies connections between prior knowledge and some information and ideas in a text on a familiar subject
Writing	
Range	Creates at least two text types, e.g. a personal history, a recipe or an email messag Focuses on topics relevant to personal needs and interests Writes at least one paragraph (prose text) Writes factual or personal information using notes or dot point lists
Structure and cohesion	Recognises that texts have a structure, e.g. a beginning, middle and end Begins to sequence writing with some attention to organising principles of time and importance
Oral communication Speaking	
Range and context	Demonstrates language use appropriate to some different interactional purposes, e.g. gives an opinion or explanation, makes an enquiry or seeks clarification
Audience and purpose	Begins to provide key information relevant to an exchange Recognises that words and grammatical choices may vary to meet the requirements of the audience and purpose
Cohesion and structure	Makes connections between own knowledge and experience, and ideas, events and information when speaking Uses simple questions and instructions in order to exchange or obtain goods or services, or gather and provide information
Pronunciation and fluency	Produces mostly intelligible pronunciation, stress patterns and intonation. Some variations may require clarification Speaks slowly and pronounces key words deliberately
Non-verbal communication	Relies on facial expressions and gestures to clarify or confirm meaning
Oral communication Listening	
Range and context	Comprehends language used in a limited range of contexts Makes connections between own knowledge and experience and the purpose of oral texts
Structure and grammar	Follows the use of adjectives, pronouns and prepositions to describe people, places, things and events Comprehends the use of simple verb tenses in sentences with one or more clauses Comprehends oral texts which have a predictable structure and familiar vocabulary

Comprehension	Comprehends straightforward questions and instructions in order to exchange or obtain goods or services, and gather and provide information Responds to questions and takes turns to maintain simple conversations Begins to identify key information relevant to an exchange Asks questions to clarify meaning when listening Indicates the need for repetition
Non-verbal communication	Interprets facial expressions and gestures to refine or confirm meaning

EMPLOYABILITY SKILLS SUMMARY

The following table contains a summary of the employability skills required by the hospitality 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	Communicating with colleagues and customers to determine their specific needs; interpreting verbal and written information on customer requirements to ensure efficient service delivery; determining and interpreting customer preferences to sell proactively and persuasively; negotiating acceptable solutions to customer problems and complaints; interpreting and providing clear and accurate information to customers in a culturally appropriate way to ensure a positive hospitality experience.
Initiative and enterprise	Identifying and suggesting ways to improve operational and service efficiency; generating and suggesting ideas for new or improved products.
Learning	Knowing own product knowledge and service skill strengths and weaknesses, being aware of opportunities to learn and participating in hospitality industry professional development activities; seeking and sharing information with colleagues on new hospitality trends, products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising customer, product and procedural information to efficiently plan and deliver hospitality products and services; collecting and analysing information to meet the specific needs of the customer group; pacing the delivery of service to meet operational and customer requirements; setting timelines, planning and organising own work flow to coordinate the delivery of a positive service outcome for hospitality customers.
Problem-solving	Anticipating problems that may arise with operational and service activities; mitigating problems by planning operational and service activities; identifying and clarifying the extent of problems; taking responsibility for solving operational and service issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems.
Self-management	Understanding and following policies and procedures for legal compliance; organising own work priorities to deliver hospitality products and services; taking responsibility for own job role in servicing the hospitality customer and for resolving service difficulties; thinking about own work performance and seeking feedback and guidance on success in effectively servicing the needs of customers.
Teamwork	Working as a skilled team member to deliver the quality service goals of the hospitality business; taking responsibility for own role in servicing the needs of customers; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members; providing guidance and instruction to assistant or trainee team members; showing social and cultural sensitivity to team members.
Technology	Understanding the operating capability of, selecting and using tools, equipment, computer systems, software and information systems that assist in hospitality sales and service activities; selecting and using the right personal protective 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 hospitality 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 Hospitality 12 units must be completed:

- 6 core units
- 6 elective units, consisting of:
  1 unit from the Group A
  3 units from Group B
  2 units from Group B, elsewhere in SIT 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.

CORE UNITS:			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
BSBWOR203	Work effectively with others	Nil	15
SITHIND002	Source and use information on the hospitality industry	Nil	25
SITHIND003	Use hospitality skills effectively	Nil	40
SITXCCS003	Interact with customers	Nil	20
SITXCOM002	Show social and cultural sensitivity	Nil	20
SITXWHS001	Participate in safe work practices	Nil	12
	GROUP A:		
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
SITHIND001	Use hygienic practice for hospitality service	Nil	10
SITXFSA001	Use hygienic practices for food safety	Nil	25
	GROUP B:		
UNIT CODE	**UNIT NAME**	**Pre REQUISITES**	**Nominal Hours**
SITHACS001	Clean premises and equipment	Nil	45
SITXCCS002	Provide visitor information	Nil	35
BSBCMM201	Communicate in the workplace	Nil	40
SITXCOM001	Source and present information	Nil	10
BSBSUS201	Participate in environmentally sustainable work practices	Nil	20
SITXFIN001	Process financial transactions	Nil	20
HLTAID003	Provide first aid	Nil	18
SITHFAB001	Clean and tidy bar areas	SITXFSA101*	10
SITHFAB002	Provide responsible service of alcohol	Nil	10
SITHFAB003	Operate a bar	SITXFSA101* & SITHFAB201*	30
SITHFAB004	Prepare and serve non-alcoholic beverages	SITXFSA101*	15
SITHFAB005	Prepare & serve espresso coffee	SITXFSA101*	30
SITHFAB007	Serve food and beverage	SITXFSA101*	80
SITXFSA001	Use hygienic practices for food safety	Nil	25
SITXFSA002	Participate in safe food handling practices	Nil	40
SITXINV001	Receive and store stock	Nil	10
SITHIND001	Use hygienic practices for hospitality service	Nil	10

***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 access a workplace, but 12 shifts are required to be completed within a hospitality industry based workplace to gain the Certificate II in Hospitality. The training and assessment environment where access to specific resources and operations is not available to the student,

the delivery and assessment will be in a simulated work or vocational work placement of a hospitality industry environment with a high degree of supervision. Vocational work placements will be found for the required and essential industry based experience. The units are suitable for the assessor to contextualise to local industry activities so that vocational work placements link to units of study.

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

TRAINING AND ASSESSMENT ARRANGEMENTS

Duration: The expected completion time is a 6-month period, with training 4 hours weekly.

Volume of learning 600 - 1200 hours over 0.5 - 1 year

Evidence of 12 shifts completed within the Hospitality workplace environment is essential to the completion of this certificate.

Assessments will be conducted by Careers Training Centre at the vocational workplace of the student after discussion with their host employer and the student, to set a mutually agreed date and time. Some assessments may be assessed in a simulated work environment, on excursions, in role plays and/or scenarios or any combination of these. 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.

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.

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 placements – experience in local industry environments, Minimum of 12 shifts are required to be completed within the hospitality workplace. Work placements will be under The Vocational Education, Training and Employment Act 2000. The object of the placement is to give the student practical training and experience that is required under, and is an assessable part of, the student's course.
- Trainers will work with the student's host employer to ensure that training and the duties undertaken in the workplace support the learning process.
- 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 student 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. 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. Max student number is 10.

Set out below are a series of defined activities that a team of participants and individuals 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
6 weeks	**Theme:** Local area Hospitality **Focus:** • The hospitality experience • Sources of information about hospitality and hospitality products • Careers in Hospitality • Roles and functions • Cultural understanding and expectations • Legal requirements	BSBWOR203 SITXCCS003 SITXCOM002 SITXWHS001 SITXFSA001 SITHIND001 SITHFAB002
8 weeks	**Theme:** The Service Experience **Focus:** • Standards of the industry • Communication • Service Cycle • Quality Customer Service • Legal requirements	SITXFSA002 SITXCCS002 BSBCMM201 SITHACS001 HLTAID003 SITXCOM001
7 weeks	**Theme:** Product Knowledge **Focus:** • Technical knowledge • Operational Knowledge • Changes and Trends in the Industry • Presentation • Industry Standards and timeframes	SITHFAB001* SITHFAB002 SITHFAB003* SITHFAB004* SITHFAB005* SITHFAB007* ***Pre-requisite/s applies** SITXINV001
5 weeks	**Theme:** Operating a Hospitality Business **Focus:** • Benefits and costs • Legislative requirements • Working as a Team • Promotion and up-selling • Complaints and Conflict • Marketing	BSBSUS201 SITHIND002 SITHIND003 SITXFIN001

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 down loading 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 their duties and activities in the workplace students, over time, gain recognition of the skills they demonstrate.

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:

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

Unit of competency	Unit Name	Check (x) technique that applies				
		1	2	3	4	5
BSBWOR203	Work effectively with others	X			X	X
SITHIND002	Source and use information on the hospitality industry	X			X	X
SITHIND003	Use hospitality skills effectively	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
SITHIND001	Use hygienic practice for hospitality service	X		X	X	X
SITXFSA001	Use hygienic practices for food safety	X		X	X	X
SITHACS001	Clean premises and equipment	X			X	X
SITXCCS002	Provide visitor information	X			X	X
BSBCMM201	Communicate in the workplace	X			X	X
SITXCOM001	Source and present information	X	X		X	X
BSBSUS201	Participate in environmentally sustainable work practices	X		X	X	X
SITXFIN001	Process financial transactions	X			X	
HLTAID003	Provide first aid	Delivery by Qualified RTO				
SITHFAB001	Clean and tidy bar areas	X		X	X	X
SITHFAB002	Provide responsible service of alcohol	X	X		X	
SITHFAB003	Operate a bar	X	X		X	X
SITHFAB004	Prepare and serve non-alcoholic beverages	X	X		X	
SITHFAB005	Prepare & serve espresso coffee	X	X		X	X
SITHFAB007	Serve food and beverage	X			X	X
SITXFSA002	Participate in safe food handling practices	X	X		X	X
SITXINV001	Receive and store stock	X	X		X	X

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)

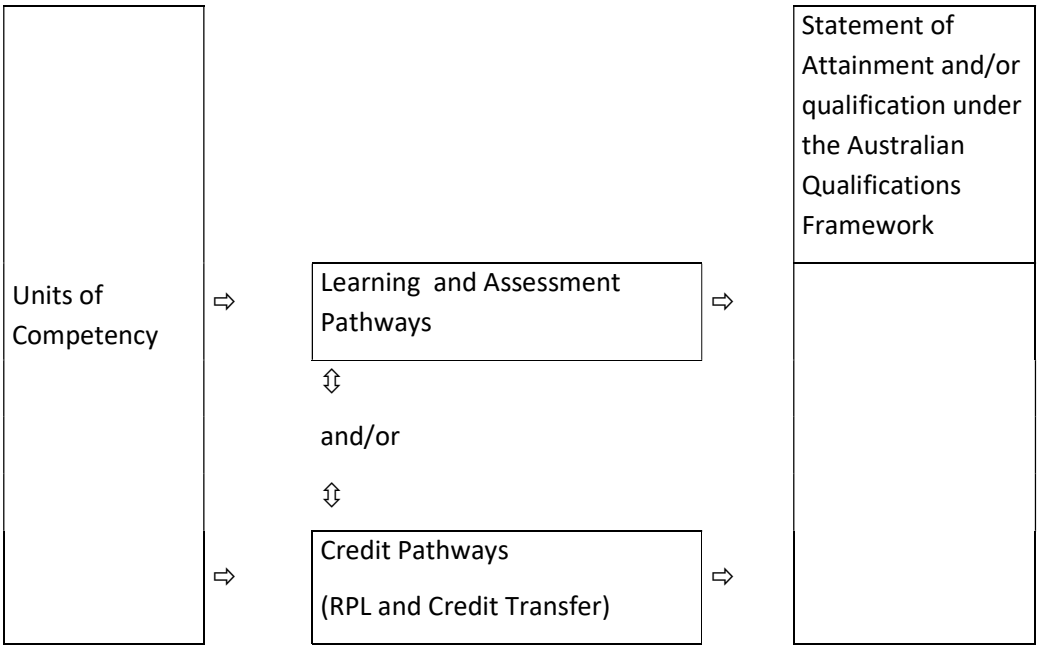
The objective of the Recognition of Prior Learning (RPL) for the Vocational Education and Training system is to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

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!

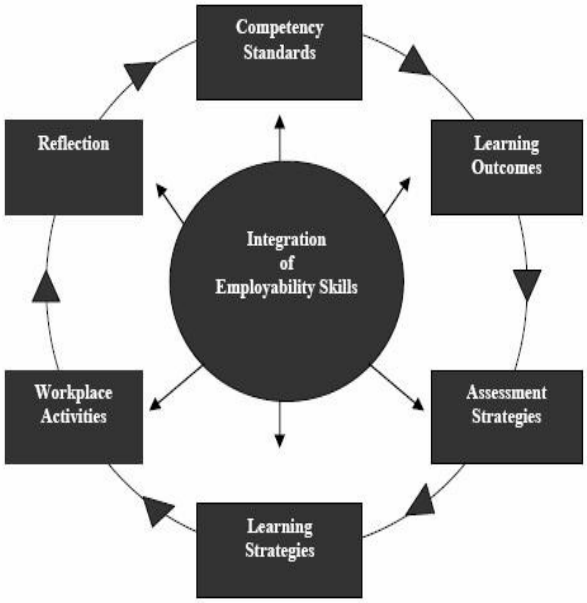
Using the RPL process is not an easy way to get a qualification. It is not a matter of time served or amounts of experience but the specific and relevant learning which is assessed according to the prescribed Competency Standards. Applicants need to be committed to supporting their case by locating and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



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 TAE40104 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
BSBWOR203 Work effectively with others	**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 Management SIT50416 - Diploma of Travel & Tourism Management SIT50116 - 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 II in Animal Studies ACM20117 - Certificate III in Captive Animals ACM30317	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, EW	PC, MvdB, EW
SITHIND002 Source and use information on the hospitality industry			PC, MvdB, EW	PC, MvdB, EW
SITHIND003 Use hospitality skills effectively			PC, MvdB, EW	PC, MvdB, EW
SITXCCS003 Interact with customers			PC, MvdB, EW	PC, MvdB, EW
SITXCOM002 Show social and cultural sensitivity			PC, MvdB, EW	PC, MvdB, EW
SITXWHS001 Participate in safe work practices			PC, MvdB, EW	PC, MvdB, EW
SITHIND001 Use hygienic practices for hospitality service			PC, MvdB, EW	PC, MvdB, EW
SITHACS001 Clean premises and equipment			PC, MvdB	PC, MvdB
SITXCCS002 Provide visitor information			PC, MvdB	PC, MvdB
BSBCMM201 Communicate in the workplace			PC, MvdB, EW	PC, MvdB, EW

SITXCOM001 Source and present information	- Diploma of Travel and Tourism Management SIT50116 - Certificate III in Tourism SIT30116 - Certificate III in Tour directing and guiding - Blue card for Child Related Employment - HTLAID003 Provide First Aid 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 From 1995 Melissa has worked in the Tourism industry working as a guide and from 2000 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, **Elaine Williams (EW)** has a diverse hospitality and retail background, adding life coaching in recent years. Elaine's qualification includes - Certificate IV in Training and Assessment TAE40110 - Diploma of Life Coaching - Diploma of Retail management - Certificate III in Business - Certificate II in Hospitality - Blue card for Child Related Employment - TAE40016 Skill set TAEASS502 and TAELLN411		PC, MvdB,	PC, MvdB,
BSBSUS201 Participate in environmentally sustainable work practices			PC, MvdB, EW	PC, MvdB, EW
SITXFIN001 Process financial transactions			PC, MvdB, EW	PC, MvdB, EW
HLTAID003 Provide first aid			OUT SOURCED	OUT SOURCED
SITHFAB001 Clean and tidy bar areas			PC, EW	PC, EW
SITHFAB002 Provide responsible service of alcohol			PC, EW	PC, EW
SITHFAB003 Operate a bar			PC,	PC,
SITHFAB004 Prepare and serve non-alcoholic beverages			PC,	PC,
SITHFAB005 Prepare & serve espresso coffee			PC, EW	PC, EW
SITHFAB007 Serve food and beverage			PC, MvdB, EW	PC, MvdB, EW
SITXFSA002 Participate in safe food handling practices			PC, EW	PC, EW
SITXINV001 Receive and store stock			PC, MvdB	PC, MvdB
SITHIND001 Use hygienic practices for food safety			PC, MvdB, EW	PC, MvdB, EW

ENVIRONMENT AND RESOURCES

Some units within the Certificate III in Hospitality 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:

- Operational commercial kitchen
- Kitchen storage area
- Food preparation area
- Operational bar
- Operational restaurant or dining area
- Accommodation environment
- Accommodation front office environment
- Tourism office

Vocational Placements

Vocational placements are required under the Vocational Education, Training and Employment Act 2000, and allows a student to be placed in a work environment to provide the student with practical training and experience that is required under, and is an assessable part of, the student's course. A vocational placement is generally 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.

All students are required to attend vocational 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 Cairns Tours

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.

Resources required for a Hospitality environment

Operational commercial kitchen

Fixtures and large equipment:

- Stainless steel benches (1.5 m/person) or equivalent benches that comply with health department standards
- Microwave
- Salamander or other form of griller (one per 4 persons)
- Commercial dishwasher
- Bain marie or hot box
- Double sink
- Slicing machine
- Commercial oven (1 per 2 persons)
- Commercial refrigeration unit with shelving
- Burners (2 burners per 1 person)
- Freezer unit
- Deep-fryer
- Commercial mixer
- Hot plate, grill or griddle
- Food processor and accessories
- Garbage area

Small equipment:

- Appropriate cutlery and crockery
- Storage facilities and containers for hot and cold storage
- Colour-coded cutting boards, in material other than wood
- Moulds and forms
- Baking sheets and trays
- Assorted pans and frypans, including stainless steel, cast iron, iron and non-stick
- Assorted stainless steel mixing bowls
- Scales
- Sharpening steel and assorted cooks knives, including boning, utility, filleting, carving and bread
- Wooden spoons, scrapers and spatulas
- Serving spoons, ladles and measuring spoons
- Tongs and serving utensils
- Small utensils, including pastry brush, fruit corers, cooking thermometer, vegetable peelers and graters
- Whisks, including fine and coarse stainless steel wire
- First aid kit and manual
- Ordering and docketing system
- Fire blanket and extinguishers
- Personal protective clothing, including cook's uniform and food handler's gloves

Cleaning materials and equipment:

- Detergents
- Tea towels
- Hand towel dispenser
- Garbage bins and bags

- Sponges, brushes and scourers
- Separate hand basin and soap dispenser
- Disinfectant

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 (1.5 m/person) or equivalent benches that comply with health department standards
- Griller
- Slicing machine
- Sink
- Refrigeration unit with shelving
- Storage facilities
- Burner

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
- Hand towel dispenser
- Disinfectant and detergents
- Garbage bins and bags

Operational bar

Fixtures and large equipment:

- Bar service area
- Beer reticulation system
- Storage area for glassware and drinks

- Ice machine
- Post-mix system or bottled mixes
- Glass washer
- Refrigeration
- Coffee and tea-making facilities
- Cashiering facilities, such as electric cash register, credit card and EFTPOS facilities

Small equipment:

- Range of glassware, including:
- Variety of glasses, including red wine, white wine, champagne flute, brandy, sherry and port
- Variety of beer glasses
- Highball glasses
- Water glasses
- Old fashioned glasses
- Various cocktail glasses
- Liqueur and liqueur coffee glasses
- Range of liqueurs, juices and soft drinks
- Range of bottled and canned beers
- Full range of basic spirits e.g. rum, gin, brandy, scotch, vodka
- Range of wines and wine lists
- Blenders
- Cocktail shaker
- Hawthorn strainer
- Mixing glass
- Variety of pourers, including speed, optic, inverted optic and nip measures
- Cutting board to HACCP specifications
- Small knives and tongs
- Straws, swizzle sticks and coasters that comply with food safety requirements
- Service trays and liners
- Garnishes and garnish containers
- Order pads/dockets
- Coffee and tea serviceware
- Cleaning equipment – wet and dry cloths, disinfectants, mops and buckets
- Ice bucket and ice

Operational restaurant or dining area

Fixtures and large equipment:

- Minimum of 5 tables (small 2s or 4s)
- Minimum of 15 chairs
- Waiter's station or equivalent
- 2 sideboards (or table substitutes)
- Point-of-sale system, including credit card and EFTPOS facilities
- Access to a bar

Small equipment:

- Tablecloths and selected linen or serviettes
- Crockery, including side plates, main plates, dessert bowls, coupes, entrée plates and soup bowls

- Cruets and pepper mills
- Cutlery, including main and entrée knives and forks , soup and dessert spoons, teaspoons, side knives and specialised cutlery or equipment in line with menu
- Milk and sugar containers
- Butter dishes and curlers
- Coffee and tea pots
- Water jugs
- Bread baskets
- Menus and wine lists
- Cleaning equipment
- Docket books or computerised ordering system
- Standard range of glassware for the service of:
- Wine: red, white, sparkling and fortified
- Cocktails
- Soft drinks and water
- Spirits
- Beer

For beverage service:

- Post-mix system
- Glass washer
- Ice making facilities
- Refrigeration unit
- Wine, spirit and beer cellar or storage
- Small cocktail making equipment
- Drink trays for table service
- Spirit dispensing system
- Bar with washable work benches with sink and hot and cold water
- Ice buckets, wine stands or alternative
- Waiter's cloths or alternative
- Appropriate wines
- Waiter's friend

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

Fixtures and room equipment:

- 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

Cleaning equipment:

- 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

Accommodation front office environment

- 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

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

ORGANISATION POLICY, PROCEDURES MANUALS.

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/

CONTINUOUS 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 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_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.

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: The 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:

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:
			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.

Useful Contacts -

Service Skills Australia	www.serviceskills.com.au/tourism-hospitality-events-training-package
Tourism Queensland	www.teq.queensland.com
Office of Liquor and Gaming Registration (OLGR) Queensland	www.business.qld.gov.au/industry/liquor-gaming
Workplace Health and Safety Queensland	https://www.worksafe.qld.gov.au/
QTIC	https://www.qtic.com.au/
Food safety standards and regulations	https://www.business.qld.gov.au/industry
Queensland Hotels Association	http://www.queenslandhotels.com.au/
Australian Hotels Association	http://aha.org.au/
QSA VET	http://www.qcaa.qld.edu.au/576.html
QSA Training and Assessment information	http://www.qcaa.qld.edu.au/14793.html
QSA Tourism resources	http://www.qcaa.qld.edu.au/10846.html
Service Skills Australia	http://www.serviceskills.com.au/
Queensland holidays	www.queensland.com.au
Tourism Support Network	http://www.tourism.australia.com/
TVET products	http://www.ivet.com.au/a/185.html
Safework Australia	http://www.safeworkaustralia.gov.au/sites/SWA
Workplace Healthy and Safety Student Program	http://www.deir.qld.gov.au/workplace/pdfs/safetysense/index.htm
Worksafe Smart Move	http://smartmove.safetyline.wa.gov.au/
Australian tourism Data Warehouse	http://www.serviceskills.com.au/tourism-hospitality-events-training-package
Service Skills Australia	www.serviceskills.com.au/tourism-hospitality-events-training-package
Tourism Queensland	www.teq.queensland.com
Office of Liquor and Gaming Registration (OLGR) Queensland	www.business.qld.gov.au/industry/liquor-gaming
Workplace Health and Safety Queensland	https://www.worksafe.qld.gov.au/
QTIC	https://www.qtic.com.au/
Food safety standards and regulations	https://www.business.qld.gov.au/industry