TRAINING AND ASSESSMENT STRATEGY
USER CHOICE STUDENTS

SIT30116 CERTIFICATE III IN TOURISM

INTRODUCTION

Acronyms you will find in this document.

AcronymDefinition

ACPET	Australian Council for Private Education & Training
AQF	Australian Quality Framework
ASQA	Australian Skills Quality Authority
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard.
CT	Credit Transfer
CTC	Careers Training Centre
NVR	National VET Regulator
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
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]

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

TRAINING AND ASSESSMENT STRATEGY

Code:	SIT30116	Title:	Certificate III in Tourism		
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Parent training package:		SIT - Tourism, Travel and Hospitality Training Package			

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

Career Prospects

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

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

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

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

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

Articulation

Students who successfully complete the Certificate III in Tourism can gain credits for subjects included in the Certificate IV in 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.

AQF1 Certificate I	**AQF2 Certificate II**
AQF3Certificate III	**AQF4 Certificate IV**
AQF5 Diploma	**AQF6 Advance Diploma**

Advanced Diploma of Tourism
skills for strategic tourism management role

Diploma of Holiday Parks and Resorts
managerial skills specialising in operations or marketing and product development roles

Diploma of Tourism
managerial skills in tourism operations, marketing and product development; allows for multi-skilling or specialisation in operations or marketing

Certificate IV in Holiday Parks and Resorts
supervisory skills in front office, housekeeping or grounds maintenance; multi-skilling across operational areas

Certificate IV in Tourism
technical sales and marketing, operational or tour delivery skills; multi-skilling or specialisation in operations or marketing

Certificate IV in Tourism (Guiding)
specialisation in highly-developed technical guiding skills

Certificate III in Holiday Parks and Resorts
specialisation in accommodation and holiday park operational roles

Certificate III in Tourism
multi-skilling in tourism operational and tour delivery roles

Certificate III in Travel
specialisation in retail travel sales and operational roles

Certificate III in Tourism (Tour Wholesaling)
specialisation in wholesale tourism sales and operational roles

Certificate III in Tourism (Visitor Information Services)
specialisation in visitor information services sales and operational roles

Certificate III in Tourism (Guiding)
specialisation in tour guiding

Certificate II in Holiday Parks and Resorts
basic technical skills in front office, housekeeping or grounds maintenance environment

Certificate II in Tourism
basic tourism technical skills for a range of sectors and enterprise types

Certificate I in Tourism (Australian Indigenous Culture)
basic practical tourism skills with an Indigenous focus

All qualifications permit:
direct entry to training
entry via recognition of relevant industry experience and/or qualifications

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

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.

A Traineeship using User Choice Funding.

The User Choice program provides public funding for the delivery of accredited, entry level training to apprentices and trainees.

The program works in conjunction with the Commonwealth Australian Apprenticeships System, under which apprentices and trainees enter into legally binding training contracts with their employers and receive structured training to achieve a nationally recognised qualification.

Registered training organisations provide students with training that results in qualifications and statements of attainment that are recognised and accepted by industry and other registered training organisations throughout Australia.

The Queensland User Choice program enables trainees and their employers to select a preferred Registered Training Organisation (RTO) from a list of Pre-qualified Suppliers for the delivery of accredited training to meet their specific needs. Prior to sign up a student should understand the Multiple Governments Contribution section of the User Choice Policy and its implications on the student obtaining funding for additional qualifications. Information about User Choice is available at www.training.qld.gov.au

Through User Choice, the employer and the trainee, have the ability to select a Registered Training Organisation (RTO) to meet their needs. There are many RTO's offering different styles of training delivery. Careers Training Centre delivers training in small groups, works with the employer and trainee one on one or in blocks of time that met the needs of the employer and trainee. Training is focused on developing the skill and knowledge required and combining this with practical application in the workplace. Careers Training Centre will discuss with the employer what best suits their needs and work with them to tailor training that best fits those needs.

The Australian Apprenticeship Centre will be able to supply a list of registered training organisation that is available in your area to deliver accredited training. Contact www.apprenticeshipsinfo.qld.gov.au or find your local Training Queensland office (in Quicklinks menu) or phone 1800 210 210

It is very important that you read and understand the terms and conditions of the training agreement and prior to signing for a qualification or traineeship that students understand the Multiple Government Contributions section of the User Choice Policy.

The Australian Apprenticeship Centre (AAC) will register the training contact between all the parties with the State Government and provide information regarding the responsibilities of the employer and trainee. A training plan will be completed within 30 days and training will commence. We will visit the employer in the workplace and develop this training plan with the employer and trainee. Each unit within the training plan will have a state and finish date for completion. The training plan helps the employer and trainee to understand what is expected during the traineeship and how training will be provided as well as setting what it is that will be learnt and how this will be demonstrated. It outlines what the trainee will learn, where the traineeship will be trained, how it will be trained, and how and when the trainee will be assessed

Tuition fee are applicable on all traineeship and this will be discussed with the employer and trainee. It is the responsibility of the trainee to pay all tuition fees and the cost will be advised when the training plan is completed.

Trainees attend structured training regularly and employers will be regularly advised of the trainee's progression in their traineeship.

Cost of training

There may be costs involved with your traineeship for the employer and the trainee. The Australian Apprenticeship Centre (AAC) will be able to advise an employer of the level of funding available under the accredited qualification. Student tuition fees may be applicable and the cost will be advised when a training plan is completed.

Under the user Choice contact employers and students have a 30 day probation period. A probation period of time is when the apprentice or trainee works and trains with their employer before each decides whether to continue with the traineeship. If both parties decide to continue they work together until you achieve all necessary skills. Should either party wish to terminate the contract they must apply in writing to the Department of Employment, Small Business and Training (DESBT) to cancel the training contract.

This could be mutually agreeable between all parties or a one party cancellation request.

Once the traineeship has past the probationary period, the employer and trainee are bound by the terms and conditions of the contract. This contact will be confirmed in writing by the Department of Employment, Small Business and Training (DESBT) and a copy should be supplied to the Registered Training Organisation.

Award

Upon successful completion of all units of competencies in the course, students will be issued with a SIT30116 Certificate III in Tourism. Should a student not complete the entire course, then a Statement of Attainment will be given for the units successfully completed.

Entry Requirements

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

Access & Equity

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 III in Tourism is delivered by on-the-job training, off-the-job training, and by the 'self-paced' method of learning, which allows for greater flexibility in choosing the times the trainee is at training.

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. Final decisions about the satisfactory demonstration of performance outcomes are made as a joint decision by the STRO and the employer prior to final judgement of competence by the assessor.

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

Duration for traineeships, the expected completion time is 18 months, with training 3 hours weekly. Employment in the workplace will be for a minimum of 50 days (minimum 375 hours).

Volume of learning1200 - 2400 hours over 1 -2 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

- ✓ 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

FOUNDATION SKILLS SUMMARY

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

Writing	Level 3
Vocabulary	Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available
	Uses vocabulary with increasing precision to show how words carry particular shades of meaning
	Uses an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank
	es some familiar acronyms
	– Where appropriate to task or context, uses some common idioms
Grammar	Uses introductory phrases which indicate that an opinion, or a fact, is being offered
	Uses some complex and compound sentences
	Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints
	Uses dependent clauses introduced by words such as *although, when, if, while*
	Uses a range of tenses
Punctuation	Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks
Spelling	Uses a spell checker with increasing understanding, independence and awareness of its limitations
	Spells with reasonable accuracy
	Attempts to spell unfamiliar words, using a range of strategies, including phonic and visual letter patterns, syllabification and word origin
Legibility	Uses a legible handwriting style or a computer font appropriate to the audience and purpose
Learning	
Locating, evaluating and organising information	Poses some who/what/why questions to help focus an information search
	Independently searches the internet, using key words, simple questions and 'trial and error' approaches
	Evaluates the reliability of sources in familiar contexts on the basis of a small set of criteria, e.g. directly relevant to purpose or opinion/factual
	Begins to consider the validity of a source, e.g. an opinion or factual text on the internet
	Uses some personal and/or workplace designed systems for ordering, classifying and storing familiar reference materials for easy retrieval, e.g. naming and dating, or version control
Reading	
Complexity	Understands familiar texts of limited complexity that may incorporate graphs, tables and charts
	Understands texts requiring integration of a number of ideas and pieces of information and some inference
	Identifies the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and may involve the use of some abstract language and use of the passive voice
	Understands texts on familiar subjects that incorporate some abstract language and use of the passive voice
Prediction and prior knowledge	Draws on prior knowledge of familiar topics and text structures to read ahead
	Integrates new ideas and information with existing understanding
Writing	
Range	Produces a range of text types (familiar and some unfamiliar), with appropriate structures
Structure and cohesion	Sequences writing to produce cohesive text
	Interrelates ideas and information and some support material when writing about familiar topics
	Uses layout consistent with text type
Oral	

communication Speaking	
Range and context	Uses structure and register appropriate for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving, and exploring issues in everyday situations
Audience and purpose	Demonstrates an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose
Cohesion and structure	Identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
Pronunciation and fluency	Refines intended meaning, varying speed and changing tone or emphasis when speaking
	Uses pronunciation, stress patterns and intonation which do not obscure meaning but may require occasional clarification
	Uses speech that may be characterised by uneven flow, with some repetition, especially in longer utterances
Non-verbal communication	Uses interactional strategies such as non-verbal feedback in order to support effective communication
Oral communication Listening	
Range and context	Derives meaning from language used for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving and exploring issues in everyday situations
	Identifies gist of oral texts with some unfamiliar elements, e.g. movies or presentations
Structure and grammar	Recognises introductory phrases which indicate that an opinion or a fact is being offered
	Comprehends dependent clauses introduced by words such as *although, when, if, while*
	Identifies cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
	Follows the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions or viewpoints
	Understands a range of tenses
Comprehension	Comprehends longer oral texts with limited complexity
	Listens for relevant information in order to make notes from oral texts on a range of everyday topics
Non-verbal communication	Provides non-verbal feedback in order to show interest or attitude

EMPLOYABILITY SKILLS SUMMARY

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

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	Communicating with colleagues and customers to determine their specific needs; interpreting verbal and written information on customer requirements and tourism products and services 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 tourism experience.
Initiative and enterprise	Identifying and suggesting ways to improve sales, 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 tourism industry professional development activities; seeking and sharing information with colleagues on new tourism trends, products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising customer and product information to plan for and deliver a positive service outcome for tourism customers; collecting and analysing information to meet the specific needs of the customer group; setting timelines, planning and organising own work flow to efficiently coordinate tourism sales, operational and service activities within deadlines; using predetermined policies and procedures to guide the planning and delivery of tourism products.
Problem-solving	Anticipating problems that may arise with sales, operational and service activities; mitigating

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 and tourism products and services 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 tourism experience.
	problems by planning sales, operational and service activities; identifying and clarifying the extent of problems; taking responsibility for solving sales, 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 sell, plan or deliver tourism products and services; taking responsibility for own job role in servicing the tourism 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 tourism 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 technologies that assist in planning and delivering tourism products such as computer systems and software, microphones, vehicles, navigation equipment, and recreational and entertainment equipment; correctly using equipment to manage personal safety in the workplace.

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

QUALIFICATION RULES
To achieve a Certificate III in Tourism 15 units must be completed:

- 4 core units
- 11 elective units, consisting of:
— 6 units from Group C

OR

— 6 units from Group A, B, C or E
— the remaining 5 units may be selected from any elective group below, elsewhere in the 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**
SITTIND001	Source and use information on the tourism and travel industry	Nil	25
SITXCCS006	Provide service to customers	Nil	25
SITXCOM002	Show social and cultural sensitivity	Nil	20
SITXWHS001	Participate in safe work practices	Nil	12
GROUP A ELECTIVE UNITS: TOURISM OFFICE OPERATIONS			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
SITTTSL001	Operate online information systems	Nil	30
SITTTSL002	Access and interpret product information	Nil	60

GROUP B ELECTIVE UNITS: TOURISM COORDINATION			
UNIT CODE	UNIT NAME	PRE REQUISITES	NOMINAL HOURS
SITXCCS002	Provide visitor information	Nil	35
SITTTSL005	Sell tourism products and services	Nil	45
SITTTSL006	Prepare quotations	Nil	30
SITTTSL007	Process reservations	Nil	30
SITTTSL010	Use a computerised reservations or operations system	Nil	120
GROUP C ELECTIVE UNITS: TOURISM DELIVERY			
UNIT CODE	UNIT NAME	PRE REQUISITES	NOMINAL HOURS
SITHACS001	Clean premises and equipment	Nil	45
SITTGDE001	Interpret aspects of local Australian Indigenous culture	Nil	65
SITTGDE004	Lead tour groups	Nil	30
SITTGDE005	Prepare and present tour commentaries or activities	Nil	70
SITTGDE006	Develop and maintain the general and regional knowledge required by guides	Nil	100
SITXCCS001	Provide customer information and assistance	Nil	30
SITXCCS004	Provide lost and found services	Nil	2
SITXCOM003	Provide a briefing or scripted commentary	Nil	25
SITXWHS002	Identify hazards, assess and control safety risks	Nil	30
GROUP E ELECTIVE UNITS: GENERAL ELECTIVES			
UNIT CODE	UNIT NAME	PRE REQUISITES	NOMINAL HOURS
BSBTWK201	Work effectively with others	Nil	40
BSBCMM211	Apply communication skills	Nil	40
BSBSUS211	Participate in environmentally sustainable work practices	Nil	20
SITXCOM001	Source and present information	Nil	10
SITXFIN001	Process financial transactions	Nil	20
HLTAID011	Provide first aid	Nil	18
SITHFAB002	Provide responsible service of alcohol	Nil	10
SITHFAB004	Prepare and serve non-alcoholic beverages	SITXFSA001*	15
SITHFAB005	Prepare and serve espresso coffee	SITXFSA001*	30
SITHFAB007	Serve food and beverage	SITXFSA001*	110
SITHIND001	Use hygienic practices for hospitality service	Nil	10
SITXFSA001	Use hygienic practices for food safety	Nil	25
SITXHRM001	Coach others in job skills	Nil	20
SITXINV001	Receive and store stock	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.

TRAINING AND ASSESSMENT ARRANGEMENTS

Duration for traineeships, the expected completion time is 18 months, with training 3 hours weekly. Employment in the workplace will be for a minimum of 50 days (minimum 375 hours).

Volume of learning1200 - 2400 hours over 1 -2 year

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.

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

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. 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.

Careers Training Centre has established agreements with local industry to host training and assessment 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 for employees who do not have the required resources necessary in their workplaces.

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 Wildlife Dome and Cairns Zoom
- Australian Butterfly Sanctuary, Kuranda

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. 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 Certificate III in Tourism if not available in the workplace.
- Trainers will work with the student's 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 learners have every reasonable opportunity to complete their training program.

Course structure

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

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

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

Time Required	Topic Theme / Guidelines	Unit of Competency	
15 weeks	**Theme:** Local area Tourism **Focus:** • The tourism and hospitality experience • Sources of information about Tourism and tourism products • Careers in Tourism and Hospitality • Roles and functions • Cultural understanding and expectations	SITTIND001 SITXCCS006 SITXCOM002 SITXWHS001	
35 weeks	**Theme:** The Service Experience **Focus:** • Standards of the industry • Communication • Service Cycle • Quality Customer Service • Legal requirements	SITXCOM001 SITXCOM003 SITTGDE001 SITTGDE005 SITTGDE006 SITXFSA001 BSBCMM211	SITTTSL001 SITTTSL002 SITTTSL004 SITTTSL006 SITTTSL007 SITTTSL010
28 weeks	**Theme:** Product Knowledge **Focus:** • Technical knowledge • Operational Knowledge • Changes and Trends in the Industry • Presentation	SITTGDE002 SITHACS001 SITXCCS001 SITXCCS002 SITXCCS004 SITXFIN001 SITHFAB002 SITHFAB005*	SITHFAB004* SITHFAB007* SITXWHS002 HLTAID011 BSBSUS211 SITHIND001 SITXINV001 ***Pre-requisite/s applies**
25 weeks	**Theme:** Operating a Tourism and / or Hospitality business **Focus:** • Benefits and costs • Legislative requirements • Working as a Team • Promotion and up-selling • Complaints and Conflict • Marketing	SITTGDE004 SITXHRM001 BSBTWK201	

Student Progress

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

Secondary schools are advised weekly of school based students attendance

- 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.
- School Based Students are assisted to update their secondary educational profiles with the Dept. of Education.

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 the their progress, but are welcome to request information at any time.

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.

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

Throughout training, students will develop new skills and knowledge. Combined with the workplace experience, students, over time gain recognition of the skills they use with confidence in the work place.

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

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

Note: this is a guide only. 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. 3rd Party Assessment

Unit of competency	Unit Name	Check (x) technique that applies				
		1	2	3	4	5
SITTIND001	Source and use information on the tourism and travel industry	X	X		X	X
SITXCCS006	Provide service to customers	X		X	X	X
SITXCOM002	Show social and cultural sensitivity	X	X		X	X
SITXWHS001	Participate in safe work practices	X			X	X
SITTTSL001	Operate online information systems	X	X		X	X
SITTTSL002	Access and interpret product information	X	X		X	X
SITXCCS002	Provide visitor information	X			X	X
SITTTSL005	Sell tourism products and services	X			X	X
SITTTSL006	Prepare quotations	X		X	X	X
SITTTSL007	Process reservations	X		X	X	X
SITTTSL010	Use a computerised reservations or operations system	X	X		X	X
SITHACS001	Clean premises and equipment	X			X	X
SITTGDE001	Interpret aspects of local Australian Indigenous culture	X	X		X	X
SITTGDE002	Work as a guide	X	X		X	X
SITTGDE004	Lead tour groups	X	X		X	X
SITTGDE005	Prepare and present tour commentaries or activities	X	X		X	X
SITTGDE006	Develop and maintain the general and regional knowledge required by guides	X	X		X	X
SITXCCS001	Provide customer information and assistance	X			X	X
SITXCCS004	Provide lost and found services		X		X	X
SITXCOM001	Source and present information	X	X		X	X
SITXCOM003	Provide a briefing or scripted commentary	X			X	X
SITXWHS002	Identify hazards, assess and control safety risks	X			X	X
BSBCMM211	Apply communication skills	X	X		X	X
BSBTWK201	Work effectively with others	X			X	X
BSBSUS211	Participate in environmentally sustainable work practices	X	X	X	X	X
SITXFIN001	Process financial transactions	X			X	
HLTAID011	Provide first aid	Delivery by contacted Qualified RTO				

SITHFAB002	Provide responsible service of alcohol	X	X		X	
SITHFAB004	Prepare and serve non-alcoholic beverages	X	X		X	
SITHFAB005	Prepare and serve espresso coffee	X			X	X
SITHFAB007	Serve food and beverage	X	X		X	X
SITHIND001	Use hygienic practices for hospitality service	X		X	X	X
SITXFSA001	Use hygienic practices for food safety	X		X	X	X
SITXHRM001	Coach others in job skills	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. 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.

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.

Note: this is a guide only. Further detail can be found in the Student Information Handbook.
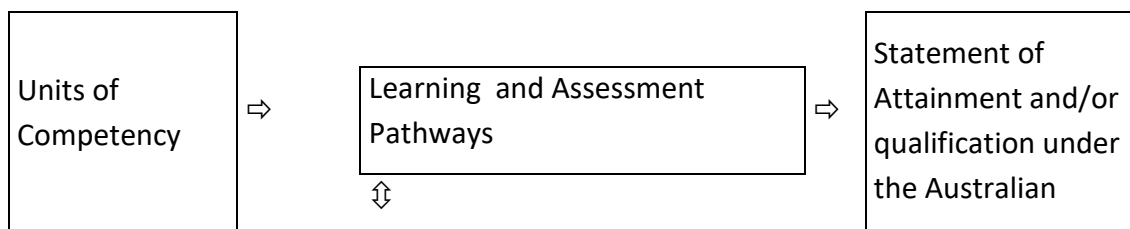
Recognition of Prior Learning (RPL)

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.
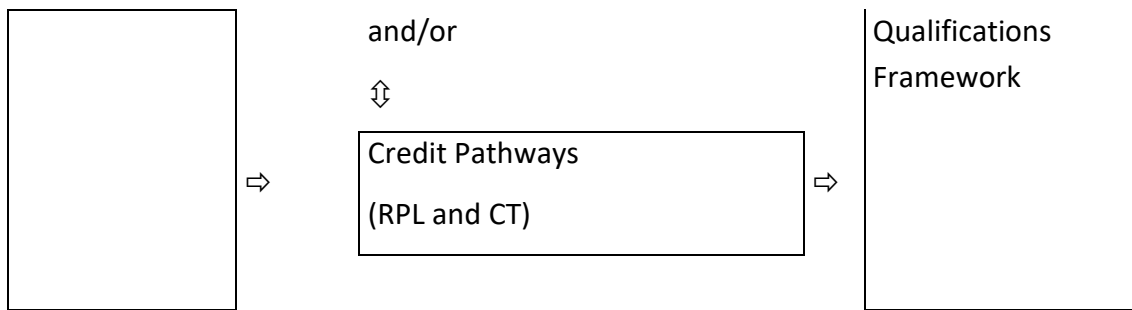
RPL assessment collects evidence of learning that has occurred outside the formal education and training system. The RPL process is a more personal process involving the assessor collecting evidence and **aligning** the evidence to the requirements of the accredited course or training package qualification. 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.

| Units of Competency | ⇨ | Learning and Assessment Pathways ⇕ | ⇨ | Statement of Attainment and/or qualification under the Australian |

	and/or	Qualifications Framework
⇨	⇕	⇨
	Credit Pathways (RPL and CT)	

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.
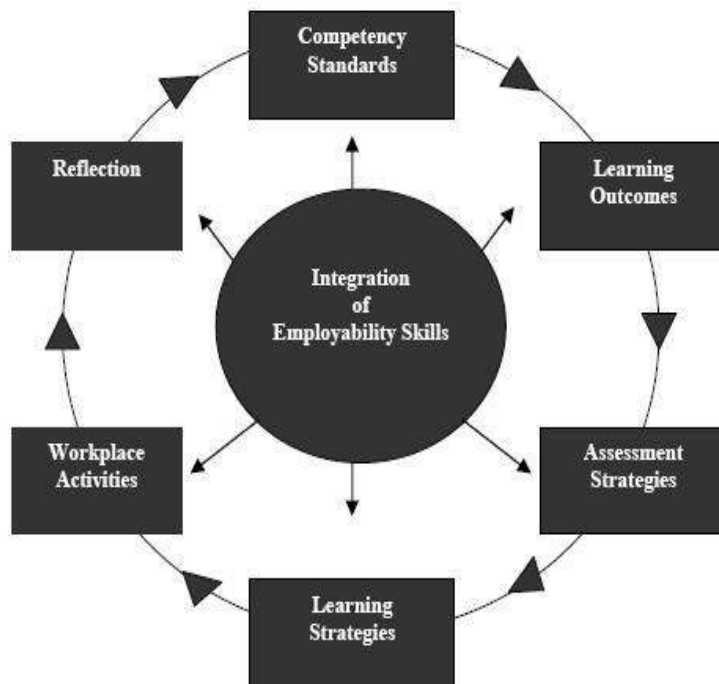
TRAINING AND STAFF

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 skill and knowledge to ensure it remains current and accurate. Professional development to maintain currency in training and assessment as well as industry experience is planned and regularly scheduled with all staff.

Units of competency	Training arrangements	Staff		
		Technical advisor	Qualified assessor	Qualified trainer
SITTIND001 Source and use information on the tourism and travel industry	**Penny Cleland (PC)** has a diverse background in Tourism and Hospitality with experience in both Front Line and Senior Management. During her career, she completed 10 years working for Power Brewing, 6 years working for Fosters and 4 Years with Raging Thunder, 2 of which were spent living and working on Fitzroy Island. During her career, Penny spent 10 years living and working in Weipa and became heavily involved in several community projects and committees**.** In 2015 Penny completed a Diploma of Training Design and Development TAE50211 and a Diploma of Vocational Education and Training TAE50111 where completed as part of CTC's continuous professional development plan and to ensure quality training products and services continued to be delivered to students. Penny has also completed: - Certificate IV in Training and Assessment TAE40110 - Diploma of Human Resources BSB50607 - Diploma of Management BSB51107 - Certificate IV in Hospitality THH 42497 - Diploma of Hospitality 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 - 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	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, PG	PC, MvdB, PG
SITXCCS006 Provide service to customers			PC, MvdB, PG	PC, MvdB, PG
SITXCOM002 Show social and cultural sensitivity			PC, MvdB, PG	PC, MvdB, PG
SITXWHS001 Participate in safe work practices			PC, MvdB, PG	PC, MvdB, PG
SITTTSL001 Operate online information systems			PC, MvdB,	PC, MvdB,
SITTTSL002 Access and interpret product information			PC, MvdB, PG	PC, MvdB, PG
SITXCCS002 Provide visitor information			PC, MvdB, PG	PC, MvdB, PG
SITTTSL005 Sell tourism products and services			PC, MvdB, PG	PC, MvdB, PG
SITTTSL006 Prepare quotations			PC, MvdB,	PC, MvdB,
SITTTSL007 Process reservations			PC	PC
SITTTSL010 Use a computerised reservations or operations system			PC	PC

Unit	Biography		Column	Column
SITHACS001 Clean premises and equipment	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		PC, MvdB, PG	PC, MvdB, PG
SITTGDE001 Interpret aspects of local Australia Indigenous culture	- SITTGDE008A – Research and share general information on Australian Indigenous Culture		PC, MvdB,	PC, MvdB,
SITTGDE002 Work as a guide	- SITTGDE010A – Prepare specialised interpretive content on flora, fauna and landscape		MvdB	MvdB
SITTGDE004 Lead tour groups	From 1995 Melissa has worked in the Tourism industry working as a guide and from 2000 in a Captive Animal environment and was		MvdB	MvdB
SITTGDE005 Prepare and present tour commentaries or activities	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,		MvdB	MvdB
SITTGDE006 Develop and maintain the general and regional knowledge required by guides	**Paolo Gambino (PG)** is a true North Queenslander – born and raised in Ingham. He attended Gilroy Santa Maria College and Ingham State High School and finalized his formal schooling		MvdB,	MvdB,
SITXCCS001 Provide customer information and assistance	completing a Bachelor of Education Degree in Secondary School Teaching focusing on Italian and Japanese. Paolo lived and worked as an English teacher in Tokushima, Japan for 3 years before returning to live in Cairns embarking on his		PC, MvdB, PG	PC, MvdB, PG
SITXCCS004 Provide lost and found services	career in Hospitality at the Pacific International Hotel where he worked in reception, F&B, Guest Liaison Officer and Director of sales. After 7 years with the Kamsler family, he went on to work		PC, MvdB, PG	PC, MvdB, PG
SITXCOM001 Source and present information	with Daikyo as Director of Sales and Marketing with Great Adventures and Green Island Resort for 3 years and then Quicksilver for a further 18months.		PC, MvdB, PG	PC, MvdB, PG
SITXCOM003 Provide a briefing or scripted commentary	He then went on to Cairns Colonial Club Resort and Palm Royale Cairns for a further 3 years where he worked as Director of Sales & Marketing. Paolo then went on to Cairns Plaza Hotel as General Manager and then moved to Darwin where he worked with H Hotel and Oaks Hotel Darwin in an effort to gain exposure to the		PC, MvdB,	PC, MvdB,
SITXWHS002 Identify hazards, assess and control safety risks	Corporate market. He then moved to Albury where he worked as the General Manager of Mantra Albury Hotel Bachelor of Education (Secondary) James Cook University, QLD 1990		PC, MvdB, PG	PC, MvdB, PG
BSBCMM211 Apply communication skills	Certificate IV in Training and Assessment TAE40116 Certificate III in Tourism SIT30116 Certificate III in Hospitality SIT3016 Diploma of Hospitality Management SIT50416 First Aid HLTAID011 Blue Card		PC, MvdB, PG	PC, MvdB, PG

ENVIRONMENT AND RESOURCES

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

The tourism, travel and hospitality industries have determined the assessment requirements for:

- Environments – where the unit must be assessed
- Equipment – what large and small equipment must be used
- Workplace documentation – what types of workplace resources and documents must be available
- Interaction with customers, team members and other people – who must be involved.

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.

All employers will be required to assist with an assessment of their workplace to ensure that their students are able to access the environments and equipment required for their units of study. Vocational placement mat be offered to students whose workplace is unable to provide the full range of equipment or the environment required under the training package requirements. 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.

Requirements for the following environments are detailed below:

- Accommodation
- Front office
- Events
- Office environment (for tourism, travel and events)
- Operational commercial bar
- Operational commercial cellar
- Operational commercial kitchen; mainstream and Asian
- Operational food preparation area
- Operational pastry kitchen
- Operational restaurant or food and beverage outlet
- Touring environment.

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/

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.

Generic equipment required for all units within a competency field is divided into:

- Fixtures and large equipment
- Small and electronic equipment
- Stock
- Cleaning equipment and materials
- Workplace documentation

Workplace Documentation

To avoid duplication of generic workplace documents such as policies and procedures, a general list is provided at the end of the environmental tables.

Customers

People working in the tourism, travel and hospitality industries have daily contact with customers which can be face-to-face, via the telephone or electronic communication. All people working in the service industries must be able to interact with business to business or direct customers. The industry sets high standards for quality customer service and this is reflected throughout the units of competency.

Units describe situations, like these examples below, where service industry personnel are required to:

- Provide professional and personalised customer service experiences to meet and exceed the expectations of a variety of customers
- Communicate with a diverse range of customers to provide a total quality service experience
- Resolve difficult customer service situations and complaints
- Demonstrate professional service industry behaviour and accepted service standards
- Complete service within commercial time constraints and designated response times so that all customers are served effectively.

It is vital, and therefore a requirement of many units, that students undertaking training and assessment have access to customers with whom they can interact.

Customers in Real Industry Workplaces

Wherever assessments are conducted in the workplace, customers must participate in the selling and or delivery of the product or service. They would, by nature, be paying for the product or service provided by a commercial business.

Customers in Simulated Industry Environments

Most units allow for simulated situations including the involvement of customers.

For this qualification a customer being served in a simulated industry environment such as a training bar or restaurant is defined as follows:

A customer is a person or organisation who utilises a product or service and expects the product and service to be of equivalent standard to that provided in a commercial business. They may be paying for the product or service or be invited to participate as a guest.

Customers must participate in the sale and or delivery of the product or service. There must be sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tourism, hospitality or events sales, service or operational tasks simultaneously. Trainers and Assessor will discuss student's needs with all employers to ensure that all necessary resources are available for student to gain competency in their selected units.

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

Students will be required to complete project or work activities that show the student's 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.

CTC acknowledges that not all businesses will have the complete range of specified resources and will work with other businesses for students to access the resources necessary for their unit 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 that support work place assessment for Careers Training Centre:

- Rainforestation Nature Park, Kuranda
- The Wildlife Habitat, Port Douglas
- The Cairns Wildlife Dome, Cairns
- Tropic Wings Cairns Tours
- 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/

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

Resources required for a Hospitality environment (in Tourism)

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
- burner
- griller
- slicing machine
- sink
- refrigeration unit with shelving
- storage facilities

Small equipment:
- assorted pots and pans

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
	• 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:	• garbage bins and bags
	• sponges, brushes and scourers
	• separate hand basin and soap dispenser
	• hand towel dispenser
	• disinfectant and detergents

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.

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, Industry and employer 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 are encouraged to give feedback. Feedback is ongoing and consistent
- Student career pathways are documented in the Student Handbook

Student Feedback
Your Feedback is really important to us!

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

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

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

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

Student Data Storage and Security

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

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

What is assessment validation?

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

What are the benefits

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

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

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

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

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

Industry consultation

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

Validation process

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

ASSESSMENT Validation Process

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

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

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

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 vocational 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
DET – Training Package Transition Guide	http://vetinfonet.dtwd.wa.gov.au/VETpolicyandguidelines/Documents/Transition_Teach_out_wa_training_package_transition_jan2012.pdf
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