



TRAINING AND ASSESSMENT STRATEGY

FEE FOR SERVICE STUDENT

SIT10116 CERTIFICATE I IN TOURISM (AUSTRALIAN INDIGENOUS CULTURE)

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INTRODUCTION

Acronyms you will find in this document.

Acronym	Definition
ACPET	Australian Council for Private Education & Training
AQF	Australian Quality Framework
ASQA	Australian Skills Quality Authority
AVETMISS	Australian Vocational Education and Training Management Information Statistical standard.
CT	Credit Transfer
CTC	Careers Training Centre
NVR	National VET Regulator
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:	SIT10116	Title:	Certificate I in Tourism (Australian Indigenous Culture)		
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 participate in a range of routine and predictable tourism work activities. They work under close supervision and are given clear directions to complete tasks.

This qualification provides a pathway to work in a range of job roles in the tourism industry in organisations with an Indigenous focus. These include tour operators or operators of a site or cultural or heritage centre. Individuals may have a very specific role, as an Australian Indigenous person or other individual approved of by local elders to share aspects of their culture with visitors in a formal or informal way.

Possible job titles include:

- assistant in an Indigenous cultural centre
- assistant Indigenous guide
- Indigenous storyteller.

Articulation

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

AQF1 Certificate I

AQF2 Certificate II

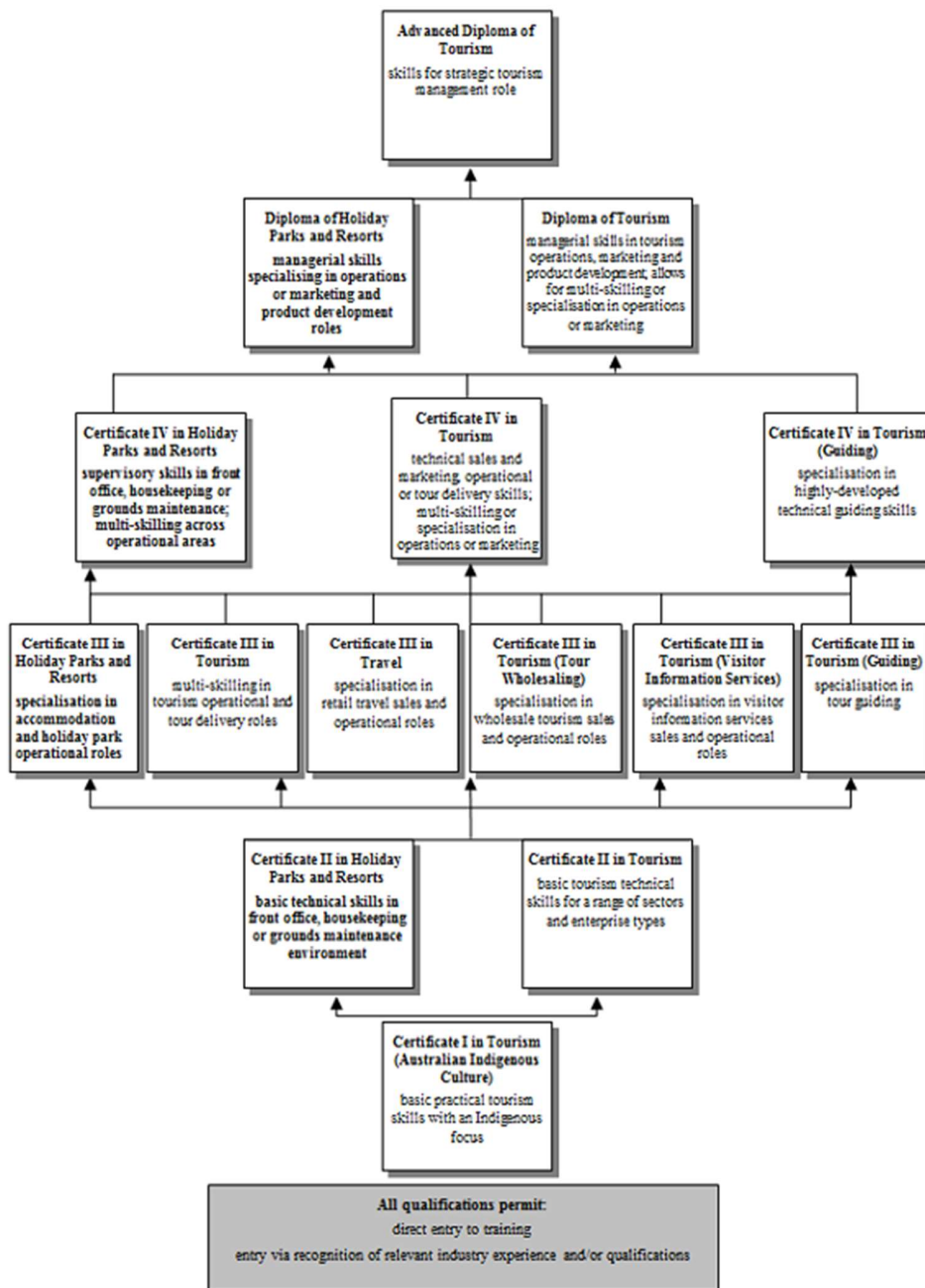
AQF3 Certificate III

AQF4 Certificate IV

AQF5 Diploma

AQF6 Advance Diploma

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.



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

Award

Upon successful completion of all units of competencies in the course, students will be issued with a SIT10116 Certificate I in Tourism (Australian Indigenous Culture). 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 SIT10116 Certificate I in Tourism (Australian Indigenous Culture) is delivered by face to face in small groups of max 7 students. Learning and practical skills will also be with on-the-job training and off-the-job training, The final decision about satisfactory demonstration of performance outcomes are made as a joint decision by the 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 tourism 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	Uses a small bank of individual words and phrases or word lists related to giving personal details or meeting survival needs. May be memorised or formulaic
Grammar	Uses basic structures and limited verb tenses
Punctuation	Uses basic punctuation (e.g. capital letters and full stops), but this may be inconsistent
Spelling	Approximates spelling, with inconsistencies and variations apparent
Legibility	Writes mostly legible script. May prefer to print rather than write in cursive script, with lack of consistency likely between printed and cursive letters, and upper and lower case
Learning	
Locating, evaluating and organising information	Identifies the general area/topic on which information is required Begins to use information seeking strategies with assistance, e.g. enters a key word in a search engine Uses simple strategies to organise and help remember information, e.g. builds a word bank
Reading	
Complexity	Understands a limited range of short, highly explicit and culturally accessible texts, some of which may be ICT based, e.g. SMS texts Understands texts with clear consistent formats that are written in simple sentences
Prediction and prior knowledge	Makes some predictions about content on the basis of the title and illustrations With assistance, makes some connections between prior knowledge and text content on a subject relevant to needs and interest
Writing	
Range	Writes two short, simple text types, e.g. a form with basic personal details or a simple personal story
Structure and cohesion	Writes short texts with simple structure Demonstrates a very limited understanding of sequence
Oral communication Speaking	
Range and context	Understands and responds appropriately in highly familiar oral contexts where exchanges are short and explicit
Audience and purpose	Asks simple questions and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content Responds to a request for clarification or repetition and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content
Pronunciation and fluency	Produces utterances which may feature variations in pronunciation, stress patterns and intonation, possibly requiring verification Uses speech that is characterised by long pauses, numerous repetitions or isolated words and phrases
Non-verbal communication	Relies on non-verbal communication support such as gestures and facial expressions to express meaning
Oral communication Listening	
Range and context	Understands exchanges that are short and explicit Depends on prior knowledge of context and personal experience when listening
Structure and grammar	Comprehends basic structures and very limited verb tenses
Comprehension	Comprehends simple questions Indicates a need for clarification or repetition Identifies requests for clarification or repetition
Non-verbal communication	Relies on gestures and facial expressions to make meaning

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	Talking with Indigenous community members about what information can be shared with customers; speaking clearly and directly to customers to interpret and share information about local Australian Indigenous culture.
Initiative and enterprise	Thinking about better ways of interpreting information on traditional and contemporary practices; seeking feedback on tourism services from customers and providing information and suggestions to supervisors.
Learning	Talking with community members and elders about traditional and contemporary practices to extend knowledge of local Australian Indigenous culture.
Planning and organising	Collecting and organising Indigenous cultural information to share with customers; collecting and organising workplace procedures to guide operational and customer service activities.
Problem-solving	Thinking about community problems with sharing aspects of Australian Indigenous culture; avoiding problems by planning the delivery of information that complies with community wishes.
Self-management	Following policies and procedures for legal and community compliance; knowing own job role in tourism service activities and safe working practices.
Teamwork	Taking instructions from others and understanding own role in servicing the needs of the tourism customer; working as a community team member to discuss and abide by community protocols on sharing cultural information.
Technology	Understanding the operating capability and demonstrating and explaining the use of Indigenous technologies to customers.

Pathways from the qualification

After achieving SIT10116 Certificate I in Tourism (Australian Indigenous Culture), individuals could progress to a wide range of other qualifications in the tourism and broader service industries.

QUALIFICATION RULES

To achieve a SIT10116 Certificate I in Tourism (Australian Indigenous Culture) 6 unit must be completed:

- 2 core units
- 4 elective units, consisting of:
 - 4 units from the list below, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

CORE UNITS:			
UNIT CODE	UNIT NAME	PRE REQUISITES	NOMINAL HOURS
SITTGDE001	Interpret aspects of local Australian Indigenous culture	Nil	15
SITXWHS001	Participate in safe work practices	Nil	12
UNIT CODE	UNIT NAME	PRE REQUISITES	NOMINAL HOURS
SITXFSA001	Use hygienic practices for food safety	Nil	25
SITHACS001	Clean premises and equipment	Nil	45
SITXCOM001	Source and present information	Nil	10
SITXCCS001	Provide customer information and assistance	Nil	20
BSBCMM201	Communicate in the workplace	Nil	40
BSBWOR203	Work effectively with others	Nil	15
BSBSUS201	Participate in environmentally sustainable work practices	Nil	20
SITXCCS003	Interact with customers	Nil	20
SITXCOM002	Show social and cultural sensitivity	Nil	20

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

TRAINING AND ASSESSMENT ARRANGEMENTS

Duration: The expected completion time is 3 weeks, with training 5 hours daily, each week. Vocational placements may be undertaken outside of the Monday to Friday training schedule. Group size is a max of eight (8) students.

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

Assessments will be conducted by Careers Training Centre at the vocational workplace of the student if possible and / or 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 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. 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.
- Careers Training Centre utilizes the services of a Mentor or Case Manager to work with any student who requires assistance.

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 match units to workplace activities, contextualising the delivery to the learner / workplace. Max student number is eight (8).

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
1 WEEK	Theme: Local area Tourism Focus: <ul style="list-style-type: none"> • Indigenous culture • Standards of the Industry • Roles and functions • Communication • Presentation and expectations • Understanding of workers health and safety in the workplace 	SITTGDE001 BSBWOR203 SITXCOM002 SITXWHS001
1 WEEK	Theme: The Service Experience Focus: <ul style="list-style-type: none"> • Standards of the industry • Social and Cultural diversity in the industry • Communication • Quality Customer Service • Feedback • Working in a Team 	SITHACS001 SITXFSA001 SITXCOM001 BSBCMM201 SITXCOM002
1 WEEK	Theme: Product Knowledge Focus: <ul style="list-style-type: none"> • Operational Knowledge • Presentation • Feedback • Updating industry knowledge • Review 	SITXCCS001 SITXCCS003 BSBSUS201

Student Progress

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

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

Student Records

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

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

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

Additional Fees

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

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
SITTGDE001	Interpret aspects of local Australian Indigenous culture	x	x	x	x	x
SITXWHS001	Participate in safe work practices	x	x	x	x	x
SITXFSA001	Use hygienic practices for food safety	x	x	x	x	x
SITHACS001	Clean premises and equipment	x	x	x	x	x
SITXCOM001	Source and present information	x	x	x	x	x
SITXCCS001	Provide customer information and assistance	x	x	x	x	x
BSBCMM201	Communicate in the workplace	x	x	x	x	x
BSBWOR203	Work effectively with others	x	x	x	x	x
BSBSUS201	Participate in environmentally sustainable work practices	x	x	x	x	x
SITXCOM002	Show social and cultural sensitivity	x	x	x	x	x
SITXCCS003	Interact with customers	x	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)

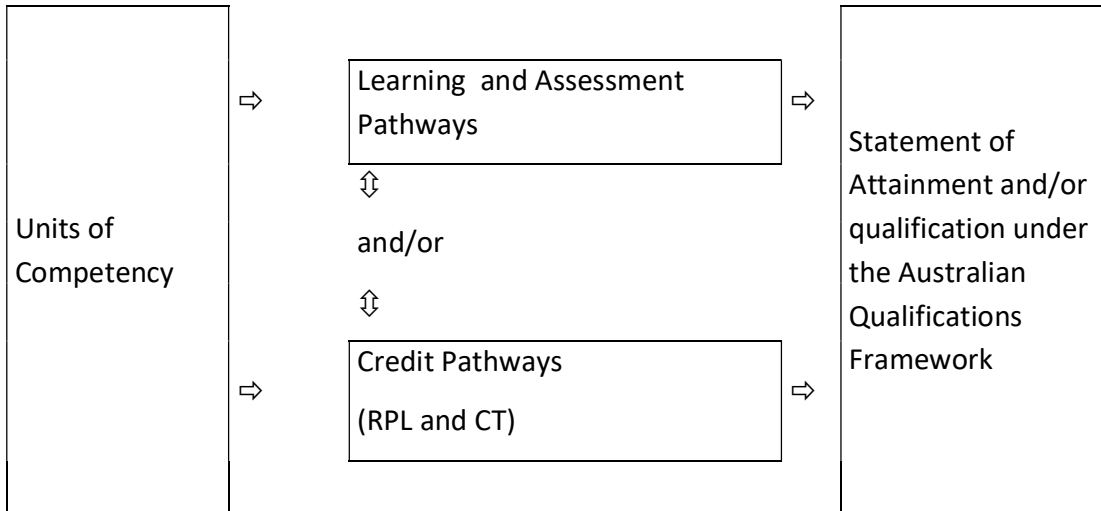
The objective of the Recognition of Prior Learning (RPL) for the Vocational Education and Training system is to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

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!

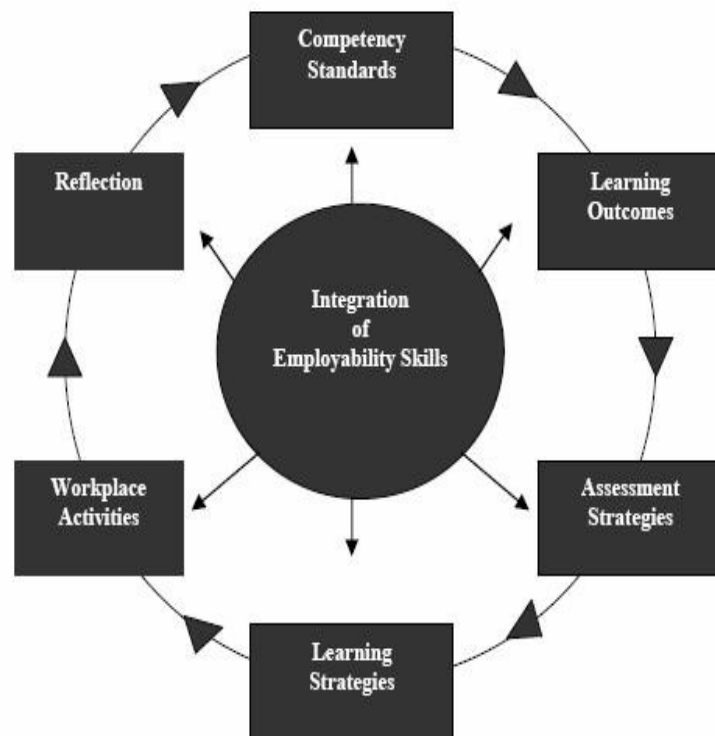
Using the RPL process is not an easy way to get a qualification. It is not a matter of time served or amounts of experience but the specific and relevant learning which is assessed according to the prescribed Competency Standards. Applicants need to be committed to supporting their case by locating and 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
SITTGDE001 Interpret aspects of local Australian Indigenous culture	<p>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:</p> <ul style="list-style-type: none"> - 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 	<p>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.</p> <p>Management staff will advise of industry trends, changes to legislation and the practical application into industry including industry benchmarks, timeframes and standards</p>	PC, MvdB,	PC, MvdB,
SITXWHS001 Participate in safe work practices			PC, MvdB, EW	PC, MvdB, EW
SITXCCS001 Provide customer information and assistance			PC, MvdB,	PC, MvdB,
SITXFSA001 Use hygiene practices for food safety			PC, MvdB, EW	PC, MvdB, EW
BSBMM201 Communicate in the workplace			PC, MvdB, EW	PC, MvdB, EW
BSBWOR203 Work effectively with others			PC, MvdB, EW	PC, MvdB, EW
SITXCOM001 Source and present information			PC, MvdB, EW	PC, MvdB, EW
SITHACS001 Clean premises and equipment			PC, MvdB, EW	PC, MvdB, EW
BSBSUS201 Participate in environmentally sustainable work practices			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		
	<p>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:</p> <ul style="list-style-type: none"> - 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 			

	<ul style="list-style-type: none"> - Certificate III in Tourism SIT30116 - Certificate III in Tour directing and guiding - Blue card for Child Related Employment - HTLAID003 Provide First Aid <p>Melissa also has a Statement of Attainment for the Wet Tropic World Heritage Tour Guide Skill Set for the units:</p> <ul style="list-style-type: none"> - 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 <p>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,</p> <p>Elaine Williams (EW) has a diverse hospitality and retail background, adding life coaching in recent years. Elaine’s qualification includes</p> <ul style="list-style-type: none"> - 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 - TAE40116 Skill set TAEASS502 & TAELN401 			
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ENVIRONMENT AND RESOURCES

Some units within the SIT10116 Certificate I in Tourism (Australian Indigenous Culture) will require specific resources and environments for training and assessment.

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

Requirements for the following environments are detailed below:

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

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

Resources required for a Tourism environment

Tourism Environment

Tourism Office:

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

Accommodation Front Office

Environment:

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

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

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

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

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

Businesses that support vocational placements for Careers Training Centre:

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

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

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

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

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

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

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

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

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

Student Feedback

Your Feedback is really important to us!

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

1. AQF Survey

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

2. CTC Student Feedback

You can complete this feedback form online through this link

https://docs.google.com/forms/d/1oLZWCCn_XN_NuoQjjJ18YWWmAlV3adnQv9nBWxXilc/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: 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

Training and assessment strategies and assessment items are reviewed annually by industry personnel as well as 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