TRAINING AND ASSESSMENT STRATEGY

HIGHER LEVEL SKILLS STUDENTS

SIT50416 DIPLOMA OF HOSPITALITY MANAGEMENT

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
HLS	Higher Level Skill funding
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]

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

TRAINING AND ASSESSMENT STRATEGY

Code:	SIT50416	Title:	Diploma of Hospitality Management		
Release:	1	Release status:	Current	Usage recommendation:	Current
Parent training package:		SIT - Tourism, Travel and Hospitality Training Package			

Career Prospects

This qualification reflects the role of highly skilled senior operators who use a broad range of hospitality skills combined with managerial skills and sound knowledge of industry to coordinate hospitality operations. They operate independently, have responsibility for others and make a range of operational business decisions.

This qualification provides a pathway to work in any hospitality industry sector as a departmental or small business manager. The diversity of employers includes restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, cookery, food and beverage and gaming.

Possible job titles include:

- banquet or function manager
- bar manager
- café manager
- chef de cuisine
- chef patissier
- club manager
- executive housekeeper
- front office manager
- gaming manager
- kitchen manager
- motel manager
- restaurant manager
- sous chef
- unit manager catering operations.

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

Articulation

Students who successfully complete the Diploma of Hospitality Management can gain credits for subjects included in the Advanced Diploma of Hospitality Management if they decide to continue their studies. Under the Australian Qualifications Framework (AQF) Diploma is AQF Level 5.

AQF1 Certificate I   **AQF2 Certificate II**

AQF3 Certificate III   **AQF4 Certificate IV**

AQF5 Diploma   **AQF6 Advance Diploma**

The following summary chart provides examples of common qualification pathways within the industry. 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
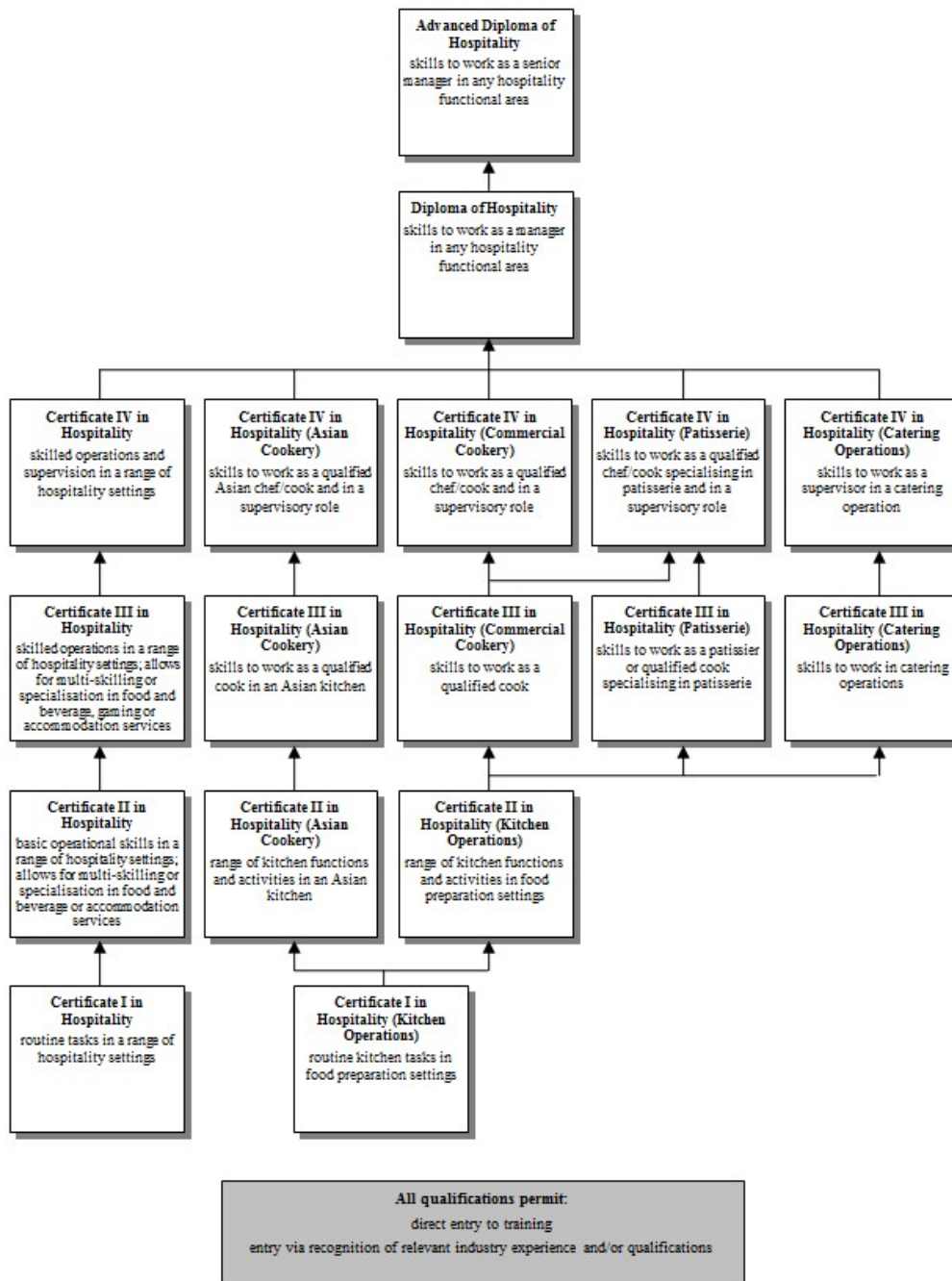
ref: www.training.gov.au – SIT training package

Higher Level Skills Funding.

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

Eligibility Criteria

To be eligible for the Higher Level Skills Program participants must:

➢ Be 15 years or older at the time of commencement
➢ Have completed secondary school or are no longer attending school
➢ Be a permanent resident of Queensland i.e. Australian Citizen or Australian Permanent Resident or a New
➢ Zealand Citizen permanently residing in Queensland
➢ Not hold or currently be enrolled in a Certificate IV or higher qualification from 1st July 2013. Exemptions may apply to qualifications completed whilst at secondary school.

Please Note: Evidence to confirm eligibility will be required

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

Entry Requirements

There are no minimum employment requirements for participants to meet, however It is strongly recommended that individuals undertake lower level qualifications, and/or gain industry experience prior to entering SIT50416 Diploma of Hospitality Management. However, this is not mandatory. Diploma of Hospitality requires a minimum 36 industry placement shifts, which will be arranged for those students who are not currently working in the Hospitality Industry

Cost of training

	Non concessional	Concessional
SIT50416 — Diploma of Hospitality Management	$1315.00	$ 59.00

It is strongly recommended that individuals undertake lower level qualifications, and/or gain industry experience prior to entering SIT50416 Diploma of Hospitality Management. However, this is not mandatory.

*Diploma of Hospitality requires a minimum 36 industry placement shifts, which will be arranged for those students who are not currently working in the Hospitality Industry.

Concessional student status applies when:

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

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

Award

Upon successful completion of all units of competencies in the course, students will be issued with a DIY50416 Diploma of Hospitality Management. 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

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

Students are able to request tutorials and one on one tutoring and /or mentoring by discussing their needs with a trainer or assessor. Times and location for accessing these services will be by mutual agreement and allows students to balance their personal commitments with their study and training needs. Trainers will meet with trainees to negotiate choice of electives and delivery schedule to match units to workplace activities, contextualising the delivery to the learner / workplace.

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

Assessment Strategy

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

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

Duration: The expected completion time is 104 weeks, with training 3 hours weekly

Volume of learning   1200 - 2400 hours over 1.5 -2 year

Evidence of 36 shifts completed within the Hospitality workplace environment are essential to the completion of this certificate.

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 including content and vocational outcomes

- ➢ client selection, enrolment and induction/orientation procedures
- ➢ fees/charges, including refund policy and exemptions (where applicable)
- ➢ provision for language, literacy and numeracy assessment
- ➢ client support, including any external support the RTO has arranged for clients flexible learning and assessment procedures

FOUNDATION SKILLS SUMMARY

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

Writing	Level 1
Vocabulary	Understands and uses broad vocabulary, including idioms, colloquialisms and cultural references as appropriate
	Understands and uses appropriate specialised vocabulary in a variety of situations, e.g. explanations, descriptions or arguments
Grammar	Uses a variety of words and grammatical structures to achieve precise meaning
	Uses and interprets sophisticated stylistic devices such as nominalisation
	Uses grammatical structures accurately and effectively
	Understands and uses linking devices effectively to demonstrate complex conceptual connections and/or causal relationships
Punctuation	Uses all features of punctuation, font and layout effectively, e.g. semi-colons, brackets and italics
	Avoids over use and/or misuse of punctuation
Spelling	Spells with a high degree of accuracy using the patterns and rules that are characteristic of English spelling or by taking measures to check accuracy and make corrections
Learning	
Locating, evaluating and organising information	Poses questions and develops hypotheses to focus the selection, organisation and prioritisation of information and ideas
	Uses sophisticated web search queries (e.g. an, or, not), to efficiently identify relevant information sources on the internet
	Critically evaluates the logic and reliability of information from a wide variety of sources, taking a range of criteria into account, e.g. the author's credibility, the validity of generalisations, potential bias, the nature of evidence or underlying assumptions
	Uses sophisticated methods for storing and accessing information, e.g. customised databases, reference management software, project documentation or administration systems
Reading	
Complexity	Understands highly complex, lexically dense texts, including those incorporating a high level of technical specificity
	Selects, synthesises and critically evaluates evidence, arguments and ideas from complex primary and secondary sources with highly embedded information
Prediction and prior knowledge	Draws on broad general knowledge to aid understanding of texts on a wide range of subjects and within specialised disciplines
	Uses specialised background knowledge to support the interpretation of highly complex texts specific to a particular field
	Builds breadth and depth of understanding by integrating prior knowledge with ideas and information from multiple texts
Writing	
Range	Demonstrates sophisticated control of a broad range of text types
Structure and cohesion	Organises content in a manner that supports the purposes and format of the product, e.g. a report or web page
	Structures writing to move from introduction through several connected ideas/evidence/points of view to a summary/recommendation appropriate to the context
	Uses clear, logical organisational structures in writing
	Uses and experiments with a broad range of structures and features
	Understands and adheres to organisational conventions, e.g. footnotes and references
	Uses formatting appropriate to the text, e.g. heading weights and styles
Oral communication Speaking	
Range and context	Demonstrates sophisticated control of a range of oral genres
Audience and purpose	Uses spoken language to make hypotheses, to plan and to influence others
Cohesion and structure	Negotiates complex problematic spoken exchanges by establishing a supportive environment or bringing together different ints of view
	– Revises own speaking to enhance meaning and effectiveness
Pronunciation and fluency	Adjusts stress and intonation in order to convey mood and meaning
	Demonstrates fluency in a range of contexts
Non-verbal communication	Reflects on and revises use of non-verbal communication to enhance performance
Oral communication Listening	
Range and context	Demonstrates command of language structures, registers, vocabulary and idiom required to participate in complex problematic oral exchanges as well as extended conversational exchanges
Structure and grammar	Follows oral texts which include structurally complex sentences
	Understands oral texts which use sophisticated stylistic devices such as nominalisation
Comprehension	Draws on a repertoire of active listening strategies to maintain understanding throughout oral texts
	Listens in order to make notes of key points from spoken texts across a range of contexts

| Non-verbal communication | Interprets subtle shifts in dialogue indicated by gestures and/or other non-verbal features |
| | Picks up on possible subtexts indicated by gestures and/or other non-verbal features |

EMPLOYABILITY SKILLS SUMMARY

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

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

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

QUALIFICATION RULES

To achieve a Diploma of Hospitality Management, 28 units must be completed:

13 core units

15 elective units, consisting of:

    1 unit from Group A

    1 unit from Group B

    8 units from Group C

    5 units from Group C, elsewhere in SIT Training Package, or any other current Training Package or accredited course

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

CORE UNITS:			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
BSBDIV501	Manage diversity in the workplace	Nil	60
BSBMGT517	Manage operational plan	Nil	40
SITXCCS007	Enhance customer service experiences	Nil	60
SITXCCS008	Develop and manage quality customer service practises	Nil	30
SITXCOM005	Manage conflict	Nil	15
SITXFIN003	Manage finances within a budget	Nil	30
SITXFIN004	Prepare and monitor budgets	Nil	35
SITXGLC001	Research and comply with regulatory requirements	Nil	25
SITXHRM002	Roster staff	Nil	80
SITXHRM003	Lead and manage people	Nil	30
SITXMGT001	Monitor work operations	Nil	60
SITXMGT002	Establish and conduct business relationships	Nil	30
SITXWHS003	Implement and monitor work health and safety practices	Nil	40
GROUP A - ELECTIVE UNIT: (CHOOSE MAXIMUM 1)			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
SITHIND001	Use hygienic practice for hospitality service	Nil	10
SITXFSA001	Use hygienic practices for food safety	Nil	25
GROUP B - ELECTIVE UNITS: (CHOOSE MAXIMUM 1)			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
SITHIND004	Work effectively in hospitality service	Nil	110
GROUP C - ELECTIVE UNITS: (CHOOSE MAXIMUM 13)			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
SITHACS001	Clean premises and equipment	Nil	45
SITTTSL002	Access and interpret product information	Nil	60
SITTTSL005	Sell tourism products and services	Nil	45
SITTTSL006	Prepare quotations	Nil	30
SITTTSL007	Process reservations	Nil	30
SITXCCS002	Provide visitor information	Nil	35
BSBITU306	Design and produce business documents	Nil	80
SITXFIN001	Process financial transactions	Nil	20
SITXFIN002	Interpret financial information	Nil	60
HLTAID003	Provide first aid	Nil	18
SITHFAB002	Provide responsible service of alcohol	Nil	10
SITHFAB003	Operate a bar	SITXFSA101* & SITHFAB201*	30
SITHFAB004	Prepare and serve non-alcoholic beverages	SITXFSA001	15
SITHFAB005	Prepare and serve espresso coffee	SITXFSA001	30
SITHFAB007	Serve food and beverage	SITXFSA001	110
SITXFSA001	Use hygienic practices for food safety	Nil	25
SITXFSA002	Participate in safe food handling practices	Nil	40
SITXHRM004	Recruit, select and induct staff	Nil	60
SITXHRM006	Monitor staff performance	Nil	35

SITXWHS002	Identify hazards, assess and control safety risks	Nil	30
SITHIND001	Use hygienic practice for hospitality service	Nil	10
SITHIND002	Source and use information on the hospitality industry	Nil	25
SITXCCS004	Provide lost and found services	Nil	2

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

This qualification can be applied to students who are unable to assess a workplace but 36 shifts are required within a hospitality industry based workplace to be completed to gain the Diploma in Hospitality Management. The training and assessment environment where access to normal operations is not available the delivery and assessment will be in a simulated work or 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.

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

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

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

TRAINING AND ASSESSMENT ARRANGEMENTS

Duration: The expected completion time is 104 weeks, with training 3 hours weekly

Volume of learning   1200 - 2400 hours over 1.5 -2 year

<u>Evidence of 36 shifts completed within the Hospitality workplace environment are essential to the completion of this certificate.</u>

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

Some units have Pre Requisites that must be completed prior to the undertaking of another unit. The course outline indicates which units have pre requisites and the trainer and assessor will place these in the training sequence on the students training plan and record book. All pre-requisites for accredited units must be trained and assessed prior to the start of training for the required unit. Students must gain competency in the pre-requisite unit prior to the start of training for the unit with the pre-requisite.

To ensure consistency in a student's performance, competency will be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances and where possible, over a number of assessment activities. A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Activities in simulated work environments
- Work placements – experience in local industry environments, Minimum of 12 shift required to be completed within the hospitality workplace. Work placements will be under The Vocational Education, Training and Employment Act 2000. The object of the placement is to give the student practical training and experience that is required under, and is an assessable part of, the student's course.

- Trainers will work with the student's host employer to ensure that training and the duties undertaken in the workplace support the learning process.
- Tutorials are available for student
- Careers Training Centre utilizes the services of an Indigenous Mentor to work with any student who requires the assistance of a mentor.

Careers Training Centre will ensure students 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.

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	
32 weeks	**Theme:** Local area Tourism **Focus:** • The tourism and hospitality experience • Sources of information about Tourism and tourism products • Careers in Tourism and Hospitality • Roles and functions • Cultural understanding and expectations	BSBDIV501 SITXCCS007 SITHIND002 SITHIND 004 BSBITU306 HLTAID003	
25 weeks	**Theme:** The Service Experience **Focus:** • Standards of the industry • Communication • Service Cycle • Quality Customer Service • Legal requirements	SITXCCS008 SITXHRM002 SITXMGT001 SITXGLC001 SITHIND001 SITHACS001 SITXFSA001 SITXFSA002	SITXCCS004 SITHFAB002 SITHFAB003* SITHFAB004* SITHFAB005* SITHFAB007* ***Pre-requisite/s applies**
26 weeks	**Theme:** Product Knowledge **Focus:** • Technical knowledge • Operational Knowledge • Changes and Trends in the Industry • Presentation	BSBMGT517 SITXFIN001 SITXFIN002 SITXFIN003 SITXFIN004 SITXMGT001 SITXHRM002	BSBMGT517 SITXFIN001 SITXFIN002 SITXFIN003 SITXFIN004 SITXMGT001 SITXHRM002
21 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	SITXCOM005 SITXMGT002 SITTTSL005 SITTTSL006 SITXHRM003	

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

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

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

Note: this is a guide only. 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.

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

Key to techniques or

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

Unit of competency	Unit Name	Check (x) technique that applies				
		1	2	3	4	5
BSBDIV501	Manage diversity in the workplace	X	X		X	X
BSBMGT517	Manage operational plan	X	X		X	X
SITXCCS007	Enhance customer service experiences	X	X		X	X
SITXCCS008	Develop and Manage quality customer service practises	X	X		X	X
SITXCOM005	Manage conflict	X	X		X	X
SITXFIN003	Manage finances within a budget	X	X		X	X
SITXFIN004	Prepare and monitor budgets	X	X		X	X
SITXGLC001	Research and comply with regulatory requirements	X	X	X	X	X
SITXHRM002	Roster staff	X	X		X	X
SITXHRM003	Lead and manage people	X	X		X	X
SITXMGT001	Monitor work operations	X	X		X	X
SITXMGT002	Establish and conduct business relationships	X	X		X	X
SITXWHS003	Implement and monitor work health and safety practices	X			X	X
SITHIND001	Use hygienic practice for hospitality service	X		X	X	X
SITXFSA001	Use hygienic practices for food safety	X		X	X	X

SITHIND004	Work effectively in hospitality service	X	X		X	X
SITHACS001	Clean premises and equipment	X			X	X
SITTTSL002	Access and interpret product information	X	X		X	X
SITTTSL005	Sell tourism products and services	X	X		X	X
SITTTSL006	Prepare quotations	X	X		X	X
SITTTSL007	Process reservations	X		X	X	X
SITXCCS002	Provide visitor information	X			X	X
BSBITU306	Design and produce business documents	X	X		X	X
SITXFIN001	Process financial transactions	X			X	
SITXFIN002	Interpret financial information	X	X		X	X
HLTAID003	Provide first aid	Delivery by contacted Qualified RTO				
SITHFAB002	Provide responsible service of alcohol	X	X		X	
SITHFAB003	Operate a bar	X	X		X	X
SITHFAB004	Prepare and serve non-alcoholic beverages	X	X		X	
SHITFAB005	Prepare and service espresso coffee	X			X	X
SITHFAB007	Serve food and beverage	X			X	X
SITXFSA002	Participate in safe food handling practices	X	X		X	X
SITXHRM004	Recruit, select and induct staff	X	X		X	X
SITXHRM006	Monitor staff performance	X	X		X	X
SITXWHS002	Identify hazards, assess and control safety risks	X	X		X	X
SITHIND002	Source and use information on the hospitality industry	X			X	X
SITXCCS004	Provide lost and found services	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.
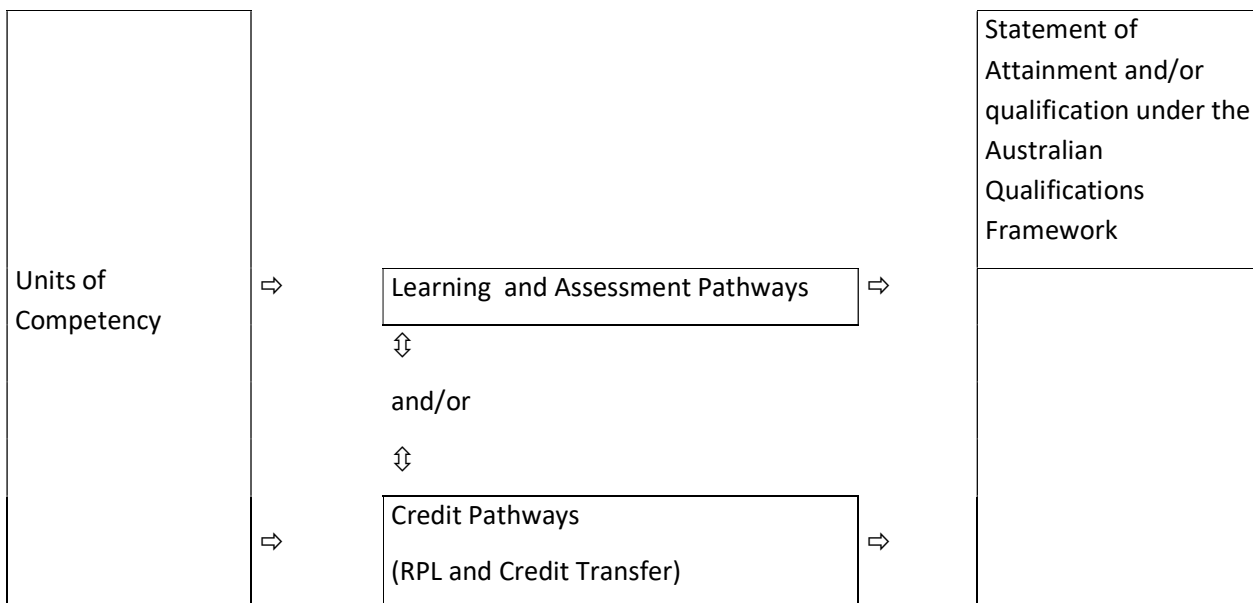
Recognition of Prior Learning (RPL)

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.

Units of Competency	⇨	Learning and Assessment Pathways ⇕ and/or ⇕	⇨	Statement of Attainment and/or qualification under the Australian Qualifications Framework
	⇨	Credit Pathways (RPL and Credit Transfer)	⇨	

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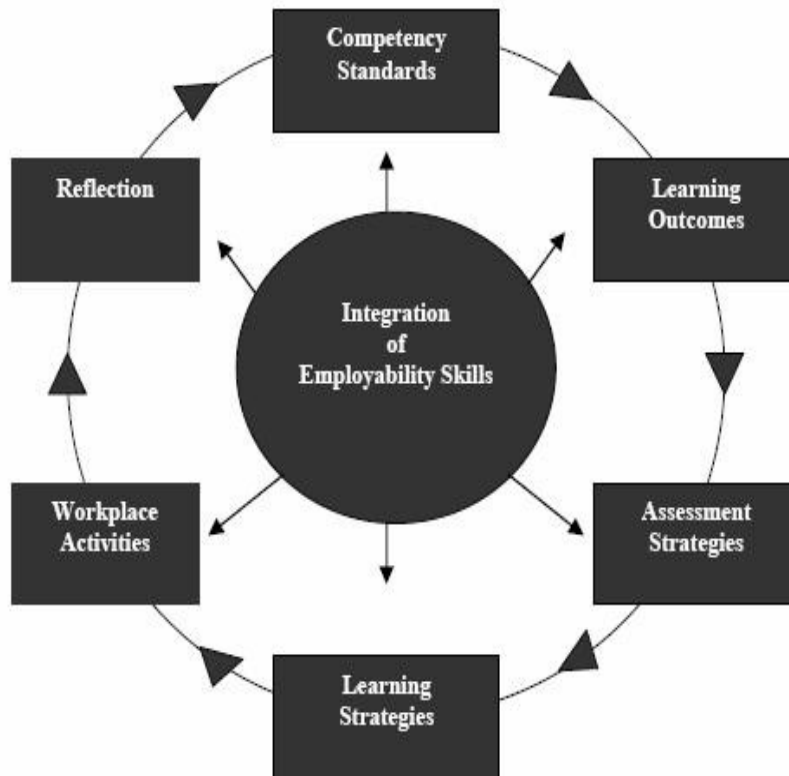
ref: www.training.gov.au – SIT training package

TRAINING AND STAFF

Trainers and assessors are qualified, and have a minimum of 5 years industry experience, Minimum TAA40110 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
BSBDIV501 Manage diversity in the workplace	**Penny Cleland (PC)** has a diverse background in Tourism and Hospitality with experience in both Front Line and Senior Management. During her career, she completed 10 years working for Power Brewing, 6 years working for Fosters and 4 Years with Raging Thunder, 2 of which were spent living and working on Fitzroy Island. During her career, Penny spent 10 years living and working in Weipa and became heavily involved in several community projects and committees. In 2015 Penny completed a Diploma of Training Design and Development TAE50211 and a Diploma of Vocational Education and Training TAE50111 where completed as part of CTC's continuous professional development plan and to ensure quality training products and services continued to be delivered to students. Penny has also completed: - Certificate IV in Training and Assessment TAE40110 - Diploma of Human Resources BSB50607 - Diploma of Management BSB51107 - Certificate IV in Hospitality THH 42497 - Diploma of Hospitality 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	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,	PC, MvdB,
BSBMGT517 Manage operational plan			PC, MvdB,	PC, MvdB,
SITXCCS007 Enhance customer service experiences			PC, MvdB,	PC, MvdB,
SITXCCS008 Develop and manage quality customer service practices			PC, MvdB,	PC, MvdB,
SITXCOM005 Manage conflict			PC, MvdB,	PC, MvdB,
SITXFIN003 Manage finances within a budget			PC, MvdB,	PC, MvdB,
SITXFIN004 Prepare and monitor budgets			PC, MvdB,	PC, MvdB,
SITXGLC001 Research and comply with regulatory requirements			PC, MvdB,	PC, MvdB,
SITXHRM002 Roster staff			PC, MvdB,	PC, MvdB,
SITXHRM003 Lead and manage people			PC, MvdB,	PC, MvdB,
SITXMGT001 Monitor work operations			PC, MvdB,	PC, MvdB,

SITXMGT002 Establish and conduct business relationships	SIT50116 - Certificate III in Tourism SIT30116 - Certificate III in Tour directing and guiding - Blue card for Child Related Employment - HTLAID003 Provide First Aid		PC, MvdB,	PC, MvdB,
SITXWHS003 Implement and monitor work health and safety practices			PC, MvdB,	PC, MvdB,
SITHIND001 Use hygienic practices for hospitality service	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, EW	PC, MvdB, EW
SITXFSA001 Use hygienic practices for food safety	- SITTGDE008A – Research and share general information on Australian Indigenous Culture - SITTGDE010A – Prepare specialised interpretive content on flora, fauna and landscape		PC, MvdB, EW	PC, MvdB, EW
SITHIND004 Work effectively in hospitality service	From 1995 Melissa has worked in the Tourism industry working as a guide and from 2000 in a Captive Animal environment and		PC,	PC,
SITHACS001 Clean premises and equipment	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,		PC, MvdB,	PC, MvdB,
SITTTSL002 Access and interpret product information	Cairns ZOOM & Wildlife Dome and Australian Butterfly Sanctuary,		PC, MvdB,	PC, MvdB,
SITTTSL005 Sell tourism products and services	**Elaine Williams (EW)** has a diverse hospitality and retail background, adding life coaching in recent years. Elaine's qualification includes		PC, MvdB,	PC, MvdB,
SITTTSL006 Prepare quotations	- Certificate IV in Training and Assessment TAE40110 - Diploma of Life Coaching - Diploma of Retail management		PC, MvdB,	PC, MvdB,
SITTTSL007 Process reservations	- Certificate III in Business - Certificate II in Hospitality - Blue card for Child Related Employment		PC,	PC,
SITXCCS002 Provide visitor information	- TAE40016 Skill set TAEASS502 and TAELLN411		PC, MvdB,	PC, MvdB,
BSBITU306 Design and produce business documents			PC, MvdB, EW	PC, MvdB, EW
SITXFIN001 Process financial transactions			PC, MvdB, EW	PC, MvdB, EW
SITXFIN002 Interpret financial information			PC, MvdB	PC, MvdB
HLTAID003			Out	Out

Provide first aid			sourced	sourced
SITHFAB002 Provide responsible service of alcohol			PC, EW	PC, EW
SITHFAB003 Operate a bar			PC,	PC,
SITHFAB004 Prepare and serve non-alcoholic beverages			PC,	PC,
SITHFAB005 Prepare and serve espresso coffee			PC, EW	PC, EW
SITHFAB007 Serve food and beverage			PC, MvdB, BG	PC, MvdB, BG
SITXFSA002 Participate in safe food handling practices			PC, EW	PC, EW
SITXHRM004 Recruit, select and induct staff			PC, MvdB	PC, MvdB
SITXHRM006 Monitor staff performance			PC, MvdB	PC, MvdB
SITXWHS002 Identify hazards, assess and control safety risks			PC, MvdB,	PC, MvdB,
SITHIND002 Source and use information on the hospitality industry			PC, MvdB, EW	PC, MvdB, EW
SITXCCS004 Provide lost and found services			PC, MvdB, EW	PC, MvdB, EW

ENVIRONMENT AND RESOURCES

Some units within the Diploma in Hospitality Management will require specific resources and environments for training and assessment.

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

Requirements for the following environments are detailed below:

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

Vocational placements are required under the Vocational Education, Training and Employment Act 2000, and allows a student to be placed in a work environment to provide the student with practical training and experience that is required under, and is an assessable part of, the student's course. A vocational placement is generally an appropriate option for students who would not otherwise have sufficient access to the facilities, equipment and range of work necessary to develop and consolidate their skills to the level required for the Diploma of Hospitality.

All students are required attend vocational work placements if not engaged as an employee, within a variety of local tourism and hospitality related businesses that support vocational placements for students.

Businesses that support vocational placements for Careers Training Centre:

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

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

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

Resources required for a Hospitality environment

Operational commercial kitchen

Fixtures and large equipment:	• Stainless steel benches (1.5 m/person) or equivalent benches that comply with health department standards • Microwave • Salamander or other form of griller (one per 4 persons) • Commercial dishwasher • Bain marie or hot box • Double sink • Slicing machine • Commercial oven (1 per 2 persons) • Commercial refrigeration unit with shelving • Burners (2 burners per 1 person) • Freezer unit • Deep-fryer • Commercial mixer • Hot plate, grill or griddle • Food processor and accessories • Garbage area
Small equipment:	• Appropriate cutlery and crockery • Storage facilities and containers for hot and cold storage • Colour-coded cutting boards, in material other than wood • Moulds and forms • Baking sheets and trays • Assorted pans and frypans, including stainless steel, cast iron, iron and non-stick • Assorted stainless steel mixing bowls • Scales • Sharpening steel and assorted cooks knives, including boning, utility, filleting, carving and bread • Wooden spoons, scrapers and spatulas • Serving spoons, ladles and measuring spoons • Tongs and serving utensils • Small utensils, including pastry brush, fruit corers, cooking thermometer, vegetable peelers and graters • Whisks, including fine and coarse stainless steel wire • First aid kit and manual • Ordering and docketing system • Fire blanket and extinguishers • Personal protective clothing, including cook's uniform and food handler's gloves
Cleaning materials and equipment:	• Detergents • Hand towel dispenser • Sponges, brushes and scourers • Garbage bins and bags • Separate hand basin and soap dispenser • Disinfectant • Tea towels

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
	• Sharpening steel and assorted cook's knives, including utility and bread
	• Small utensils, including fruit corers, vegetable peelers and graters
	• Sandwich cutting templates and guides
	• Appropriate receptacles for presentation and display purposes
	• Platters, boards and trolley for presentation where required
	• Tongs and serving utensils
	• Colour-coded cutting boards in a material other than wood
	• Can opener
	• Cling film and aluminium foil
	• Packaging materials
	• Containers for hot and cold storage
	• Appropriate crockery
	• Ordering/docketing system
	• Personal protective clothing, including food handler's gloves

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

Operational bar

Fixtures and large equipment:	• Bar service area
	• Beer reticulation system
	• Ice machine
	• Post-mix system or bottled mixes
	• Glass washer
	• Refrigeration
	• Storage area for glassware and drinks
	• Coffee and tea-making facilities
	• Cashiering facilities, such as electric cash register, credit card and EFTPOS facilities
Small equipment:	• Range of glassware, including:
	• Variety of glasses, including red wine, white wine, champagne flute,

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

Operational restaurant or dining area

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

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

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

Accommodation environment

Fixtures and room equipment:
- Various guest rooms with different sized beds e.g. twin, king-size, double, queen-size, family and suite
- Dressing tables
- Bed linen and pillows
- Stocked mini bar or refrigerator
- Telephone
- Chairs
- Toilet
- Vanity unit and hand basin
- Towels and bathrobes
- Toilet rolls and tissues
- Iron and ironing board
- Air conditioner or ceiling fan
- Wardrobe and coat hangers
- Wall mirrors
- Tea and coffee making facilities
- Glasses, crockery and cutlery
- Television and VCR (or DVD)
- Lamps and light fittings
- Radio or alarm clock
- Shower, bath or spa
- Toiletries, such as soap, hand lotion, shampoo and shower cap
- Promotional and guest material, including brochures
- Fire extinguishers
- Door signage and door stoppers
- Hair dryer
- Compendium, stationery and pens
- Laundry bags and lists
- Guest literature, such as directory of services, menus, information guide, street directory, television and movie guides, and mini bar list
- Waste paper bin and liners

Cleaning equipment:
- Vacuum cleaner
- Appropriate cleaning chemicals, detergents, deodorisers, polishes and sanitisers
- Specific cleaners, including, glass, multi-surface, cream and acid
- Range of cloths, including dry, wet, lint-free and dusting
- Toilet brush and toilet cleaning cloth
- Protective gloves
- Bucket, mop and floor rags
- Chemical hazard charts and material safety data sheets

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

Tourism environments

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

ORGANISATION POLICY, PROCEDURES MANUAL

Refer to the following Policy and Procedure Documents:

- CTC Student Handbook

- CTC Staff Policy and Procedure Handbook

- CaPTA Policy and Procedures

Industry association information, codes of conduct and accreditation information.

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

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

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

These are links to real website resources.

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

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

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

isc.org.au

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

CONTINUOUS IMPROVEMENT

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

Internal review procedure

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

- Feedback from all stakeholders is ongoing and consistent
- Student career pathways are documented in the Student Handbook

Student Data Storage and Security

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

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

Student Feedback

Your Feedback is really important to us!

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

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

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

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

What is assessment validation?

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

What are the benefits

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

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

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

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

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

Industry consultation

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

Validation process

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

ASSESSMENT Validation Process			
Training and assessment strategies and assessment items are reviewed annually by industry as well as other trainers and assessors for continual improvements.			
Industry representatives consulted in developing the training and assessment strategy. Careers Training Centre ensures that industry representatives are current within the industry and that the consultation has formed part of the development of the strategy for training and assessment.			
Date of Consultation	**Business Name**	**Contact Person**	**Contact Details**
			Mobile:
			Telephone:
			Email:
			Web:
			Mobile:
			Telephone:
			Email:
			Web:
			Mobile:
			Telephone:
			Email:
			Web:
			Mobile:
			Telephone:
			Email:
			Web:
The units selected combined with the required industry based practical skills together provide a good basis for entry into the industry.			
The simulated workplace environment allows for realistic situations, particularly regarding multiple tasks and meeting deadlines and industry time frames within the work placement further enhances this.			

Moderation

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

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

Moderation of Assessment			
Moderation is conducted annually with other trainers and assessors as part of the moderation process. All assessment instruments are reviewed to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables and evidence guide.			
Date of review	Business Name	Contact Person	Contact Details
			Mobile Telephone Email: Web:
			Mobile Telephone Email: Web:Mobile
			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
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