TRAINING AND ASSESSMENT STRATEGY

HIGHER LEVEL SKILLS STUDENTS

SIT50116 DIPLOMA OF TRAVEL AND TOURISM MANAGEMENT

INTRODUCTION

Acronyms you will find in this document.

AcronymDefinition

ACPET	Australian Council for Private Education & Training
AQF	Australian Quality Framework
ASQA	Australian Skills Quality Authority
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard.
CT	Credit Transfer
CTC	Careers Training Centre
HLS	Higher Level Skills 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:	SIT50116	Title:	Diploma of Travel & Tourism Management		
Release:	2	Release status:	Current	Usage recommendation:	Current
Parent training package:		SIT - Tourism, Travel and Hospitality Training Package			

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

Tourism's contribution to the Australian economy is measured by the ABS Australian Tourism Satellite Account and incorporates statistics on many areas of hospitality provision. The latest statistics available relate to 2004/5 and the following snapshots from the account show the importance of the industry's contribution:

* A total of $75 billion worth of Australian goods and services were consumed by tourists, some 5.4 million international visitors consumed $18.3 billion worth of Australian goods and services; 24% of tourism consumption
* Domestic tourists consumed $56.4 billion worth of Australian goods and services; 76% of tourism consumption
* Tourism accounted for almost $32 billion of Australia's total gross domestic product (GDP)
* international tourism exports contributed 11.1% of total exports of goods and services, greater than those of coal, iron, steel and non-ferrous metals combined
* There were 4.6 million Australian resident departures for travel to international destinations
* The tourism industry directly employed 550,100 persons, representing 5.6 % of all employment, with retail trade, accommodation and restaurants accounting for half of the employment generated by tourism.

Hospitality is commonly defined as the provision of food, beverage, catering, gaming and accommodation services for the consumer who may be a tourist or a local resident. Whereas accommodation providers are more clearly part of the tourism industry, other hospitality businesses such as restaurants, cafes, and clubs are found in disparate locations and, accordingly, the clientele varies. Clearly, there are some areas where tourists provide the main custom for these hospitality providers, for example, in major tourist destinations and in tourist precincts.

This qualification provides the skills and knowledge for an individual to be competent in a defined range of basic tourism technical skills. Work would be undertaken in an office environment where the planning of tourism products and services takes place, in the field where tourism products are delivered or a combination of both. The field includes any destination, local or regional area, tourist precinct, site, attraction or onboard form of transportation.

Career Prospects

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

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

Possible job titles include:

- inbound groups manager
- inbound sales manager
- incentives manager
- tour operations manager
- marketing manager
- product development manager
- reservations manager
- travel agency manager
- sales manager
- visitor information centre manager.

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

**AQF1 Certificate I**   **AQF2 Certificate II**

AQF3Certificate III   **AQF4 Certificate IV**

AQF5 Diploma   **AQF6 Advance Diploma**

It is recognised that typical career paths are not always linear. The tourism and holiday parks and resorts qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable significant credit transfer between qualifications.
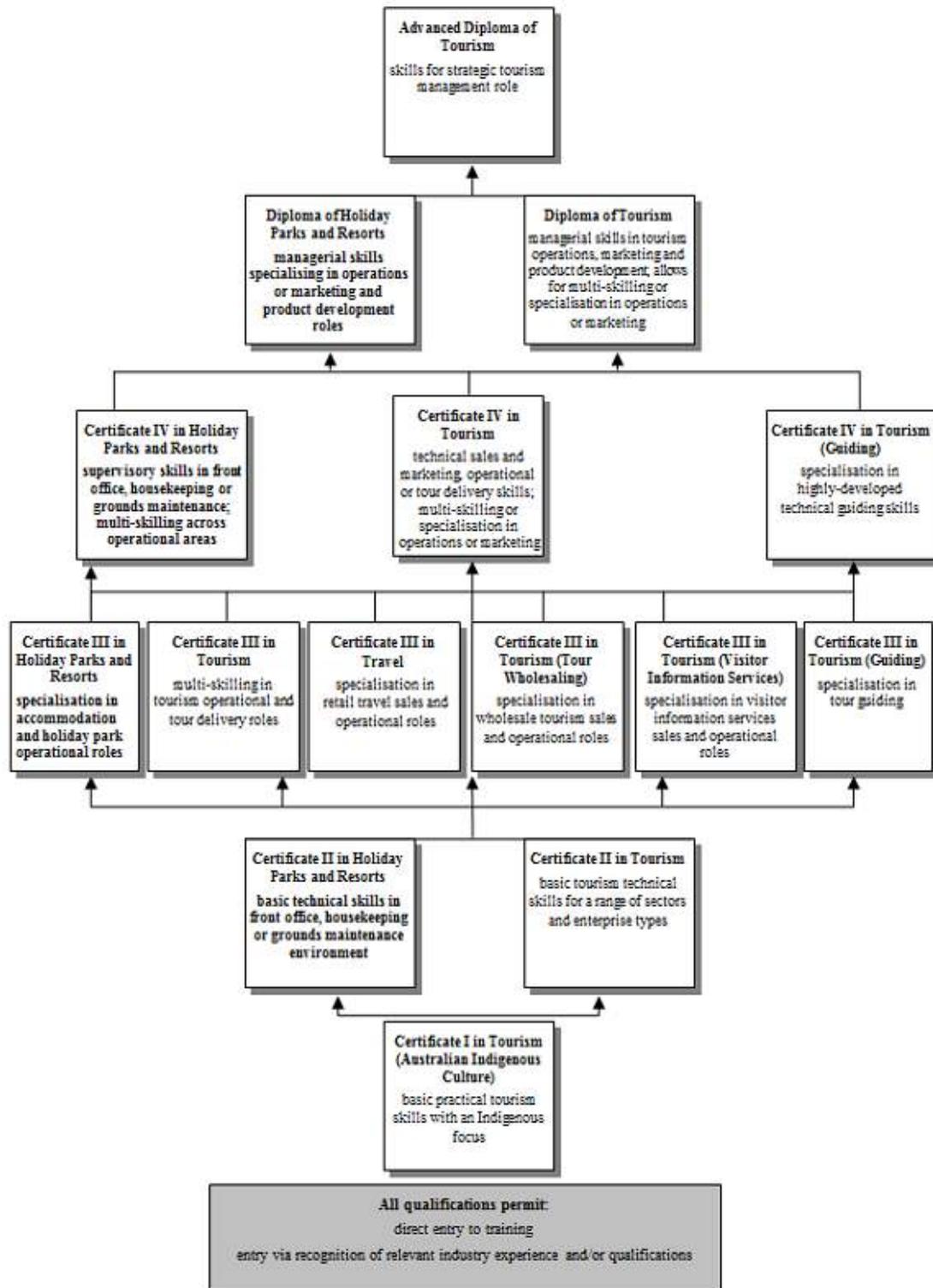
A Traineeship using Higher Level Skills Funding.

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

Entry Requirements

Entry to this qualification is open to individuals who are able to demonstrate tourism and travel industry knowledge, customer service and operational skills. There is no age limit, but applicants should have successfully completed year 10. Mature age and students with prior learning and experience should also apply.

Eligibility Criteria

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

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

Please Note: Evidence to confirm eligibility will be required

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

Cost of training

	Non concessional	Concessional
SIT50116 — Diploma of Travel and Tourism Management	$2385.00	$1450.00

Concessional student status applies when:

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

For further information go to http://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 SIT50116 Diploma of Travel and Tourism Management. Should a student not complete the entire course, then a Statement of Attainment will be given for the units successfully completed.

Access & 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, 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 approx. 24 months with training 3 hours weekly. Tutorials are available to all students.

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

Services

As part of our ongoing commitment to provide advice and support services we provide to all our clients/students the following services upon request:

- ✓ welfare and guidance services
- ✓ appeals and complaints procedures
- ✓ disciplinary procedures
- ✓ staff responsibilities for access and equity
- ✓ Recognition Prior Learning (RPL) & Credit Transfer arrangements
- ✓ Mentoring
- ✓ Tutorials

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

FOUNDATION SKILLS SUMMARY

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

Writing	Level 5
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	Follows oral texts which include structurally complex sentences

grammar	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 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	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 department or business; proactively maintaining and updating knowledge of travel and tourism industry practices, trends products, services and suppliers; taking responsibility for own professional development; implementing training practices for the department or business; supporting team members to learn.
Planning and organising	Planning and organising the operational activities of the travel or tourism department or business; determining deadlines and resource requirements for effective delivery of travel or tourism products and services; implementing and monitoring plans, policies, procedures and business practices; actively participating in continuous improvement processes for operational and service efficiency.
Problem-solving	Responding effectively to routine sales, operational and service issues requiring immediate resolution; considering systematic sales, operational or service failures and developing solutions; taking ultimate responsibility for resolving escalated customer service complaints and conflicts; evaluating staff feedback on sales, operational or service problems and implementing suggestions for improvement; monitoring and evaluating the effectiveness of solutions.
Self-management	Knowing the primary components of laws that specifically relate to the travel or tourism industry and implementing operational compliance practices; operating independently, reviewing own work performance and proactively seeking feedback and advice on management skills; taking responsibility for the operational management of the travel or tourism business across a range of activities including finances, human resources, customer service and workplace health and safety.
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 travel or tourism industry to support operational management functions; understanding, assessing and providing feedback on the operating capacity of technologies required to manage the sales, operational and service activities of the travel or tourism business; implementing skill development activities required for new business technologies.

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

QUALIFICATION RULES

To achieve a Diploma of Travel and Tourism Management, 23 units must be completed:
- 12 core units
- 11 elective units, consisting of:
  6 units from Group A
  5 units from Group A, Group B, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

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

CORE UNITS:			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
BSBDIV501	Manage diversity in the workplace	Nil	60
SITTIND001	Source and use information on the tourism and travel industry	Nil	25
SITXCCS007	Enhance customer service experiences	Nil	40
SITXCCS008	Develop and manage quality customer service practices	Nil	30
SITXCOM005	Manage conflict	Nil	15
SITXFIN002	Interpret financial information	Nil	60
SITXFIN003	Manage finances within a budget	Nil	30
SITXFIN004	Prepare and monitor budgets	Nil	35
SITXHRM003	Lead and manage people	Nil	60
SITXMGT001	Monitor work operations	Nil	30
SITXMGT002	Establish and conduct business relationships	Nil	40
SITXWHS003	Implement and monitor work health and safety practices	Nil	30
GROUP A:			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
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
SITTTSL010	Use a computerised reservations or operations system	Nil	
SITXCCS002	Provide visitor information	Nil	35
SITTGDE004	Lead tour groups	Nil	30
SITTGDE005	Prepare and present tour commentaries or activities	Nil	70
SITTGDE006	Develop and maintain the general and regional knowledge required by guides	Nil	80
GROUP B:			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
BSBWRT411	Write complex documents	Nil	50
HLTAID011	Provide first aid	Nil	18
SITXFSA001	Use hygienic practices for food safety	Nil	25
SITXGLC001	Research and comply with regulatory requirements	Nil	80
SITXHRM002	Roster staff	Nil	30
SITXHRM004	Recruit, select and induct staff	Nil	60

| SITXHRM006 | Monitor staff performance | Nil | 35 |
| SITXWHS002 | Identify hazards, assess and control safety risks | Nil | 30 |

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

This qualification can be applied to students who are unable to assess a workplace. The training and assessment environment where access to normal tourism operations is not available, the delivery and assessment will be in a simulated work or industry environment. The units are suitable for the assessor to contextualise to local industry activities.

TRAINING AND ASSESSMENT ARRANGEMENTS

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

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

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

Some assessments may be assessed in the work environment, on excursions, in role plays and/or scenarios or any combination of these. To ensure consistency in a student's performance, competency will be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances and where possible, over a number of assessment activities

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

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

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

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

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

Assessments will be conducted by Careers Training Centre at the workplace of the student or may be assessed in a simulated work environment, on excursions, in role plays and/or scenarios or any combination of these.

To ensure consistency in a student's performance, competency will be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances and where possible, over a number of assessment activities

A range of teaching and learning strategies will be used to deliver the competencies. These include:

• Practical tasks
• Group work
• Activities in simulated work environments
• Work experience in local tourism industry environments. The object of the work placement is to give the student practical training and experience
• Trainers will work with the student's host employer to ensure that training and the duties undertaken in the workplace support the learning process if applicable.
• Tutorials are available for student
• Careers Training Centre utilizes the services of an Indigenous Mentor to work with any student who requires the assistance of a mentor.

Careers Training Centre will ensure learners have every reasonable opportunity to complete their training program.

Course structure

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

Set out below are a series of defined activities that students will achieve in a simulated work environment, providing the framework for industry-relevant learning. This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program. **Some units have pre-requisites that must be trained and assessed prior to the start of training for another required unit. Students must gain competency in the pre-requisite unit prior to the start of training for the unit with the pre-requisite. These units are marked with * to indicate one or more pre-requisites apply.**

Time Required	Topic Theme / Guidelines	Unit of Competency	
24 weeks	**Theme:** Local area Tourism **Focus:** • The tourism and hospitality experience • Sources of information about Tourism and tourism products • Careers in Tourism and Hospitality • Roles and functions • Cultural understanding and expectations	BSBDIV501 SITTIND001 SITXCOM005 SITXHRM003 SITXMGT001 SITXMGT002 SITXWHS003 SITXWHS002	
12 weeks	**Theme:** The Service Experience **Focus:** • Standards of the industry • Communication • Service Cycle • Quality Customer Service • Legal requirements	SITTTSL005 SITXCCS002 SITXCCS007 SITXCCS008	
31 weeks	**Theme:** Product Knowledge **Focus:** • Technical knowledge • Operational Knowledge • Changes and Trends in the Industry • Presentation	SITTTSL002 SITTGDE004 SITTGDE005 SITTGDE006	SITTTSL002 SITTGDE004 SITTGDE005 SITTGDE006

35 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	BSBWRT411 HLTAID011 SITXFSA001 SITXGLC001 SITXHRM002	BSBWRT401 BSBITU306 HLTAID003 SITXFSA001 SITXGLC001 SITXHRM002

Student Progress

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

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

Student Records

Students are able to access their student records at any time by contacting their trainer / assessor or by contacting Careers Training Centre on E:training@careerstrainingcentre.com or T:(07) 40419 454. Careers Training Centre will be able to supply details of completed accredited units, statements of attainments, copies of training plans and record books and feedback on student progress.

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

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

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

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

Throughout training, students will develop new skills and knowledge. Combined with any workplace placement undertaken, students over time, will gain recognition of the skills they demonstrate consistently.

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

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

Note: this is a guide only. Further detail can be found in the Staff Assessment Guidelines:

An assessment tool includes the following components:

• The context and conditions for the assessment
• The tasks to be administered to the candidate
• An outline of the evidence to be gathered from the candidate
• The evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules)
• The administration, recording and reporting requirements

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

Key to techniques or

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

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
SITTIND001	Source and use information on the tourism and travel industry	X			X	X
SITXCCS007	Enhance customer service experiences	X	X		X	X
SITXCCS008	Develop and Manage quality customer service practices	X	X		X	X
SITXCOM005	Manage conflict	X	X		X	X
SITXFIN002	Interpret financial information	X	X		X	X
SITXFIN003	Manage finances within a budget	X	X		X	X
SITXFIN004	Prepare and monitor budgets	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

Code	Unit					
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
SITTTSL010	Use a computerised reservations or operations system	X	X		X	X
SITXCCS002	Provide visitor information	X	X		X	X
SITTGDE004	Lead tour groups	X			X	X
SITTGDE005	Prepare and present tour commentaries or activities	X	X		X	X
SITTGDE006	Develop and maintain the general and regional knowledge required by guides	X	X		X	X
BSBWRT411	Write complex documents	X	X		X	X
HLTAID011	Provide first aid	Delivery by contacted Qualified RTO				
SITXFSA001	Use hygienic practices for food safety	X		X	X	X
SITXGLC001	Research and comply with regulatory requirements	X	X	X	X	X
SITXHRM002	Roster staff	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

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 ⇕ Credit Pathways (RPL and CT)	⇨	Statement of Attainment and/or qualification under the Australian Qualifications Framework
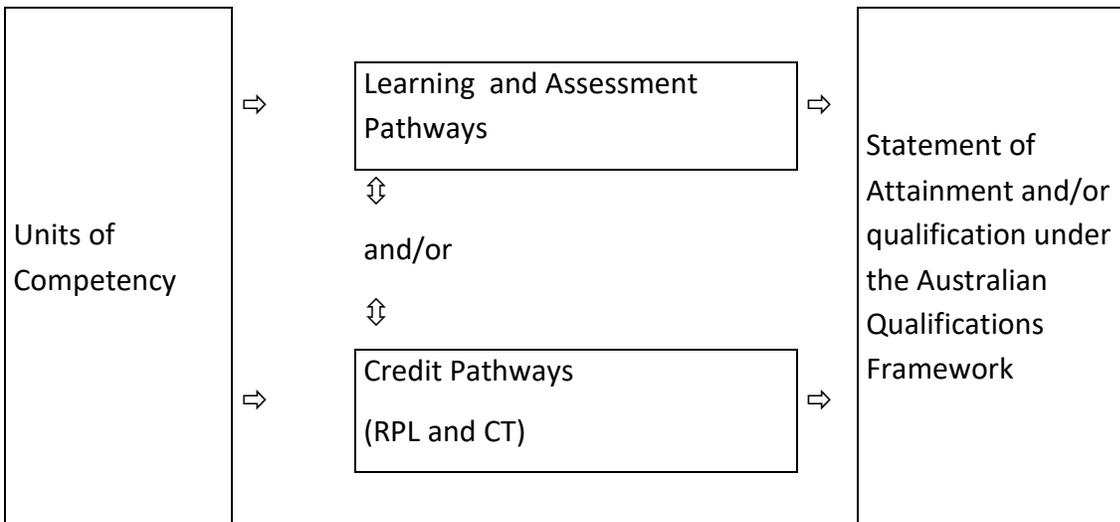
ref: www.training.gov.au – SIT training package

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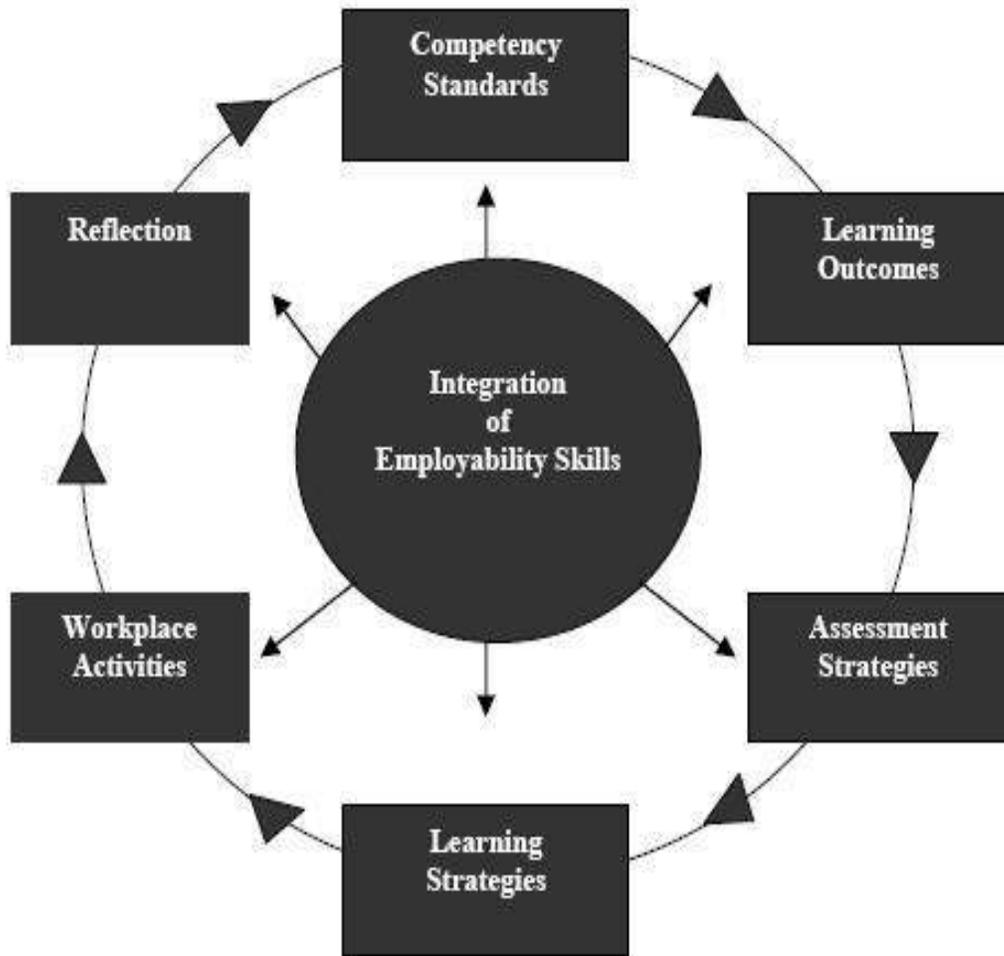
ref: www.training.gov.au – SIT training package

TRAINING AND STAFF

Trainers and assessors are qualified, and have a minimum of 5 years industry experience, Minimum TAE40110 Certificate IV in Training and Assessment, Current Blue Card and have completed a Fit and Proper Person Form. All experience and qualifications are verified and copied on their staff files. A staff profile and units of competency are reviewed annually to assess skills and knowledge to ensure it remains current and accurate. Professional development to maintain currency in training and assessment as well as industry experience is planned and regularly scheduled with all staff.

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 SIT50116 - Certificate III in Tourism SIT30116 - Certificate III in Tour directing and guiding - Blue card for Child Related Employment	General Managers, Duty Managers and Supervisors at business sites of the CaPTA Group, Rainforestation Nature Park, The Wildlife Habitat, Cairns Travel Centre, Cairns Wildlife Dome and the Australian Butterfly Sanctuary, Tropic Wings Coach Tours. Management staff will advise of industry trends, changes to legislation and the practical application into industry including industry benchmarks, timeframes and standards	PC, MvdB PG	PC, MvdB, PG
SITTIND001 Source and use information on the tourism and travel industry			PC, MvdB PG	PC, MvdB, PG
SITXCCS007 Enhance customer service experiences			PC, MvdB PG	PC, MvdB, PG
SITXCCS008 Develop and manage quality customer service practices			PC, MvdB PG	PC, MvdB, PG
SITXCOM005 Manage conflict			PC, MvdB PG	PC, MvdB, PG
SITXFIN002 Interpret financial information			PC, MvdB	PC, MvdB,
SITXFIN003 Manage finances within a budget			PC, MvdB PG	PC, MvdB, PG
SITXFIN004 Prepare and monitor budgets			PC, MvdB PG	PC, MvdB, PG
SITXHRM003 Lead and manage people			PC, MvdB PG	PC, MvdB, PG
SITXMGT001			PC, MvdB	PC, MvdB,

Unit	Details		Col1	Col2
Monitor work operations	- HTLAID003 Provide First Aid		PG	PG
SITXMGT002 Establish and conduct business relationships	Melissa also has a Statement of Attainment for the Wet Tropic World Heritage Tour Guide Skill Set for the units: - SITTDGE006A – Prepare and present tour commentaries or activities - SITTGDE008A – Research and share general information on Australian Indigenous Culture - SITTGDE010A – Prepare specialised interpretive content on flora, fauna and landscape		PC, MvdB PG	PC, MvdB, PG
SITXWHS003 Implement and monitor work health and safety practices			PC, MvdB PG	PC, MvdB, PG
SITTTSL002 Access and interpret product information	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,		PC, MvdB PG	PC, MvdB, PG
SITTTSL005 Sell tourism products and services			PC, MvdB PG	PC, MvdB, PG
SITTTSL006 Prepare quotations	**Paolo Gambino (PG)** is a true North Queenslander – born and raised in Ingham. He attended Gilroy Santa Maria College and Ingham State High School and finalized his formal schooling completing a Bachelor of Education Degree in Secondary School Teaching focusing on Italian and Japanese.		PC, MvdB	PC, MvdB,
SITTTSL007 Process reservations	Paolo lived and worked as an English teacher in Tokushima, Japan for 3 years before returning to live in Cairns embarking on his career in Hospitality at the Pacific International Hotel where he worked in reception, F&B, Guest Liaison		PC,	PC
SITTTSL010 Use a computerised reservations or operations system	Officer and Director of sales. After 7 years with the Kamsler family, he went on to work with Daikyo as Director of Sales and Marketing with Great Adventures and Green Island Resort for 3 years and then Quicksilver for a further 18months.		PC	PC
SITXCCS002 Provide visitor information	He then went on to Cairns Colonial Club Resort and Palm Royale Cairns for a further 3 years where he worked as Director of Sales & Marketing. Paolo then went on to Cairns Plaza Hotel as General Manager and then moved to Darwin		PC, MvdB PG	PC, MvdB, PG
SITTGDE004 Lead tour groups	where he worked with H Hotel and Oaks Hotel Darwin in an effort to gain exposure to the Corporate market. He then moved to Albury where he worked as the General Manager of		MvdB	MvdB
SITTGDE005 Prepare and present tour commentaries or activities	Mantra Albury Hotel Bachelor of Education (Secondary) James Cook University, QLD 1990 Certificate IV in Training and Assessment TAE40116 Certificate III in Tourism SIT30116		MvdB	MvdB
SITTGDE006 Develop and maintain the general and regional knowledge required by guides	Certificate III in Hospitality SIT3016 Diploma of Hospitality Management SIT50416 First Aid HLTAID011 Blue Card		MvdB,	MvdB,
BSBWRT411 Write complex documents			PC, MvdB	PC, MvdB,
HLTAID011 Provide first aid			OUT SOURCED	OUT SOURCED

SITXFSA001 Use hygienic practices for food safety				PC, MvdB PG	PC, MvdB, PG
SITXGLC001 Research and comply with regulatory requirements				PC, MvdB PG	PC, MvdB, PG
SITXHRM002 Roster staff				PC, MvdB PG	PC, MvdB, PG
SITXHRM004 Recruit, select and induct staff				PC, MvdB	PC, MvdB,
SITXHRM006 Monitor staff performance				PC, MvdB PG	PC, MvdB, PG
SITXWHS002 Identify hazards, assess and control safety risks				PC, MvdB PG	PC, MvdB, PG

ENVIRONMENT AND RESOURCES

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

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

Requirements for the following environments are detailed below:

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

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

Resources required for a Tourism environment
Tourism environments

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

For some students, elective units chosen may include units that require the specific resources of a kitchen for training and assessment. An example of this would be the unit SITXFSA001 - Use hygienic practices for food safety or SITHFAB002 - Prepare & serve espresso coffee.

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

Careers Training Centre has established agreements with local industry to host training and assessments for students so that they gain the required skill and knowledge with the required resources, in a practical manner

and meet the requirements under the training and assessment Vocational Education and Training packing rules.

Businesses who have agreed to allow Careers Training Centre host training and assessments for hospitality units within their businesses are;

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

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

Food Preparation Area

Kitchen storage area:	• Designated storage areas (dry and dairy) • Scales, including scales for weighing large quantities • Temperature probe/thermometer • Cleaning materials and separate storage • Freezer	• 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 • Nominated delivery area
Fixtures and large equipment:	• Stainless steel benches (1.5 m/person) or equivalent benches that comply with health department standards • Slicing machine	• Sink • Refrigeration unit with shelving • Storage facilities • Burner • Griller
Small equipment:	• Assorted pots and pans • Sharpening steel and assorted cook's knives, including utility and bread • Small utensils, including fruit corers, vegetable peelers and graters • Sandwich cutting templates and guides • Appropriate receptacles for presentation and display purposes • Platters, boards and trolley for presentation where required • Tongs and serving utensils • Colour-coded cutting boards in a material other than wood • Can opener • Cling film and aluminium foil • Packaging materials • Containers for hot and cold storage • Appropriate crockery • Ordering/docketing system • Personal protective clothing, including food handler's gloves	
Cleaning materials and equipment:	• Sponges, brushes and scourers • Separate hand basin and soap dispenser •	• Disinfectant and detergents • Garbage bins and bags • Hand towel dispenser •

Accommodation Environment

Fixtures and room equipment:	• Various guest rooms with different sized beds e.g. twin, king-size, double, queen-size, family and suite • Dressing tables • Bed linen and pillows

- Stocked mini bar or refrigerator
- Telephone
- Chairs
- Toilet
- Vanity unit and hand basin
- Towels and bathrobes
- Toilet rolls and tissues
- Iron and ironing board
- Air conditioner or ceiling fan
- Wardrobe and coat hangers
- Wall mirrors
- Tea and coffee making facilities
- Glasses, crockery and cutlery
- Television and VCR (or DVD)
- Lamps and light fittings
- Radio or alarm clock
- Shower, bath or spa
- Toiletries, such as soap, hand lotion, shampoo and shower cap
- Promotional and guest material, including brochures
- Fire extinguishers
- Door signage and door stoppers
- Hair dryer
- Compendium, stationery and pens
- Laundry bags and lists
- Guest literature, such as directory of services, menus, information guide, street directory, television and movie guides, and mini bar list
- Waste paper bin and liners

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

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

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

- Destinations and places of general interest within the destinations
- Local or regional areas
- Tourist precincts
- Sites, such as natural, cultural and heritage sites and centres, museums, art galleries, industrial sites and national parks
- Remote area locations
- Attractions, such as theme parks, zoos and wildlife reserves or parks
- Camp sites
- Transportation terminals for air, cruise, rail or coach travel

- Style of tour, including walking, adventure tour, special interest tour, incentive tour, pre or post-conference tour, educational tour, nature-based or Eco tour, group tour, individual tour or extended touring program
- Tour on-board any form of transportation, including coaches, vehicles, vessels and aircraft.

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

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

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

Businesses that support vocational placements for Careers Training Centre:

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

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

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

ORGANISATION POLICY, PROCEDURES MANUAL

Refer to the following Policy and Procedure Documents:

- CTC Student Handbook

- CTC Staff Policy and Procedure Handbook

- CaPTA Policy and Procedures

Industry association information, codes of conduct and accreditation information.

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

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

These are links to real website resources.

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

http://www.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

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

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

Student Data Storage and Security

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

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

Student Feedback

Your Feedback is really important to us!

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

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

2. **CTC Student Feedback**
You can complete this feedback form online through this link
https://docs.google.com/forms/d/1oLZWCcN_XN_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: 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 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

The units selected combined with the required industry based practical skills together provide a good basis for entry into the industry.

The simulated workplace environment allows for realistic situations, particularly regarding multiple tasks and meeting deadlines and industry time frames within the work placement further enhances this.

Moderation

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

Moderation is required for every assessment which involves a degree of subjectivity.

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

Moderation of Assessment			
Moderation is conducted annually with other trainers and assessors as part of the moderation process. All assessment instruments are reviewed to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables and evidence guide.			
Date of review	Business Name	Contact Person	Contact Details
			Mobile Telephone Email: Web:
			Mobile Telephone Email: Web:
			Mobile Telephone Email: Web:
			Mobile Telephone Email: Web:
The units selected combined with the required industry based practical skills together provide a good basis for entry into the industry. The simulated workplace environment allows for realistic situations, particularly regarding multiple tasks and meeting deadlines and industry time frames within the vocational work placement further enhances this.			

Useful Contacts -

Service Skills Australia	www.serviceskills.com.au/tourism-hospitality-events-training-package
Tourism Queensland	www.teq.queensland.com
Office of Liquor and Gaming Registration (OLGR) Queensland	www.business.qld.gov.au/industry/liquor-gaming
Workplace Health and Safety Queensland	https://www.worksafe.qld.gov.au/
QTIC	https://www.qtic.com.au/
Food safety standards and regulations	https://www.business.qld.gov.au/industry
Queensland Hotels Association	http://www.queenslandhotels.com.au/
Australian Hotels Association	http://aha.org.au/
QSA VET	http://www.qcaa.qld.edu.au/576.html
QSA Training and Assessment information	http://www.qcaa.qld.edu.au/14793.html
QSA Tourism resources	http://www.qcaa.qld.edu.au/10846.html
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