

# Tourism and Hospitality

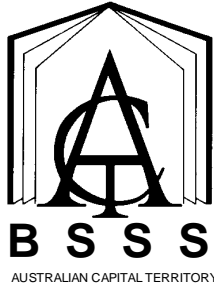
*Tourism and Hospitality*

**Course  
Framework**

**2011 Edition**

**For courses accredited from 2012**





# TOURISM AND HOSPITALITY

## COURSE FRAMEWORK

### INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members.

And provide students with:

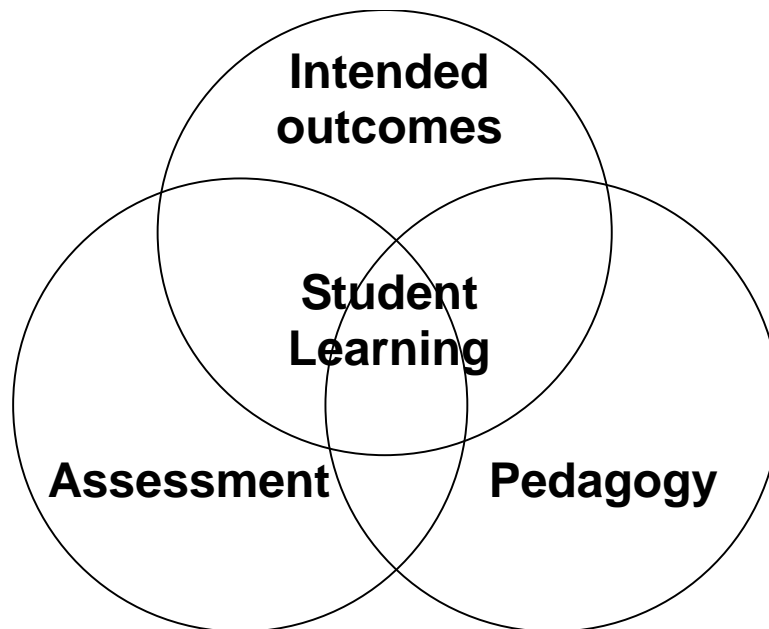
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society.

*Examples of these student capabilities are provided at **Appendix A**.*

### COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



### **Underpinning beliefs**

- All students are able to learn
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning

### **Learning principles**

1. Learning builds on existing knowledge, understandings and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

## **TOURISM AND HOSPITALITY FRAMEWORK**

A, T, V, M and C courses may be developed under this framework. Courses should provide for a diverse range of students with the opportunity to study Tourism and Hospitality relevant to their lives and futures. Eligibility to study an M course is determined by BSSS Modified course policy. Modified courses/units are designed for students:

- who satisfy the Education and Training Directorate Disability Criteria accepted as a common definition for census and other system processes by all sectors, public and non-government,
- where the principal has deemed exceptional circumstances due to the students' significant needs and previous levels of support.

Provisions for students with special needs are outlined in the BSSS *Equitable Assessment and Special Consideration in Assessment in Years 11 and 12* guidelines.

## **RATIONALE**

The Tourism and Hospitality industry contributes significantly to the Australian economy and employs a large number of people. The industry has an ongoing commitment to training in both customer service and technical areas.

Courses developed under the Tourism and Hospitality Course Framework will enable students to:

- be creative, innovative and resourceful, and able to solve problems in ways that draw upon a range of learning areas and disciplines
- reinforce a sense of optimism about their lives and the future – are enterprising, show initiative and use their creative abilities
- develop knowledge, skills, understanding, industry technologies and values to establish and maintain a healthy lifestyle
- develop confidence and capability to pursue a variety of employment and study options including university or post-secondary vocational qualifications leading to rewarding and productive employment
- be responsible global and local citizens.<sup>1</sup>

Courses under this framework provide students with opportunities to extend their knowledge through research and examination of industry concepts, workplace cultures and practices. They will develop critical analysis, independent thinking and evaluative skills to synthesise knowledge and understandings in an industry context. This includes self-reliance, personal responsibility for occupational health and safety for themselves and others, teamwork, social and cultural capital, environmental issues and interpersonal communication relevant to the Tourism and Hospitality Industry. Through the application of concepts, skills, process and self reflection, students will develop a deep understanding of the industry.

The Tourism and Hospitality Course Framework has been developed in response to the needs of the industry and to relevant training and education opportunities. Courses are based on units of competency from the Tourism, Hospitality and Events Training Package.

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<sup>1</sup> *Melbourne Declaration on Educational Goals for Young Australians*, December 2008

The study of courses under the Tourism and Hospitality Course Framework can lead to a variety of career opportunities across a range of industries, or form a pathway to further education and training. Pathways include careers in hotels, clubs, restaurants, community food service organisations, catering organisations, resorts, travel agencies, tourism organisations and government departments.

## **LITERACY IN TOURISM AND HOSPITALITY**

Students have opportunities to develop and refine the following literacy skills when studying Tourism and Hospitality, through:

- understanding, analysing, and critically responding to Tourism and Hospitality texts in a variety of contexts
- producing appropriate written, oral, visual, and multimedia communications
- creating specialised language and texts to communicate a range of views on Tourism and Hospitality issues
- composing a variety of forms, such as arguments, reports, brochures, displays, explanations and discussions
- accessing, interpreting, synthesising and evaluating texts, such as brochures, displays, policy documents, recipes, research documents, media articles, videos and multimodal texts such as websites and apps
- reading and understanding aspects of occupational health, safety and welfare legislation relating to food handling
- communicating with other members of a group to explore and initiate Tourism and Hospitality promoting activities
- constructing survey questions.

## **NUMERACY IN TOURISM AND HOSPITALITY**

Students have opportunities to develop and refine the following literacy skills when studying Tourism and Hospitality, through:

- reading and interpreting numerical information, such as recipes, surveys and statistics
- constructing accurate graphs, tables, and diagrams from collected data
- using technology for financial literacy
- accessing, understanding, critically analysing and using numerical data
- understanding and explaining trends from given numerical or statistical data
- critically analysing ways in which numerical data is used in discussing Tourism and Hospitality issues
- investigating a variety of different issues using primary sources and quantitative survey methods
- measuring, budgeting and forecasting for a range of activities and events, such as food orders and promotions.<sup>2</sup>

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<sup>2</sup> The developers acknowledge the SACE Information Technology curriculum document in the development of literacy and numeracy skills.

## GOALS

Course Framework Goals focus on the essential skills and knowledge that students should know and be able to do as a result of studying a course in this subject area.

They are the **intended student outcomes**. All courses based on this Course

Framework should enable students to:

- develop skills in leadership, management, problem solving, evaluating, planning, working independently and collaboratively
- understand the relationships and evaluate the interconnections within the industry, society and the environment
- demonstrate knowledge and understanding of and insight into the service industry including workplace culture, structures and practices
- use and adapt communication modes effectively to a diverse audience
- think analytically, critically and creatively about concepts underpinning the industry
- demonstrate practical and technological skills to industry standard

## GUIDE TO THE SELECTION OF CONTENT

Courses developed under this framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T, V, C or M including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the framework.

## ESSENTIAL CONCEPTS AND SKILLS

Essential and interrelated concepts in courses developed under the Tourism and Hospitality Framework include the industry as typified by its:

- structure
- nature
- organisation
- management

The impact of the industry on Australia's:

- economy
- society
- culture
- environment
- sustainable practices

Essential skills developed in courses under the Tourism and Hospitality Framework include:

- collecting, organising, analysing, presenting and evaluating relevant information and product to acceptable industry standards
- planning, researching, organising and presenting activities
- working independently and collaboratively
- creativity and problem solving
- using appropriate technology to industry standards
- professional and competent work practices as demonstrated in a variety of practical situations
- literacy and numeracy skills specific to industry standards

## **VOCATIONAL COURSES**

Colleges with Registered Training Organization status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A/M/V or T/M/V based on the Training Packages, and consistent with the goals of this framework. (*See Appendix B*)

## **PEDAGOGY**

### **Teaching Strategies**

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences. Teaching strategies that enable students to have knowledge and understanding of the Tourism and Hospitality industry are those that include:

#### **Review prior learning**

- student reflection on relevant concepts and skills
- class discussions

#### **Introduce new material**

- the use of appropriate DVDs, texts, electronic and Web media

#### **Provide demonstration, guided practice and application**

- the use of industry professionals as demonstrators, guest speakers and mentors
- establishing links with relevant industry individuals or groups
- the use of information and communication technology and other technologies used by industry

#### **Promote independent practice and application**

- structured workplace learning, workplace visits, fieldwork and observation of professional establishments
- instructing students in appropriate relevant and effective professional conduct and knowledge acquisition
- planning and implementing simulated and authentic hospitality or tourism events
- practice and reinforcement of learning by way of revision, worksheets, tests and demonstrations
- filming practical tasks to provide feedback for students

#### **Link to next task or skill area**

- oral presentations, debates, seminars and group work
- conducting surveys and interviews

For modified courses teaching strategies should be underpinned by the principles of the Disability Discrimination Act and reflect contemporary pedagogical practices in meeting the needs of a student with a specific learning deficit or disability.

## **ASSESSMENT**

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

**Assessment Tasks** in T courses require students to utilise higher order thinking skills that are the basis of the ACT Scaling Test.

**Assessment Task Types** (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Rubrics** are used to develop criteria for a task type and a continuum that indicates levels of student achievement against each criterion.

### **General Assessment Criteria (A, T, V and M)**

Students will be assessed on the degree to which they demonstrate:

- knowledge, understanding and application
- analysis, synthesis and evaluation
- technical skills
- management and work practices
- communication skills

## ASSESSMENT GUIDE TO TASK TYPES

### A, T, V AND M COURSES

#### Board Recommendations

The Board recommends 3 - 5 assessment tasks per standard unit (1.0) and 2 - 3 per half standard unit (0.5).

Assessment is to be differentiated for A, T, V and M courses. Assessment tasks in all courses need to be appropriate to the classification and cater for the needs of students. Creative, open-ended and rich learning tasks are recommended.

Assessment in **A** courses should typically reflect the following:

<b>Theoretical</b>	Tasks allow students to apply their understanding through identifying, explaining, describing, exploring, examining, recommending and justifying.
<b>Practical</b>	Tasks allow students to demonstrate their physical skills through identifying, describing, exploring, explaining, using, applying and justifying.

Assessment in **T** courses should typically reflect the following:

<b>Theoretical</b>	Tasks allow students to apply their understanding through exploring, examining, analysing, hypothesising, synthesising and evaluating.
<b>Practical</b>	Tasks allow students to demonstrate their physical skills through using, demonstrating, applying and analysing.

Assessment in **M** courses should typically reflect the following:

<b>Theoretical</b>	Tasks allow students to demonstrate their understanding through recalling, classifying, outlining, identifying, describing, demonstrating, recounting, distinguishing and predicting.
<b>Practical</b>	Tasks allow students to demonstrate their physical skills through using, applying and practising.

#### Approaches to Assessment

- Refer to recognised models of quality pedagogy such as the Quality Teacher model when developing tasks.
- Use of a variety of practical and theoretical tasks that recognise different learning styles and utilise a range of technologies.
- For M courses consider:
  - Students' strengths, interests and ability
  - Alternative formats e.g. audio/visual text
  - Scaffolded tasks
  - Changing the conditions of assessment e.g. time, scribes etc
  - Assessment tasks for M courses should include appropriate guidance, supervision and scaffolding.

### **Assessment Requirements**

- A written task for **Year 11 and 12 of 500 - 800 words** is compulsory at least once in an A course for a semester unit.
- An essay or written extended response (**theoretical tasks - refer to 'Assessment Task Types' table**) is compulsory for a semester unit for a T course. Suggested word length should be **800 – 1000 words** in Year 11 and **1000 – 1200 words** in Year 12.
- At least one oral presentation task must be included in a major. (T courses only).
- A presentation is recommended in an A course, depending on competencies that are being assessed.
- All tasks must include a bibliography and referencing conventions.
- Practical tasks should be meaningful and relevant to the unit outcomes.
- AST style multiple choice questions should be a component of test assessment items.

## Assessment Task Types (A Courses)

**To demonstrate knowledge and understanding in A courses, students will:**

**Identify and/or explain** e.g. techniques, events, point of view, relationships and plans

**Describe and explore** e.g. products, techniques, concepts, issues and principles

**Recommend** e.g. products, techniques and strategies

**Justify** e.g. points of view with evidence and reasons

**Assess** e.g. trends, performance, data

**Apply** e.g. planning and organisational skills

**Describe, recommend and demonstrate** e.g. problem solving, initiative and decision making skills.

Task Type	Description	Weightings	
		1.0 units	0.5 units
<b>Written Responses</b>	<p>A written extended response for <b>Year 11 and 12</b></p> <ul style="list-style-type: none"> <li>• <b>500 - 800 words</b></li> </ul> <p>Suggested tasks:</p> <p>Web quest design Seminar presentation Research report Exam/test Report on an event management activity Rationale and/or diary/journal relating to a practical task</p>	40% - 60%	40% - 60%
<b>Practical Tasks</b>	<p>Suggested tasks:</p> <p>Market simulation Industry advice simulation Event management activities Presentation such as an oral or podcast</p>	40% - 60%	40% - 60%

## Assessment Task Types (T Courses)

**To demonstrate knowledge and understanding in T courses, students will:**

*Explore and examine* e.g. concepts, issues, theories and principles

*Critically analyse* e.g.

- contrast and compare
- interrelationships or connections
- techniques, theories, performance, events, points of view, relationships and plans

*Evaluate* e.g.

- strategies, techniques and approaches to administration
- compare and contrast data, techniques and strategies

*Hypothesise* e.g. the potential of plans

*Analyse and apply* e.g. administration, planning and organisational skills

*Synthesis* e.g. rearranging component ideas into a new whole

*Explore, evaluate and demonstrate* e.g. leadership/management skills

Task Type	Description	Weightings	
		1.0 units	0.5 units
<b>Written Responses</b>	An analytical essay or written extended response <b>Year 11</b> <ul style="list-style-type: none"><li>• 800 - 1000 words</li></ul> <b>Year 12</b> <ul style="list-style-type: none"><li>• 1000 - 1200 words</li></ul>	50% - 70%	50% - 70%
	Suggested tasks: Web quest design Seminar presentation Research report Exam/test Report on an event management activity Rationale and/or diary/journal relating to a practical task		
<b>Practical Tasks</b>	Suggested tasks: Market simulation Industry advice simulation Event management activities Presentation such as an oral or podcast	30% - 50%	30% - 50%

## Assessment Task Types (M Courses)

**To demonstrate knowledge and understanding in M courses, students will:**

*Recall, Classify and Outline* e.g. facts, figures, events and plans

*Identify, describe and demonstrate* e.g. skills, hygiene and safety, ideas, events, relationships and plans

*State and recount* e.g. ideas and notions

*Recall, classify, outline and demonstrate* e.g. practical presentation skills

*Identify, describe and apply* e.g. teamwork, collaborative skills

*Define, select and use* e.g. communication skills

*State, recount and practice* e.g. personal and interpersonal skills

Task Type	Description	Weightings	
		1.0 units	0.5 units
<b>Written Responses</b>	Suggested tasks:	10% - 90%	10% - 90%
	Web quest design Seminar presentation Research report Exam/test Report on an event management activity Rationale and/or diary/journal relating to a practical task		
<b>Practical Tasks</b>	Suggested tasks:	10% - 90%	10% - 90%
	Market simulation Industry advice simulation Event management activities Presentation such as an oral or podcast		

## ASSESSMENT RUBRICS

Examples of assessment rubrics for written and practical tasks are available in courses.

## PRACTICAL TASKS HOSPITALITY

Practical performance refers to the ability to demonstrate practical skills, to plan and provide products and services at a level of quality that reflects industry or enterprise standard, to make and justify decisions, and to reflect on planning, implementation and outcomes.

In the Hospitality course, five (5) summative practical tasks must be provided for moderation as evidence of a 40 - 60% practical mark for A/V courses and a minimum of three (3) summative practical tasks must be provided for moderation as evidence of a 30 - 50% practical mark for T courses. Other practical work is formative and provides feedback to students in a learning context but does not contribute to the final grade score.

**In an A/V course** summative tasks must have a task sheet, work plan and assessment criteria. The tasks must be designed to holistically assess the integration of skills and the four dimensions of competency assessment – task skills, task management skills, contingency management skills and job/role environment skills (See *Appendix C*).

**In a T/V course** each summative task must provide evidence of planning, justification of decisions, critical analysis and evaluation as a part of assessment tasks.

Evidence may take many formats, and vary in level of formality, but must illustrate clearly the planning, decision making, analysing, synthesis and evaluating processes by students that are part of the implementation of practical tasks.

Evidence must include:

- designing, planning and implementation
- justification of decision making
- analysis and evaluation of processes and outcomes
- roles and responsibilities of students as individuals and as part of the team.

Evidence may take the form of a diary, journal, a progressive blog, or a written evaluation, and may include room layouts, trial menus, work schedules, sample layouts of letters and business cards, and multimodal presentations.

Evidence of justifications of decision making may be presented as annotations added progressively to the materials suggested above, or may be presented as a critical account of decisions and relevant recommendations.

## **PRACTICAL TASKS TOURISM AND EVENT MANAGEMENT**

Practical performance refers to the ability to demonstrate practical skills, to plan and provide products and services at a level of quality that reflects industry or enterprise standard, to make and justify decisions, and to reflect on planning, implementation and outcomes.

**In an A/V course** it is recommended that each of the practical assessment tasks be designed to holistically assess the integration of skills and the four dimensions of competency assessment – task skills, task management skills, contingency management skills and job/ role environment skills (See *Appendix C* ).

**In a T/V course** each summative task must provide evidence of planning, justification of decisions, critical analysis, synthesis and evaluation as a part of assessment tasks.

Evidence may take many formats, and vary in level of formality, but must illustrate clearly the planning, decision making and evaluating processes by students that are part of the implementation of practical tasks.

Evidence must include:

- designing, planning and implementation
- justification of decision making
- analysis and evaluation of processes and outcomes
- roles and responsibilities of students as individuals and as part of the team.

Evidence may take the form of a diary, journal, or a written evaluation, and may include work schedules, sample layouts of letters and business cards, and multimodal presentations.

Evidence of justifications of decision making may be presented as annotations added progressively to the materials suggested above, or may be presented as a critical account of decisions and relevant recommendations.

## **ACHIEVEMENT STANDARDS**

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organised on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** which describe generic standards of student achievement across all courses.

## Unit Grade Descriptors for A Courses

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>demonstrates extensive knowledge and understanding of the industry and its practices</li> <li>successfully applies concepts to familiar and unfamiliar contexts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates knowledge and understanding of the industry and its practices</li> <li>applies these concepts to familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some knowledge and understanding of the industry</li> <li>applies basic concepts to familiar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited knowledge and understanding of the course</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal or no knowledge or understanding of the course</li> </ul>
<b>Analysis, synthesis and evaluation</b>	<ul style="list-style-type: none"> <li>independently assesses, researches and interprets concepts</li> <li>provides detailed and thorough evaluations</li> </ul>	<ul style="list-style-type: none"> <li>independently assesses, researches and interprets most concepts</li> <li>provides detailed evaluations</li> </ul>	<ul style="list-style-type: none"> <li>researches and interprets most concepts</li> <li>provides simple, appropriate evaluations</li> </ul>	<ul style="list-style-type: none"> <li>researches from given sources with supervision</li> <li>provides limited evidence of analysis and/or evaluation of concepts</li> </ul>	<ul style="list-style-type: none"> <li>provides minimal or no evidence of analysis and/or evaluation of concepts</li> </ul>
<b>Technical skills</b>	<ul style="list-style-type: none"> <li>consistently demonstrates proficient levels of technical and organisational skills in the production and presentation of work across a variety of tasks</li> <li>consistently selects and uses appropriate equipment in accordance with ohs guidelines and industry standards</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates proficient levels of technical and organisational skills in the production and presentation of work across a variety of tasks</li> <li>selects and uses appropriate equipment in accordance with ohs guidelines and industry standards</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates technical and organisational skills in the production and presentation of work across a variety of tasks</li> <li>uses equipment in accordance with ohs guidelines and industry standards</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited skill in the production and presentation of work</li> <li>occasionally uses equipment in accordance with ohs guidelines and industry standards</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal or no skill in the production and presentation of work</li> <li>does not use equipment in accordance with ohs guidelines and industry standards</li> </ul>
<b>Management and work practices</b>	<ul style="list-style-type: none"> <li>demonstrates leadership skills, uses initiative to identify and solve problems as well as working independently, cooperatively and productively</li> <li>consistently works in an organised, time efficient and professional manner</li> </ul>	<ul style="list-style-type: none"> <li>uses initiative to identify and solve problems, and works independently, cooperatively and productively</li> <li>works in an organised, time efficient and professional manner</li> </ul>	<ul style="list-style-type: none"> <li>generally works cooperatively and productively in a team situation</li> <li>works in an organised and timely manner in structured situations</li> </ul>	<ul style="list-style-type: none"> <li>sometimes works cooperatively in a team situation</li> <li>unable to work independently to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>minimal evidence of the ability to work independently</li> <li>relies on others to complete tasks</li> </ul>
<b>Communication skills</b>	<ul style="list-style-type: none"> <li>confidently selects, uses and applies a wide range of interpersonal skills to communicate with others</li> <li>clarifies instructions and acts on feedback</li> <li>presents knowledge and ideas coherently, clearly and confidently using task appropriate language</li> <li>produces complete bibliographies and uses citations correctly</li> </ul>	<ul style="list-style-type: none"> <li>selects uses and applies a range of interpersonal skills to communicate with others</li> <li>clarifies instructions and acts on feedback</li> <li>presents knowledge and ideas coherently, using task appropriate language</li> <li>produces bibliographies and uses citations correctly</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses a range of interpersonal skills to communicate with others</li> <li>follows given instructions and acts on feedback</li> <li>presents most knowledge and ideas clearly using basic industry terminology</li> <li>produces basic bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>uses basic interpersonal skills to communicate with others</li> <li>follows given instructions and in some situations acts on feedback</li> <li>demonstrates minimal ability to present knowledge and ideas</li> </ul>	<ul style="list-style-type: none"> <li>requires assistance in collecting and recording information.</li> </ul>

## Unit Grade Descriptors for T Courses

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>successfully applies complex concepts to familiar and unfamiliar contexts</li> <li>develops well reasoned arguments supported by detailed evidence to draw conclusions and make relevant recommendations</li> </ul>	<ul style="list-style-type: none"> <li>successfully applies concepts to familiar and unfamiliar contexts</li> <li>develops informed arguments supported by related evidence to draw conclusions and make relevant recommendations</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts to familiar contexts</li> <li>develops arguments supported by evidence to draw conclusions and make relevant recommendations</li> </ul>	<ul style="list-style-type: none"> <li>applies foundation concepts to familiar contexts</li> <li>develops statements of opinion and basic conclusions</li> </ul>	<ul style="list-style-type: none"> <li>applies limited concepts to familiar contexts</li> <li>recognises a narrow range of information</li> </ul>
<b>Analysis, synthesis and evaluation</b>	<ul style="list-style-type: none"> <li>researches, critically analyses, and synthesises concepts</li> <li>develops insightful and well structured responses to research</li> <li>provides sophisticated evaluations, making perceptive recommendations</li> </ul>	<ul style="list-style-type: none"> <li>researches, analyses, and interprets concepts</li> <li>develops structured responses to research</li> <li>provides evaluation of the effectiveness of planning and implementation, making valid recommendations</li> </ul>	<ul style="list-style-type: none"> <li>researches and explains most concepts</li> <li>develops responses with some lapses of reason</li> <li>provides descriptions of planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>researches and describes concepts</li> <li>develops basic responses to research</li> <li>describe procedural tasks</li> </ul>	<ul style="list-style-type: none"> <li>limited responses to research</li> <li>limited evidence of planning</li> <li></li> </ul>
<b>Technical skills</b>	<ul style="list-style-type: none"> <li>demonstrates outstanding proficiency, creative and innovative application of techniques to produce quality products and services</li> <li>consistent implementation of comprehensive work plans in a variety of contexts</li> <li>understands, explains and demonstrates the significance of ohs in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates proficient techniques to produce quality products and services</li> <li>implementation of plans in a variety of contexts</li> <li>understands, explains and demonstrates the significance of ohs in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>applies techniques to produce products and services of acceptable quality</li> <li>develop plans and tasks with inconsistent implementation</li> <li>understands, explains and demonstrates the significance of ohs in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates technical skills to produce products and services of variable quality</li> <li>plans and tasks lack coherence, little connection between plans and implementation of tasks</li> <li>minimal knowledge and understanding of ohs guidelines</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal skill in the production and presentation of work</li> <li>minimal practical techniques preformed</li> <li>does not comply with ohs guidelines</li> </ul>
<b>Management and work practices</b>	<ul style="list-style-type: none"> <li>understands and appreciates the interrelationships within the industry environment and effectively applies strategies to achieve successful outcomes</li> <li>independently implements and monitors effective time management strategies</li> </ul>	<ul style="list-style-type: none"> <li>understands the interrelationships within the industry environment and effectively applies strategies to achieve successful outcomes</li> <li>implements and monitors effective time management strategies</li> </ul>	<ul style="list-style-type: none"> <li>understands variables that exist in the industry environment, inconsistently applies strategies to achieve an outcome</li> <li>works in an organised manner</li> </ul>	<ul style="list-style-type: none"> <li>has limited understanding of the fundamental variables that exist in the industry environment</li> <li>inconsistent completion of tasks</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal knowledge of the industry environment</li> <li>tasks incomplete</li> </ul>
<b>Communication skills</b>	<ul style="list-style-type: none"> <li>selects, uses and adapts a wide range of interpersonal skills to communicate in diverse environments</li> </ul>	<ul style="list-style-type: none"> <li>selects, uses and adapts a range of interpersonal skills to communicate with others</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses interpersonal skills to communicate with others</li> </ul>	<ul style="list-style-type: none"> <li>uses basic interpersonal skills to communicate with others</li> </ul>	<ul style="list-style-type: none"> <li>uses limited interpersonal skills to communicate with others</li> </ul>
	<ul style="list-style-type: none"> <li>consistently and effectively communicates in a range of contexts using complexity, industry terminology and referencing conventions</li> </ul>	<ul style="list-style-type: none"> <li>effectively communicates in appropriate forms, using accepted language, industry terminology and referencing conventions</li> </ul>	<ul style="list-style-type: none"> <li>communicates in appropriate forms, using accepted language</li> </ul>	<ul style="list-style-type: none"> <li>attempts to communicate using accepted language conventions</li> </ul>	<ul style="list-style-type: none"> <li>communicates simple ideas</li> </ul>

## Unit Grade Descriptors for M Courses

	<i>A student who achieves the grade A typically</i>	<i>A student who achieves the grade B typically</i>	<i>A student who achieves the grade C typically</i>	<i>A student who achieves the grade D typically</i>	<i>A student who achieves the grade E typically</i>
<b>Knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>demonstrates a sound understanding and application of concepts, terminology, rules and strategies</li> <li>consistently demonstrates a sound ability to transfer knowledge to familiar and unfamiliar situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a satisfactory understanding and application of concepts, terminology, rules and strategies</li> <li>shows a basic ability to transfer knowledge to familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a partial understanding and application of concepts, terminology, rules and strategies</li> <li>shows some awareness of the need to transfer knowledge to familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited application of concepts, terminology, rules and strategies</li> <li>shows minimal awareness of the need to transfer knowledge to familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal application of concepts, terminology, rules and strategies</li> </ul>
<b>Analysis, synthesis and evaluation</b>	<ul style="list-style-type: none"> <li>demonstrates a sound ability to investigate and interpret industry concepts</li> <li>reflects on learning to develop appropriate evaluations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic ability to investigate and interpret industry concepts</li> <li>provides simple, appropriate evaluations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some ability to investigate industry concepts</li> <li>provides basic evaluations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited ability to investigate industry concepts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal ability to investigate basic industry concepts</li> </ul>
<b>Technical skills</b>	<ul style="list-style-type: none"> <li>demonstrates sound technical and organisational skills in the production and presentation of work across a variety of tasks</li> <li>transfers and applies skills to familiar and unfamiliar situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates basic technical and organisational skills in the production and presentation of work across a variety of structured tasks</li> <li>transfers and applies skills to familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some skills in the production and presentation of work in some structured tasks</li> <li>shows some awareness of the need to transfer and applies skills to familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited skills in the production and presentation of work in structured tasks</li> <li>shows limited awareness of the need to transfer and applies skills to familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal technical skills</li> </ul>
<b>Management and work practices</b>	<ul style="list-style-type: none"> <li>demonstrates a sound ability to work cooperatively and productively in a team situation</li> <li>works in an organised and timely manner in a variety of situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic ability to work cooperatively and productively in a team situation</li> <li>works in an organised and timely manner in structured situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some ability to work cooperatively and productively in a team situation</li> <li>works in an organised manner in basic structured situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited ability to work in a team situation</li> <li>follows practiced routines in structured situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal requirements</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>demonstrates sound interpersonal skills to communicate with others</li> <li>follows given instructions and acts on feedback</li> <li>shows a sound ability to present knowledge and ideas clearly</li> <li>uses industry terminology</li> <li>produces correct bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate basic interpersonal skills to communicate with others</li> <li>follows given instructions and acts on most feedback</li> <li>shows a basic ability to present knowledge and ideas clearly</li> <li>uses sound industry terminology</li> <li>produces basic bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>uses some interpersonal skills to communicate with others</li> <li>follows given instructions and acts on feedback when prompted</li> <li>shows some ability to present knowledge and ideas in structured tasks</li> <li>uses some industry terminology</li> <li>produces bibliographies with assistance</li> </ul>	<ul style="list-style-type: none"> <li>uses limited interpersonal skills to communicate with others</li> <li>follows given instructions when prompted</li> <li>shows limited ability to present ideas in structured tasks</li> <li>produces limited bibliographies with assistance</li> </ul>	<ul style="list-style-type: none"> <li>uses minimal interpersonal skills</li> <li>meets the minimum requirement to present ideas in structured tasks</li> </ul>

## **MODERATION**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grade Descriptors for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

### **Moderation by Structured, Consensus-based Peer Review**

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the Unit Grade Descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

### **Preparation for Structured, Consensus-based Peer Review**

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

## **THE COLLEGE COURSE PRESENTATION**

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios
- Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Paper.

## **BIBLIOGRAPHY**

### **Australian Curriculum Documents**

ACARA

The Shape of the Australian Curriculum Version 2.0

[http://www.acara.edu.au/verve/resources/Shape\\_of\\_the\\_Australian\\_Curriculum.pdf#xml=http://search.curriculum.edu.au/taxis/search/pdfhi.txt?query=the+shape+of+the+australian+curriculum+version+2.0&pr=www.acara.edu.au&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4de1fe0e11](http://www.acara.edu.au/verve/resources/Shape_of_the_Australian_Curriculum.pdf#xml=http://search.curriculum.edu.au/taxis/search/pdfhi.txt?query=the+shape+of+the+australian+curriculum+version+2.0&pr=www.acara.edu.au&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4de1fe0e11)

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Hospitality A-V Type 2 Course 2009-2011

[http://www.bsss.act.edu.au/\\_data/assets/word\\_doc/0006/161907/Hospitality\\_A-V\\_09-11\\_v4\\_11-11.doc](http://www.bsss.act.edu.au/_data/assets/word_doc/0006/161907/Hospitality_A-V_09-11_v4_11-11.doc)

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Tourism and Hospitality Framework 2006

[http://www.bsss.act.edu.au/\\_data/assets/pdf\\_file/0003/102729/Tourism\\_Hosp.pdf](http://www.bsss.act.edu.au/_data/assets/pdf_file/0003/102729/Tourism_Hosp.pdf)

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Melbourne Declaration on Educational Goals for Young Australians, December 2008

[http://www.mceecdya.edu.au/verve/resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.mceecdya.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)

NSW Board of Studies

Hospitality Stage 6 Syllabus 2008

Part A: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hospitality-syllabus-2008-parta.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hospitality-syllabus-2008-parta.pdf)

Part B:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hospitalityb2008/hospitality-stage-6-syllabus-part-b-08.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hospitalityb2008/hospitality-stage-6-syllabus-part-b-08.pdf)

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[http://www.qsa.qld.edu.au/downloads/senior/snr\\_hospitality\\_06\\_sas.pdf](http://www.qsa.qld.edu.au/downloads/senior/snr_hospitality_06_sas.pdf)

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The Learning Federation

Editorial Guide for Learning Objects 2007

<http://www.thelearningfederation.edu.au/verve/resources/editorial-guide-learning-objects.pdf>

Victorian Curriculum and Assessment Authority

VCE VET Hospitality 2008

[http://www.vcaa.vic.edu.au/vet/programs/hospitality/publications/Hospitality\\_booklet\\_2009.pdf](http://www.vcaa.vic.edu.au/vet/programs/hospitality/publications/Hospitality_booklet_2009.pdf)

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Current Tourism, Hospitality and Events Training Package [www.ntis.gov.au](http://www.ntis.gov.au)

Tourism and Hospitality curriculum from other jurisdictions

Service Industries Skills Council – Service Skills Australia [www.serviceskills.com.au](http://www.serviceskills.com.au)

Service Skills Australia downloadable tools and resources

[www.serviceskills.com.au/tourism-hospitality-and-events-user-guide](http://www.serviceskills.com.au/tourism-hospitality-and-events-user-guide)

- Checklist: Do our assessment teams meet industry requirements?
- Checklist: Do our assessors meet industry requirements?
- Finding tourism, hospitality and events qualifications by job title
- Tourism sales: contextualising for different needs
- Checklist: Are our graduates employable?
- Checklist: Is our training driven by industry demand?
- Options for meeting assessor requirements.

Tourism, Hospitality and Events Training Package User Guide

[www.serviceskills.com.au/tourism-hospitality-and-events-user-guide](http://www.serviceskills.com.au/tourism-hospitality-and-events-user-guide)

Tourism Training Australia [www.tourismtraining.com.au](http://www.tourismtraining.com.au)

## **COURSE FRAMEWORK DEVELOPMENT GROUP**

<b>Name</b>	<b>College</b>
Jennifer Currie	Radford College
Janelle Jolly	St Mary MacKillop College
Janette Kline	Daramalan College
Meagan Lewis	Erindale College
Virginia McLeod	Merici College
Paula Moeller	St Edmunds College
Dean Parkes	St Edmunds College
Kerrie Sollis	UCSSC Lake Ginninderra

The group gratefully acknowledges the work of previous groups who developed and revised the Tourism and Hospitality Course Framework.

**All programs of study for the ACT Year 12 Certificate should enable students to become:**

	The examples are indicative and not exhaustive. Those in <b>bold</b> relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, <b>thinking laterally, generating ideas, inquiring and researching</b> , interrogating, conceptualising, collecting and <b>analysing data and information, classifying</b> , interpreting, formulating hypotheses, generalising, synthesising, <b>reflecting</b> , justifying conclusions, understanding different perspectives, <b>understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques</b> (e.g. estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing <b>initiative, resourcefulness</b> , resilience, persistence, assessing and taking risks, <b>recognising and seizing opportunities, problem-posing, problem-identification, problem clarification</b> , being practical, <b>being innovative</b> , using mathematical techniques, <b>using appropriate technologies, working independently and/or collaboratively</b> to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	<b>oral and written skills in Standard Australian English, matching communication to audience and purpose</b> , using terminology and style appropriate to particular disciplines, <b>using mathematical language</b> , creating and <b>communicating meaning</b> using multi-modal forms, <b>imagining the feelings and views of others</b> , respecting and valuing diversity
• informed and ethical decision-makers	<b>finding information</b> and using evidence as the basis for judgements and decisions, <b>developing awareness of differing perspectives</b> , having integrity, taking action, <b>exploring and critically reflecting on own values, attitudes and beliefs</b>
• environmentally and culturally aware citizens	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, <b>acting in the public sphere</b> , understanding consequences of choices and decisions
• confident and capable users of technologies	<b>having a range of IT skills</b> , accessing and evaluating <i>information</i> , <b>designing and making, communicating using technologies, choosing most appropriate technologies for the task</b> , refining processes, <b>willingness to learn new skills</b>
• independent and self-managing learners	e.g. <b>understanding self</b> ( <i>including gender</i> ), <b>having personal goals, evaluating and monitoring own performance, taking responsibility</b> , flexibility in adapting course of action, <b>openness to new ideas, managing time and resources, planning and organising</b>
• collaborative team members	e.g. <b>contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths</b> ( <i>including contributions of boys and girls</i> ), <b>skills in negotiation and compromise, sustaining commitment to achieve group goals</b>

***and provide students with***

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, <b>work experience</b>
• a basis for self-directed and lifelong learning	<b>through understanding and managing self, developing capabilities and modelling an approach</b> ('taking stock, taking steps') that prepares for a <b>social and economic environment of greater individual responsibility</b>
• personal attributes enabling effective participation in society	<b>through developing social skills</b> and capabilities for citizenship, <b>work experience and recognition of outside learning</b> ; through understanding of a globalised knowledge society

## APPENDIX B

### Dimensions of Competency

- **Task skills** – undertaking a specific work place task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as:
  - breakdowns
  - changes in routine
  - unexpected or atypical results or outcomes
  - difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as:
  - working with others
  - interacting with clients and suppliers
  - complying with standard operating procedures
  - observing enterprise policy and procedures

## A/V Course Rubric for written tasks

*This is a generic rubric. You will need to adapt the rubric to address specific requirements of the set task*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>writes conclusively and independently, using research from validated relevant sources</li> <li>comprehends information, incorporates original thought and makes insightful links to text/topic</li> <li>uses work of others appropriately, documenting sources in accepted format</li> </ul>	<ul style="list-style-type: none"> <li>writes conclusively using research from valid sources</li> <li>mostly comprehends information incorporating some original thought and mostly makes links to text/topic</li> <li>uses work of others, mostly documenting sources in accepted format</li> </ul>	<ul style="list-style-type: none"> <li>writes using some research from valid sources</li> <li>some comprehension of information and links to text/topic</li> <li>uses work of others with some documentation of sources in accepted format</li> </ul>	<ul style="list-style-type: none"> <li>needs substantial support to write, research and source valid information to support claims</li> <li>limited comprehension of information and links to text/topic</li> <li>uses work of others with some documentation of sources</li> </ul>	<ul style="list-style-type: none"> <li>needs to write using research from valid sources to support claims</li> <li>needs to incorporate original thought and make links to text/topic</li> <li>needs to reference appropriately</li> </ul>
<b>Analysis, synthesis and evaluation</b>	<ul style="list-style-type: none"> <li>interprets information, describes and explains to create valid logical arguments supported by examples</li> <li>demonstrates effective skills with sourcing of information</li> </ul>	<ul style="list-style-type: none"> <li>interprets information; describes and explains to create mostly valid arguments supported by examples</li> <li>demonstrates mostly effective skills with sourcing of information</li> </ul>	<ul style="list-style-type: none"> <li>limited interpretation with some description and explanation to create some valid arguments with examples</li> <li>demonstrates some effective skills with sourcing of information</li> </ul>	<ul style="list-style-type: none"> <li>description with limited explanation needing support to create arguments supported with examples</li> <li>needs support to source information</li> </ul>	<ul style="list-style-type: none"> <li>needs to create valid logical arguments supported by examples</li> <li>needs to demonstrate skills with sourcing of information</li> </ul>
<b>Communication and technical writing skills</b>	<ul style="list-style-type: none"> <li>uses effective writing style and language for the identified type of document/task</li> <li>produces well structured documents including an effective introduction and conclusion as appropriate with logical progression of ideas</li> <li>demonstrates awareness of appropriate communications protocols for the designated audience including tone and linguistic style</li> <li>demonstrates comprehensive knowledge of accepted citation conventions</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate writing style with mostly accurate use of language for the identified type of document/task</li> <li>adequate structuring of document that includes an introduction and conclusion as appropriate with mostly logical progression of ideas</li> <li>mostly demonstrates awareness of appropriate communication protocols for the designated audience including tone and linguistic style</li> <li>demonstrates knowledge of accepted citation conventions</li> </ul>	<ul style="list-style-type: none"> <li>some effective writing with some adequate use of language for the identified type of document/task</li> <li>mostly adequate structuring of document and inclusion of introduction and/or conclusion as appropriate with some logical progression of ideas</li> <li>demonstrates some awareness of appropriate communication protocols for the designated audience</li> <li>mostly demonstrates knowledge of accepted citation conventions</li> </ul>	<ul style="list-style-type: none"> <li>basic level of writing and use of language for the identified type of document/task</li> <li>some adequate structuring of document and attempt at including introduction and/or conclusion as appropriate</li> <li>needs support to use some appropriate communication protocols with limited awareness of audience</li> <li>demonstrates some knowledge of accepted citation conventions</li> </ul>	<ul style="list-style-type: none"> <li>needs to develop style and use of appropriate language for the identified document/task</li> <li>needs to structure document appropriately including an introduction and conclusion as appropriate</li> <li>needs to develop appropriate communication protocols for the designated audience</li> <li>needs to include relevant quotations to support writing with accepted citation conventions</li> </ul>
<b>Management and work practices</b>	<ul style="list-style-type: none"> <li>demonstrates competence in organisational, time and self management</li> </ul>	<ul style="list-style-type: none"> <li>mostly demonstrates competence in organisational, time and self management</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some competence in organisational, time and self management</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited competence in organisational, time and self management</li> </ul>	<ul style="list-style-type: none"> <li>needs to develop competence in organisational, time and self management</li> </ul>

## T/V Course Rubric for written tasks

*This is a generic rubric. You will need to adapt the rubric to address specific requirements of the set task*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>writes conclusively and independently using extensive research from authentic, validated, relevant sources</li> <li>synthesises information, incorporating substantial original thought and makes insightful links to text/topic</li> <li>uses work of others with integrity clearly documenting all sources in accepted format</li> </ul>	<ul style="list-style-type: none"> <li>writes conclusively using research from valid sources</li> <li>comprehends with some synthesis of information incorporating some original thought. makes logical links to text/topic</li> <li>uses work of others mostly documenting sources in accepted format</li> </ul>	<ul style="list-style-type: none"> <li>writes using some research from valid sources</li> <li>comprehension of information with some original thought with some links to text/topic</li> <li>uses work of others with some documentation of sources in accepted format</li> </ul>	<ul style="list-style-type: none"> <li>needs substantial support to write, research and source valid information to support claims</li> <li>some comprehension of information with limited original thought and links to text/topic</li> <li>uses work of others with some documentation of sources</li> </ul>	<ul style="list-style-type: none"> <li>needs to write using research from valid sources to support claims</li> <li>needs to comprehend information and incorporate original thought, making links to text/topic</li> <li>needs to use work of others with integrity and reference appropriately</li> </ul>
<b>Analysis, synthesis and evaluation</b>	<ul style="list-style-type: none"> <li>analyses, evaluates and synthesises information creating valid, insightful, logical, sophisticated, arguments well supported by relevant examples from evidence based research</li> <li>demonstrates high level of competence with interpretation of information and a sophisticated level of critical analysis</li> </ul>	<ul style="list-style-type: none"> <li>analyses and synthesises information creating valid, logical arguments supported by mostly relevant examples from evidence based research</li> <li>demonstrates competence with interpretation and analysis of information</li> </ul>	<ul style="list-style-type: none"> <li>some analysis and comprehension of information, creating logical arguments supported by some examples from evidence based research</li> <li>some interpretation of information with some analysis</li> </ul>	<ul style="list-style-type: none"> <li>some comprehension of information, creating an argument with some supportive examples</li> <li>some interpretation of information, limited critical analysis</li> </ul>	<ul style="list-style-type: none"> <li>needs to comprehend information and construct logical arguments supported by researched evidence</li> <li>needs to interpret information</li> </ul>
<b>Communication and technical writing skills</b>	<ul style="list-style-type: none"> <li>uses sophisticated writing style with excellent use of language for the identified type of document/task</li> <li>structures document in a sophisticated manner including an effective introduction and conclusion as appropriate with logical progression of ideas</li> <li>demonstrates sophisticated understanding of appropriate communication protocols for the designated audience including tone and linguistic style</li> <li>demonstrates comprehensive knowledge of accepted citation conventions</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate writing style with accurate use of language for the identified type of document/task</li> <li>adequate structuring of document that includes an introduction and conclusion as appropriate with mostly logical progression of ideas</li> <li>mostly demonstrates understanding of appropriate communication protocols for the designated audience including tone and linguistic style</li> <li>demonstrates knowledge of accepted citation conventions</li> </ul>	<ul style="list-style-type: none"> <li>some effective writing with adequate use of language for the identified type of document/task</li> <li>mostly adequate structuring of document and inclusion of introduction and/or conclusion as appropriate with some logical progression of ideas</li> <li>demonstrates some understanding of appropriate communication protocols for the designated audience</li> <li>mostly demonstrates knowledge of accepted citation conventions</li> </ul>	<ul style="list-style-type: none"> <li>basic level of writing and use of language for the identified type of document/task</li> <li>some adequate structuring of document and attempt at including introduction and/or conclusion as appropriate</li> <li>uses some appropriate communication protocols with limited awareness of audience</li> <li>demonstrates some knowledge of accepted citation conventions</li> </ul>	<ul style="list-style-type: none"> <li>needs to develop effective writing style and use of appropriate language for the identified document/task</li> <li>needs to structure document appropriately including an introduction and conclusion as appropriate</li> <li>needs to develop understanding of appropriate communication protocols for the designated audience</li> <li>needs to include relevant quotations to support writing with accepted citation conventions</li> </ul>
<b>Work practices</b>	<ul style="list-style-type: none"> <li>demonstrates high level of competence in organisational, time and self management</li> </ul>	<ul style="list-style-type: none"> <li>mostly demonstrates competence in organisational, time and self management</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some competence in organisational, time and self management</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited competence in organisational, time and self management</li> </ul>	<ul style="list-style-type: none"> <li>needs to develop competence in organisational, time and self management</li> </ul>

## T/V Rubric for Tourism Practical tasks - *teacher guide*

*This is a generic rubric. You will need to adapt the rubric to address specific requirements of the set task*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>is proactive in acquiring tourism industry knowledge; consistently demonstrates and applies knowledge in an industry context</li> </ul>	<ul style="list-style-type: none"> <li>acquires tourism industry knowledge; demonstrates and applies knowledge in an industry context</li> </ul>	<ul style="list-style-type: none"> <li>some acquisition of tourism industry knowledge; mostly demonstrates and applies knowledge in an industry context</li> </ul>	<ul style="list-style-type: none"> <li>acquires tourism industry knowledge with support; some demonstration and application of knowledge in an industry context</li> </ul>	<ul style="list-style-type: none"> <li>needs to demonstrate and apply tourism industry knowledge; needs to demonstrate and apply knowledge in an industry context</li> </ul>
<b>Analysis, synthesis &amp; evaluation</b>	<ul style="list-style-type: none"> <li>perceptive reflection, analysis and evaluation of information, synthesising knowledge to develop own understanding of tourism industry concepts</li> </ul>	<ul style="list-style-type: none"> <li>reflection, analysis and evaluation of information, mostly synthesising knowledge to develop own understanding of tourism industry concepts</li> </ul>	<ul style="list-style-type: none"> <li>some reflection and analysis of information and some synthesis of knowledge to develop own understanding of tourism industry concepts</li> </ul>	<ul style="list-style-type: none"> <li>comprehension of information and some demonstration of understanding of tourism concepts</li> </ul>	<ul style="list-style-type: none"> <li>needs to demonstrate understanding of tourism industry concepts</li> </ul>
<b>Technical skills</b>	<ul style="list-style-type: none"> <li>comprehensive application of a wide range of practical tourism skills in a variety of contexts</li> <li>actions demonstrate well informed perspectives on tourism trends, developments and contemporary issues</li> <li>professional personal presentation and behaviours highly appropriate to a tourism industry context</li> <li>displays well-developed planning, design and problem-solving skills applied to a wide range of situations</li> </ul>	<ul style="list-style-type: none"> <li>application of a range of practical tourism skills in a variety of contexts</li> <li>actions demonstrate mostly informed perspectives on tourism trends, developments and contemporary issues</li> <li>suitable personal presentation and behaviours appropriate to a tourism industry context</li> <li>mostly displays developed planning, design and problem-solving skills applied to a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>application of some practical tourism skills in a narrow range of contexts</li> <li>actions demonstrate somewhat informed perspectives on tourism trends, developments and contemporary issues</li> <li>acceptable personal presentation and behaviours mostly appropriate to a tourism industry context</li> <li>displays some planning, design and problem solving skills applied to a narrow range of situations</li> </ul>	<ul style="list-style-type: none"> <li>limited application of practical tourism skills</li> <li>actions demonstrate limited awareness of tourism trends, developments and contemporary issues</li> <li>mostly acceptable personal presentation somewhat appropriate to a tourism industry context</li> <li>limited display of planning, design and problem solving skills</li> </ul>	<ul style="list-style-type: none"> <li>needs to apply a range of practical tourism skills in a variety of contexts</li> <li>needs to demonstrate awareness of tourism trends and perspectives, developments and contemporary issues</li> <li>needs to develop personal presentation and behaviours appropriate to a tourism industry context</li> <li>needs to display planning, design and problem solving skills</li> </ul>
<b>Management &amp; work practices</b>	<ul style="list-style-type: none"> <li>demonstrates initiative and innovation, responds creatively to challenging situations and provides practical solutions, using a wide range of strategies</li> <li>highly effective time management; works independently and productively</li> <li>adopts a supervision/leadership role with confidence when required</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates initiative and provides practical solutions to challenging situations using a range of strategies</li> <li>mostly effective time management; mostly independent and productive work</li> <li>adopts a leadership role mostly with confidence when required</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some initiative, provides practical solutions to challenging situations</li> <li>some time management; some independent and productive work</li> <li>adopts a leadership role with some confidence when required</li> </ul>	<ul style="list-style-type: none"> <li>needs assistance to solve problems, uses a limited range of strategies and initiative</li> <li>needs support with time management; limited independent work and productivity</li> <li>limited supervision/leadership</li> </ul>	<ul style="list-style-type: none"> <li>needs to demonstrate initiative and provide practical solutions</li> <li>needs to manage time effectively</li> <li>needs to work independently and productively</li> </ul>
<b>Communication skills</b>	<ul style="list-style-type: none"> <li>communicates ideas clearly and confidently in a variety of situations with individuals and within teams, undertakes a supervisory role, cognisant of interpersonal communication and operates effectively within intercultural variances</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas clearly, accepts diversity and works effectively and harmoniously in a community or team, able to undertake a supervisory role and demonstrates positive customer service skills</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas, works harmoniously and productively within a team, demonstrates positive customer service skills, listens to and understands instruction</li> </ul>	<ul style="list-style-type: none"> <li>requires assistance with communication of ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>needs to communicate ideas and demonstrate positive customer service skills</li> </ul>

## A/V Rubric for Hospitality Practical tasks - *teacher guide*

*This is a generic rubric. You will need to adapt the rubric to address specific requirements of the set task*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge, understanding &amp; application</b>	<ul style="list-style-type: none"> <li>is proactive in acquiring tourism industry knowledge; consistently demonstrates and applies knowledge in an industry context</li> </ul>	<ul style="list-style-type: none"> <li>acquires tourism industry knowledge; demonstrates and applies knowledge in an industry context</li> </ul>	<ul style="list-style-type: none"> <li>some acquisition of tourism industry knowledge; mostly demonstrates and applies knowledge in an industry context</li> </ul>	<ul style="list-style-type: none"> <li>acquires tourism industry knowledge with support; some demonstration and application of knowledge in an industry context</li> </ul>	<ul style="list-style-type: none"> <li>needs to demonstrate and apply tourism industry knowledge; needs to demonstrate and apply knowledge in an industry context</li> </ul>
<b>Analysis, synthesis &amp; evaluation</b>	<ul style="list-style-type: none"> <li>perceptive comprehension of information and syntheses of knowledge to develop own understanding of tourism industry concepts</li> </ul>	<ul style="list-style-type: none"> <li>comprehension of information and mostly synthesises knowledge to develop own understanding of tourism industry concepts</li> </ul>	<ul style="list-style-type: none"> <li>some comprehension of information and synthesis of knowledge to develop own understanding of tourism industry concepts</li> </ul>	<ul style="list-style-type: none"> <li>limited comprehension of information and some demonstration of understanding of tourism industry concepts</li> </ul>	<ul style="list-style-type: none"> <li>needs to comprehend information and demonstrate understanding of tourism industry concepts</li> </ul>
<b>Technical skills</b>	<ul style="list-style-type: none"> <li>comprehensive application of a wide range of practical tourism skills in a variety of contexts</li> <li>actions demonstrate well informed perspectives on tourism trends, developments and contemporary issues</li> <li>professional personal presentation and behaviours highly appropriate to a tourism industry context</li> <li>displays well-developed planning, design and problem-solving skills applied to a wide range of situations</li> </ul>	<ul style="list-style-type: none"> <li>application of a range of practical tourism skills in a variety of contexts</li> <li>actions demonstrate mostly informed perspectives on tourism trends, developments and contemporary issues</li> <li>suitable personal presentation and behaviours appropriate to a tourism industry context</li> <li>mostly displays developed planning, design and problem-solving skills applied to a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>application of some practical tourism skills in a narrow range of contexts</li> <li>actions demonstrate somewhat informed perspectives on tourism trends, developments and contemporary issues</li> <li>acceptable personal presentation and behaviours mostly appropriate to a tourism industry context</li> <li>displays some planning, design and problem solving skills applied to a narrow range of situations</li> </ul>	<ul style="list-style-type: none"> <li>limited application of practical tourism skills</li> <li>actions demonstrate limited awareness of tourism trends, developments and contemporary issues</li> <li>mostly acceptable personal presentation somewhat appropriate to a tourism industry context</li> <li>limited display of planning, design and problem solving skills</li> </ul>	<ul style="list-style-type: none"> <li>needs to apply a range of practical tourism skills</li> <li>needs to demonstrate awareness of tourism trends and perspectives, developments and contemporary issues</li> <li>needs to develop personal presentation and behaviours appropriate to a tourism industry context</li> <li>needs to display planning, design and problem solving skills</li> </ul>
<b>Management and work practices</b>	<ul style="list-style-type: none"> <li>demonstrates initiative and innovation, responds creatively to challenging situations and provides practical solutions, using a wide range of strategies</li> <li>highly effective time management; works independently and productively</li> <li>adopts a supervision/leadership role with confidence when required</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates initiative and provides practical solutions to challenging situations using a range of strategies</li> <li>mostly effective time management; mostly independent and productive work</li> <li>adopts a leadership role mostly with confidence when required</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some initiative, provides practical solutions to challenging situations</li> <li>some time management; some independent and productive work.</li> <li>adopts a leadership role with some confidence when required</li> </ul>	<ul style="list-style-type: none"> <li>needs assistance to solve problems, uses a limited range of strategies and initiative</li> <li>needs support with time management; limited independent work and productivity</li> <li>limited supervision/leadership</li> </ul>	<ul style="list-style-type: none"> <li>needs to demonstrate practical solutions</li> <li>needs to manage time effectively, and work independently and productively</li> <li>needs to demonstrate leadership</li> </ul>
<b>Communication skills</b>	<ul style="list-style-type: none"> <li>communicates ideas clearly and confidently in a variety of situations with individuals and within teams, able to undertake a supervisory role, cognisant of interpersonal communication and operates effectively within intercultural variances</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas clearly, accepts diversity and works effectively and harmoniously in a community or team, able to undertake a supervisory role and demonstrates positive customers service skills</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas, works harmoniously and productively within a team, demonstrates positive customers service skills, listens to and understands instruction</li> </ul>	<ul style="list-style-type: none"> <li>requires assistance with communication of ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>needs to communicate ideas clearly and demonstrate positive customer service skills</li> </ul>

## Teacher guide for applying the rubric to various tasks

<p><b>Knowledge</b></p> <p>Skill based:</p> <p>Understanding standard food and beverage recipes &amp; menus.</p> <p>Applying industry knowledge to practical situations.</p>	<p>Industry knowledge may include:</p> <ul style="list-style-type: none"> <li>○ RSA legislation</li> <li>○ An understanding of the hospitality industry and the inter relationship between departments</li> <li>○ How to receive and store food and beverage correctly</li> <li>○ how to clean and maintain kitchens and equipment</li> <li>○ How to carry out basic workplace calculations and process financial transactions in a Hospitality environment</li> <li>○ An understanding of sustainability and environmental issues</li> <li>○ An understanding of industry terminology</li> <li>○ An understanding of industry sectors and specific job descriptions</li> </ul>
<p><b>Technical Skill</b></p> <p>Plan, organise, prepare, cook and serve foods &amp; beverages in a variety of ways.</p> <p>Mise en place and close down procedures.</p> <p>Apply practical skills to service routine of a restaurant/café.</p>	<p>Planning and organisation may include:</p> <ul style="list-style-type: none"> <li>○ Time plans (workflow)</li> <li>○ Food orders</li> <li>○ Preparedness for class, arriving with recipes, books, all that is needed</li> <li>○ Preparing menus for restaurant or function</li> <li>○ Preparing booking sheets</li> <li>○ Restaurant seating plans</li> <li>○ Cover set up</li> <li>○ Individual mise en place list for specific task i.e. drinks, cook, head chef, waitress, maitre'd, dishwasher etc</li> </ul> <p>Skill level will be appropriate to each task, e.g. a head chef, a cook and a dishwasher could all achieve an A on a specific day, though each task required a different level of skill.</p>
<p><b>Communication skills</b></p> <p>Demonstrates effective communication, interpersonal, customer service and teamwork skills</p>	
<p><b>Management and Work practices</b></p> <p>Professionalism in all aspects of work practice: time management, punctuality, attendance, grooming, OH&amp;S and hygiene</p>	<p>Work Ready</p> <ul style="list-style-type: none"> <li>○ arrived on time</li> <li>○ hair in hat</li> <li>○ clean short nails</li> <li>○ no nail polish/jewellery</li> <li>○ sensible, safe shoes</li> <li>○ clean pressed uniform</li> <li>○ well groomed</li> </ul>