![logo] BSSS
AUSTRALIAN CAPITAL TERRITORY

Hospitality

A / T / M / V

Front Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education

- enable students to develop the essential capabilities for twenty-first century learners

- empower students as active participants in their own learning

- engage students in contemporary issues relevant to their lives

- foster students' intellectual, social and ethical development

- nurture students' wellbeing, and physical and spiritual development

- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum

- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment

- outlines teaching strategies which are grounded in learning principles and encompass quality teaching

- promotes intellectual quality, establishes a rich learning environment and generates relevant connections between learning and life experiences

- provides formal assessment and certification of students' achievements.

Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certificates VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on assessment and hours of training.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certificates VET that:

- is listed on the national training.gov.au website; and

- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications

- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades

- BSSS accredited C courses (competency-based assessment only) delivered and assessed by colleges are reported with the grade 'P' (Pass) where at least one competency is achieved by the student; or 'Q?' 'Participated' where no competencies are achieved but attendance requirements are met

- BSSS E courses recognising study at external RTOs are reported with the grade 'P' (Pass)

- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade 'P' (Pass).

The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student

- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

Implementing Vocational Education and Training Courses (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers.

- Teachers are responsible for advancing student learning.
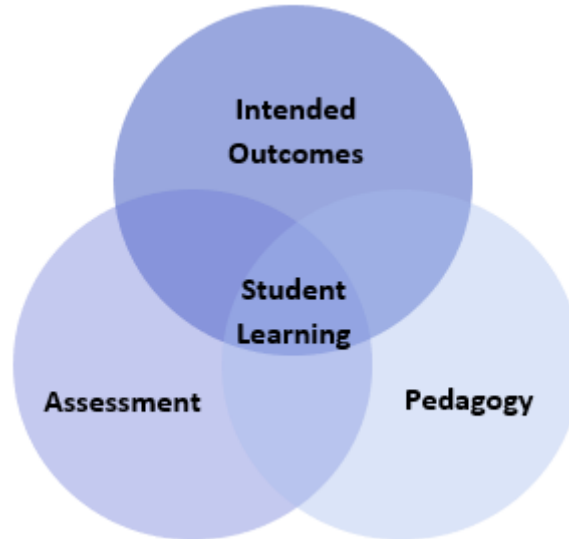
Learning Principles

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)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

The information and ideas that make up the Hospitality course are communicated in language and texts with which students interact. Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying this content. Students develop literacy as they learn how to communicate ideas, concepts and product plans to a variety of audiences; read and interpret detailed written instructions, including diagrams and procedural writings such as design briefs, work plans, event plans and recipes. They prepare accurate, instructions and plans; write project outlines, briefs, product proposals, evaluations, investigations, and reports. Students read and interpret reference works and complex documents, such as legislation and policy documents and acknowledge resources appropriately. Students learn the importance of listening, talking and discussing both in hospitality processes and in working collaboratively, especially in articulating, questioning and evaluating ideas.

Numeracy

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. Hospitality gives students opportunities to interpret and use mathematical knowledge and skills in a range of real-life situations. Students use number to calculate, measure and estimate; interpret and draw conclusions from statistics; measure and record throughout the process of generating ideas; develop, refine and test concepts; and cost and sequence when making products and managing projects. In using software, materials, tools and equipment, students work with the concepts of number, scale, proportion, measurement and

volume. They create accurate work plans, procedures and budgets and use computational thinking in decision-making processes when designing and creating solutions.

Information and Communication Technology (ICT) Capability

Students create solutions to problems in hospitality that use ICT resources as a source of information, a means of communication and a tool in the design process. Students use ICT when they investigate and analyse information in their research and produce texts which communicate their ideas. They learn to use ICT as a learning tool when they communicate and collaborate online. They learn about and use contemporary trends in ICT that impact on hospitality businesses. They learn to use digital platforms, such as social media and business platforms, and analyse how they are used to serve customers, promote hospitality products and manage communication with the marketplace. In learning about and applying the design process, students gain skills using a range of software applications that enable them to realise and communicate their design ideas, such as generate plans, diagrams and documents.

Critical and Creative Thinking

Students develop capability in critical and creative thinking as they imagine, research, generate, develop, implement, and critically evaluate ideas. They develop reasoning and the capacity for abstraction through challenging problems that do not have straightforward solutions, researching possibilities, weighing evidence, testing solutions and reflecting on results. Students analyse problems, refine concepts and reflect on the decision-making process by engaging in design thinking. They identify, explore and clarify hospitality information and use that knowledge in a range of situations. Students think critically and creatively about possible, probable and preferred futures. They consider how data, information, systems, procedures, food, beverages, service, tools and equipment impact on hospitality, and how elements might be better designed, implemented and managed.

Personal and Social Capability

Students develop personal and social capability as they engage in hospitality product design, implementation, and management in a collaborative workspace. Individually, they develop personal capability when they direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, hospitality understanding and skills when solving hospitality problems. Collaboratively, they develop social capability when they research, analyse, use and reflect on their communication, interpersonal and intercultural skills. Students develop vital employability skills for the hospitality industry through working cooperatively in teams, sharing resources and processes, making group decisions, resolving conflict and showing leadership. Designing, creating, implementing and innovation involve risk-taking and as students work with the uncertainty of sharing new ideas, they develop resilience and pride in their achievements.

Ethical Understanding

Students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others, creating products, using technologies, accessing supply chains and contemplating future possibilities. Using an ethical lens, they investigate past, current and future local, national, regional and global hospitality products and processes. When engaged in systems thinking, students evaluate their findings against the criteria of safety, hygiene, legality, environmental sustainability, economic viability, health, social and emotional responsibility and social awareness. They explore complex issues associated with hospitality and consider possibilities. They are encouraged to develop informed values and attitudes and clarify their own beliefs.

Intercultural Understanding

Intercultural understanding is a key skill in understanding and working in Hospitality. Students consider how food, beverage and hospitality products engage deeply with core expressions of the cultural, social and religious lives of communities. They familiarise themselves with the food, beverage, service and interpersonal requirements and preferences of a wide range of communities at local, national, regional and global levels. Students investigate how cultural identities and traditions influence the function and form of solutions, products, services and environments and design products to meet the needs of daily life now and in the future.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The curriculum provides an opportunity for students to engage with and value Aboriginal and Torres Strait Islander histories and cultures. It acknowledges that Aboriginal and Torres Strait Islander people have longstanding use of food, food experiences, technology and design knowledge and traditions. In Hospitality, there is opportunity to explore Aboriginal and Torres Strait Islander knowledge, culture and values that can impact on the food and beverage sector and the availability of food and beverage in hospitality activities. Students engage with hospitality products that employ indigenous ingredients, experiences and account for indigenous preferences in service and experience. Sensitivity to Aboriginal peoples and Torres Strait Islander people's cultural ways and protocols in relation to food and beverages should underpin teaching and learning opportunities.

Asia and Australia's Engagement with Asia

Students investigate a range of hospitality contexts that draw on Asian traditions and preferences and reflect on the implementation and adaptation of Asian food, beverage and service for Australian communities. They reflect on the changing nature of Australia's engagement with Asia, through analysing the evolution of Asian-Australian hospitality products and experiences. Further, they examine Asian hospitality products and experiences in their own context in a range of Asian countries and regions. They experiment with traditional food and beverage products, and contemporary fusion products developed in Asia. They further their intercultural understanding by familiarising themselves with Asian preference and requirements in hospitality products and the reasons for those practices. Students could appreciate that the Asia region plays an important role in hospitality design, research, development and implementation.

Sustainability

Sustainability is vital understanding for students to develop in Hospitality. Students appreciate the importance of analysing the use of materials and service experiences to predict possible effects on the sustainability of our society and environment on a local, national and global level. They develop hospitality products, processes, management plans that minimise negative effects on the environment and understand the importance of choices made by consumers, workers and hospitality business managers and owners in providing for a more sustainable future.

Hospitality

A / T / M / V

Rationale

In Hospitality, students focus on the dynamic nature of the hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students investigate contemporary hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects, trends in hospitality and consumer protection. They procure, recycle and use resources in light of sustainability and environmental protection.

Students utilise skills in technology, including the use of social media in marketing. They develop safe work practices in the preparation, storage and handling of food, and comply with current health and safety legislation, including infection prevention and control policies and procedures.

Hospitality integrates active, problem solving approaches to learning. Students participate in collaborative activities to prepare for work in the hospitality industry as well as skills for the 21st Century. They develop their ability to research, to think critically and to solve problems related to the food and hospitality industry.

By working with a range of people and practices, students develop their interpersonal and intercultural communication skills. They develop skills in customer service and establish and develop cooperative working relationships. Students' personal and social capabilities are reflected in respect for individual difference and the needs of others, due to diversity or disability. They learn the value of working independently, while also being able to respond to instructions or directions, and to work in a time pressure environment. A range of skills in entrepreneurship are also fostered.

The course provides opportunities to complete VET qualifications or a Statement of Attainment from the Tourism, Travel and Hospitality (SIT) Training Package.

Students have the opportunity to develop a range of employability skills relevant to the hospitality industry, which equips them for a variety of career opportunities across a range of industries or provide a pathway to further tertiary studies.

Goals

This course should enable students to:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
- produce or create solutions or products to address a need, problem or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

Unit Titles

- Hospitality Essentials
- Hospitality Operations
- Hospitality Industry
- Hospitality Management
- Independent Study

Organisation of Content

Hospitality Essentials

In this unit, students develop practical skills in food and hospitality. They develop skills in the selection and use of appropriate technology to prepare, present and serve food and beverages, applying safe food practices and consider issues in food preparation, including food and safety, and Workplace Health and Safety. Students ensure good hygiene practice for employees and consumers, and apply infection prevention and control policies and procedures. They evaluate the changing social, ethical and legal implications that impact on the hospitality industry, including current government policies and guidelines.

Hospitality Operations

Students apply knowledge and problem-solving skills to practical activities in food preparation and hospitality, utilise practical skills, and adapt recipes to meet the needs of consumers. They investigate and evaluate technologies, systems and procedures to assess the efficiency and sustainability of operational work practices. Students analyse communication techniques and interpersonal and intercultural understandings and apply and evaluate these when working with others. They plan, organise, prepare and serve a range of hospitality products that reflect current market trends and practices.

Hospitality Industry

Students learn about contemporary issues and trends in the hospitality industry. They examine the nature of the service industry, including workplace culture, structure and practices, focus on developing communication, collaboration and interpersonal skills with customers. They explore skills and techniques that contribute to effective resource management and profitability, including sustainability. Students plan, organise, prepare and serve food and beverage products, and demonstrate skills to industry standard in a range of contexts. They consider factors that influence food choices, including the use of social media in marketing. Students learn about food allergies and dietary restrictions, and the significance of these for the hospitality industry.

Hospitality Management

In this unit, students develop an understanding of successful management practices. They examine influences on decision-making about food and hospitality, and they make and justify their own decisions. Students build skills in leadership working in an individual and collaborative context. They develop skills in the use of technology in hospitality management, revenue generation and day to day operations. Students examine systems and procedures to ensure efficient operational work practices, effective customer service techniques, and managing workplace relationships.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

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 must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

	Design Process	Design Solution(s)
	Suggested tasks: • recipe/menu design • hospitality product design • design process documentation • product appraisal • essay • extended response • oral presentation • podcast • portfolio (design process) • project management • report • research task • review • seminar • theory test • coaching session • case study	**Suggested tasks:** • service process • simulation • restaurants practicals- front of house/back of house • practical tasks • social media strategy • major project • portfolio • website • practical exam
Weightings in A/V 1.0 and 0.5 units	30 - 70%	30 - 70%
Weightings in T/V 1.0 and 0.5 units	40 - 60%	40 - 60%
Weightings in M/V 1.0 and 0.5 units	30 - 70%	30 - 70%

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.

- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.

- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.

- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Technologies A Course - Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses the design process and explains decision making • analyses technology concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge • analyses technologies, explains ethical and sustainable application • thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology	• explains the design process and describes decision making • explains technology concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge • explains technologies, describes ethical and sustainable application • thinks critically, drawing on data and information to solve problems and explains opportunities for application of technology	• describes the design process with reference to decision making • describes technology concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • describes technologies with some reference to ethical and sustainable application • draws on data and information to solve problems and describes opportunities for application of technology	• identifies major features of the design process with little reference to decision making • identifies major technology concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • identifies major features of technologies with little reference to ethical and sustainable application • identifies some opportunities for application of technology with limited use of information and data	• identifies some features of the design process • identifies few technology concepts and principles with minimal reference to properties of materials or data or systems to address a need, problem or challenge • identifies some features of technologies with no reference to ethical and sustainable application • identifies some opportunities for application of technology with little evidence of use of information and data
Skills	• applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact • creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas coherently • critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates complex ideas and insights effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and accurate referencing • reflects with insight on their own thinking and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact • creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas coherently • analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and referencing • reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact • creates design solutions/products using techniques and approaches and explains ideas • explains potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas appropriately in mediums and explains ideas coherently using appropriate evidence, metalanguage and referencing • reflects on their own thinking and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact • creates design solutions/products using some techniques and approaches and describes ideas • describes analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas in mediums and describes ideas with some use of appropriate evidence with minimal use metalanguage and referencing • reflects on their own thinking with some reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding its impact • creates design solutions/products using some techniques and approaches and description of ideas • identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review • communicates basic ideas in few mediums and describes ideas with little or no use of appropriate evidence and referencing • reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively

Achievement Standards Technologies T Course - Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• critically analyses the design process and evaluates constraints and implications for decision making • synthesises technology theories, concepts and principles and evaluates the properties of materials or data or systems to address a need, problem or challenge • critically analyses technologies and evaluates ethical and sustainable application of technology • thinks critically and creatively, drawing on data and information to solve complex problems	• analyses the design process and explains constraints and implications for decision making • analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge • analyses technologies and explains ethical and sustainable application of technology • thinks critically, drawing on data and information to solve complex problems	• explains the design process and describes constraints and implications for decision making • explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge • explains technologies and describes ethical and sustainable application of technology • thinks critically, drawing on data and information to solve problems	• describes the design process with some reference to constraints and implications for decision making • describes technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • describes technologies with some reference to ethical and sustainable application of technology • draws on data and information to solve problems and describes opportunities	• identifies features of the design process with little or no reference to decision making • identifies technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • identifies some features of technologies with little or no reference to ethical and sustainable application of technology • applying limited use of information and data
Skills	• applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact • creates innovative and high quality design solutions/products using techniques and approaches and justifies ideas coherently • critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects with insight on their own thinking and that of others and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact • creates innovative and quality design solutions/products using techniques and approaches and justifies ideas coherently • analyses potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review • communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact • creates quality design solutions/products using techniques and approaches and justifies ideas coherently • explains potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review • communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects on their own thinking and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact • creates design solutions/products using some techniques and approaches and explains ideas • describes potential prototypes and solutions with some reference to their appropriateness and effectiveness via iterative improvement and review • communicates ideas in mediums to a variety of audiences using some evidence, metalanguage and referencing • reflects on their own thinking with some reference to inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding its impact • plans design solutions/products using some techniques and approaches and describes ideas • identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review • communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage and some referencing • reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively

Achievement Standards Technologies A Course - Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses the design process and explains opportunities, constraints and implications for decision making • analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge • analyses technologies in a range of contexts and explains ethical and sustainable application • thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology	• explains the design process and describes opportunities, constraints and implications for decision making • explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge • explains technologies in a range of contexts and describes ethical and sustainable application • thinks critically, drawing on data and information to solve problems and explains opportunities for application of technology	• describes the design process with reference to opportunities, constraints and implications for decision making • describes technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • describes technologies in a range of contexts with some reference to ethical and sustainable application • draws on data and information to solve problems and describes opportunities for application of technology	• identifies major features of the design process with little reference to opportunities, constraints and implications for decision making • identifies major technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • identifies major features of technologies with little reference to ethical and sustainable application • identifies some opportunities for application of technology with limited use of information and data	• identifies some features of the design process with minimal understanding of opportunities, constraints and implications • identifies few technology theories, concepts and principles with minimal reference to properties of materials or data or systems to address a need, problem or challenge • identifies some features of technologies with no reference to ethical and sustainable application • identifies some opportunities for application of technology with little evidence of use of information and data
Skills	• applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact • creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas coherently • critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates complex ideas and insights effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and accurate referencing • reflects with insight on their own thinking and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact • creates quality design solutions/ products using techniques and approaches and explains ideas coherently • analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and referencing • reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact • creates design solutions/products using some techniques and approaches and explains ideas • explains potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas appropriately in mediums and explains ideas coherently using appropriate evidence, metalanguage and referencing • reflects on their own thinking explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact • creates design solutions/products using some techniques and approaches and describes ideas • describes analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas in mediums and describes ideas with some use of appropriate evidence with minimal use metalanguage and referencing • reflects on their own thinking with some reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding its impact • creates design solutions/products using some techniques and approaches and description of ideas • identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review • communicates basic ideas in few mediums and describes ideas with little or no use of appropriate evidence and referencing • reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively

Achievement Standards Technologies T Course - Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• critically analyses the design process and evaluates opportunities, constraints and implications for decision making • critically analyses strategies, methodologies and procedures and evaluates their validity and reliability • synthesises technology theories, concepts and principles and evaluates the properties of material or data or systems to address a need, problem or challenge • critically analyses technologies in a range of contexts and evaluates ethical and sustainable application of technology • thinks critically and creatively, drawing on data and information to solve complex problems and evaluates opportunities for application of technology	• analyses the design process and explains opportunities, constraints and implications for decision making • analyses strategies, methodologies and procedures and explains their validity and reliability • analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge • analyses technologies in a range of contexts and explains ethical and sustainable application of technology • thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology	• explains the design process and describes opportunities, constraints and implications for decision making • explains strategies, methodologies and procedures and describes their validity and reliability • explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge • explains technologies in a range of contexts and describes ethical and sustainable application of technology • thinks critically, drawing on data and information at times to solve problems and explains opportunities for application of technology	• describes the design process with some reference to opportunities, constraints and implications for decision making • describes strategies, methodologies and procedures with some reference to validity and reliability • describes technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • describes technologies in a range of contexts with some reference to ethical and sustainable application of technology • draws on data and information at times to solve problems and describes opportunities for application of technology	• identifies features of the design process with little or no reference to decision making • identifies some strategies, methodologies and procedures with little reference to validity and reliability • identifies technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • identifies some features of technologies in a range of contexts with little or no reference to ethical and sustainable application of technology • identifies some opportunities for application of technology with limited use of information and data
Skills	• applies technology concepts, strategies and methodologies demonstrating an understanding of the historical and cultural context and impact on individuals, groups, communities and society • creates innovative and high quality design solutions/products using techniques and approaches and justifies ideas coherently • critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects with insight on their own thinking and that of others and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques & strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and impact on individuals, groups, communities and society • creates innovative and quality design solutions/products using techniques and justifies ideas coherently • analyses potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review • communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects on their own thinking and that of others and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and the impact on individuals, groups, communities and society • creates quality design solutions/ products using techniques and justifies ideas coherently • explains potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review • communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects on their own thinking and that of others and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of the impact on individuals, groups, communities and society • creates design solutions/products using some techniques and explains ideas • describes analyses potential prototypes and solutions with some reference to their appropriateness and effectiveness via iterative improvement and review • communicates ideas in mediums to a variety of audiences using some evidence, metalanguage and referencing • reflects on their own thinking with some reference to inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding of the impact on individuals, groups, communities and society • plans design solutions/products using some techniques and describes ideas • identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review • communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage and some referencing • reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively

Achievement Standards Technologies M Course - Years 11 and 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• describes and uses the design process and procedures with independence • describes practical techniques and materials required to address a need or solve a problem with independence	• describes and uses the design process and procedures with some assistance • describes practical techniques and materials required to address a need or solve a problem with some assistance	• recounts design procedures used with assistance • recounts practical techniques and materials used to solve a problem with assistance	• identifies design procedures with continuous guidance • uses practical techniques and materials required with continuous guidance	• identifies design procedures with direct instruction • identifies practical techniques and materials with direct instruction
Skills	• communicates ideas using appropriate terminology with independence • makes discerning choice of strategies and procedures to use technology with independence • demonstrates interpersonal and intrapersonal skills in a range of technology contexts with independence • plans and undertakes independent inquiries with independence • create design solutions/products with independence	• communicates ideas using appropriate terminology with some assistance • selects strategies and procedures to use technology with some assistance • demonstrates interpersonal and intrapersonal skills in a range of technology contexts with some assistance • plans and undertakes independent inquiries with some assistance • create design solutions/products with some assistance	• communicates ideas using appropriate, terminology with assistance • selects strategies and procedures to use technology with assistance • demonstrates interpersonal and intrapersonal skills in technology contexts with assistance • undertakes guided inquiries with assistance • create design solutions/products with assistance	• communicates ideas using appropriate, terminology with continuous guidance • selects strategies and procedures to use technology with continuous guidance • demonstrates interpersonal and intrapersonal skills in technology contexts with continuous guidance • undertakes guided inquiries with continuous guidance • create design solutions/products with continuous guidance	• communicates ideas using appropriate terminology with direct instruction • selects strategies and procedures to use technology with direct instruction • demonstrates interpersonal and intrapersonal skills in technology contexts with direct instruction • undertakes simple research on a topic with direct instruction • create design solutions/products with direct instruction

Hospitality Essentials   Value: 1.0

Hospitality Essentials a   **Value 0.5**
Hospitality Essentials b   **Value 0.5**

Prerequisites

For students undertaking the Vocational Education and Training components of this course this unit is studied first to meet Training Package requirements.

Unit Description

In this unit, students develop practical skills in food and hospitality. They develop skills in the selection and use of appropriate technology to prepare, present and serve food and beverages, applying safe food practices and consider issues in food preparation, including food and safety, and Workplace Health and Safety. Students ensure good hygiene practice for employees and consumers, and apply infection prevention and control policies and procedures. They evaluate the changing social, ethical and legal implications that impact on the hospitality industry, including current government policies and guidelines.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• develop skills in the selection and use of appropriate technology to prepare and serve food	• develop skills in the selection and use of appropriate technology to prepare and serve food	• develop skills in the selection and use of appropriate technology to prepare and serve food
• analyse Workplace Health and Safety principles and for the Hospitality industry and apply to workplace practices	• analyse Workplace Health and Safety principles and for the Hospitality industry and apply to workplace practices	• apply Workplace Health and Safety principles and practices
• apply food hygiene principles and practices for the Hospitality industry including infection prevention and control policies and procedures	• apply food hygiene principles and practices for the Hospitality industry including infection prevention and control policies and procedures	• apply food hygiene principles and practices for the Hospitality industry
• investigate factors that impact on the hospitality industry, including current government policies and guidelines	• evaluate factors that impact on the hospitality industry, including current government policies and guidelines	

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Design Process		
• analyse the process of solving design problems and justify the choices made in response to a given hospitality design brief, for example, a risk assessment	• critically analyse the process of solving design problems and justify the choices made in response to a given hospitality design brief, for example, a risk assessment or hazard analysis critical control point plan (HACCP) developed for a specific practical task, using critical stages such as observing, matchmaking, executing, decision making, or a critical approach to stages such as defining, researching, analysing, designing, producing and evaluating	• describe the process of solving design problems and the choices made
• create solutions to hospitality problems using the design process and justify decisions, for example, developing and implementing a time sequenced workflow, or production plan	• create solutions to hospitality problems using the design process and justify decisions, for example, developing and implementing a time sequenced workflow, or production plan	• create solutions to hospitality problems using the design process and explain decisions
• create food products and or hospitality services to given design specifications and evaluate the outcome	• create food products and or hospitality services to given design specifications and evaluate the outcome	• create food products and or hospitality services
Strategies, methodologies and procedures		
• analyse the impact of regulatory requirements on hospitality methodologies and procedures	• critically analyse the impact of regulatory requirements on hospitality methodologies and procedures	• describe workplace regulations in Hospitality
• analyse safety and hygiene practices and issues in food preparation and apply to hospitality contexts	• critically analyse safety and hygiene practices and issues in food preparation and apply to hospitality contexts	• describe safety and hygiene practices and issues in food preparation and apply to hospitality contexts
• apply strategies, methodologies and procedures to prepare and serve food in hospitality contexts	• evaluate strategies, methodologies and procedures to prepare and serve food in hospitality contexts, for example, a critical appraisal of a practical task	• apply strategies, methodologies and procedures to prepare and serve food in hospitality contexts

A Course	T Course	M Course
• apply strategies to work both independently and collaboratively	• apply strategies to work both independently and collaboratively using interpersonal skills including understand, persuade, cooperate, listen and empathise with others	• apply strategies to work both independently and collaboratively
Theories, concepts and materials		
• analyse the nature of ingredients and the implications for safe food management, for example, bacterial growth within food preparation	• evaluate the nature of ingredients and the implications for safe food management, for example, bacterial growth within food preparation	• describe safe food management
• analyse hygiene practices for employees and consumers, and apply infection prevention and control policies and procedures	• critically analyse hygiene practices for employees and consumers, and apply infection prevention and control policies and procedures	• apply hygiene practices for employees and consumers
• analyse Workplace Health and Safety requirements and assess their impact on hospitality contexts	• critically analyse Workplace Health and Safety requirements and assess their impact on hospitality contexts	• apply Workplace Health and Safety requirements
Contexts		
• analyse the changing social, ethical and legal implications that impact on the hospitality industry	• critically analyse the changing social, ethical and legal implications that impact on the hospitality industry	• describe ethical issues in hospitality
• analyse the Hospitality context to apply industrial relations regulations, for example, case studies on workplace harassment and workplace entitlements	• critically analyse the Hospitality context to apply industrial relations regulations, for example, case studies on workplace harassment and workplace entitlements	
• analyse current and emerging technologies and how they impact work practices in the hospitality industry, for example, robotics, social media, and electronic ordering systems	• evaluate current and emerging technologies and how they impact work practices in the hospitality industry, for example, robotics, social media, and electronic ordering systems	

A Course	T Course	M Course
	• investigate ways to promote compliance with industrial relations regulations and WHS	
Communication		
• communicate accurately with others using correct terms in an appropriate format, both orally and in writing	• communicate accurately with others using correct terms in an appropriate format, both orally and in writing	• communicate with others using correct terms in an appropriate format
• communicate ideas and insights in a range of appropriate mediums to a variety of audiences using appropriate evidence and accurate referencing	• communicate ideas and insights in a range of appropriate mediums to a variety of audiences using appropriate evidence and accurate referencing	• communicate ideas and insights in a range of appropriate mediums
Reflection		
• reflect on own learning style and performance, including planning and time management, attention to detail, strategies to improve own learning	• reflect on own learning style and performance, including planning and time management, attention to detail, strategies to improve own learning	• reflect on own learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A-T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A-T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A-T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of Hospitality contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Kitchen Operations, Certificate II in Hospitality or Certificate III in Hospitality,** which provide performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

Certificate II in Kitchen Operations

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
SITHCCC001	**Use food preparation equipment**
SITXFSA001	**Use hygienic practices for food safety**
SITXWHSO001	**Participate in safe work practices**

The following **elective** competencies must be delivered and assessed over the semester:

Code	Competency Title
SITHCCC002	Prepare and present simple dishes
SITHIND002	Source and use information on the hospitality industry

The following **elective** competency selected to meet packaging rules may also be delivered:

Code	Competency Title
TLIE1005 Carry	Carry out basic workplace calculations

Certificate II in Hospitality

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
SITHIND002	**Source and use information on the hospitality industry**
SITXWHSO001	**Participate in safe work practices**

The following **elective competencies** must be delivered and assessed over the semester:

Code	Competency Title
SITHCCC002	Prepare and present simple dishes
SITXFSA001	Use hygienic practices for food safety

Any of the following **elective** competencies selected to meet packaging rules may also be delivered:

Code	Competency Title
SITHCCC001	Use food preparation equipment
TLIE1005	Carry out basic workplace calculations

Certificate III in Hospitality

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
SITHIND002	**Source and use information on the hospitality industry**
SITXWHSO001	**Participate in safe work practices**

The following **elective** competencies must be delivered and assessed over the semester:

Code	Competency Title
SITHCCC002	Prepare and present simple dishes
SITXFSA001	Use hygienic practices for food safety

Any of the following **elective** competencies selected to meet packaging rules may also be delivered:

Code	Competency Title
TLIE1005	Carry out basic workplace calculations

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Hospitality Operations   Value: 1.0

Hospitality Operations a   **Value 0.5**
Hospitality Operations b   **Value 0.5**

Prerequisites

For students undertaking the Vocational Education and Training components of this course, the competencies from Hospitality Essentials SITXFSA001 *Use hygienic practices for food safety* and SITXWHSO001 *Participate in safe work practices* are studied first to meet Training Package requirements.

Unit Description

Students apply knowledge and problem-solving skills to practical activities in food preparation and hospitality, utilise practical skills, and adapt recipes to meet the needs of consumers. Students investigate and evaluate technologies, systems and procedures to assess the efficiency and sustainability of operational work practices. They analyse communication techniques and interpersonal and intercultural understandings and apply and evaluate these when working with others. Students plan, organise, prepare and serve a range of hospitality products that reflect current market trends and practices.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• apply practical skills and adapt recipes to meet the needs of consumers	• apply practical skills and adapt recipes to meet the needs of consumers	• apply practical skills to recipes to meet the needs of consumers
• analyse technologies, systems and procedures and apply to efficient operational work practices	• evaluate technologies, systems and procedures and apply to efficient operational work practices	• describe technologies, systems and procedures
• apply interpersonal and intercultural skills	• apply interpersonal and intercultural skills	• apply interpersonal and intercultural skills
• create a range of hospitality products reflecting current market trends and practices	• create a range of hospitality products reflecting current market trends and practices	• create hospitality products reflecting current market trends and practices

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Design Process		
• analyse a range of hospitality products reflecting current market trends and practices, using the design process, for example, aesthetics of products, deconstructed foods	• critically analyse a range of hospitality products reflecting current market trends and practices, using the design process, for example, aesthetics of products, deconstructed foods	• describe hospitality products reflecting current market trends and practices

A Course	T Course	M Course
• create solutions to hospitality problems, using the design process and justify decisions, for example, designing and implementing a menu for a specific target market	• create solutions to hospitality problems, using the design process and justify decisions, for example, designing and implementing a menu for a specific target market	• apply solutions to hospitality problems
• create hospitality products and services to design specifications and analyse the outcome	• create hospitality products and services to design specifications and evaluate the outcome	• create hospitality products and services
Strategies, methodologies and procedures		
• analyse efficient and sustainable operational work practices, e.g. cost analysis, sustainability in their own work practices	• critically analyse efficient and sustainable operational work practices, e.g. cost analysis, sustainability in their own work practices	• apply sustainable operational work practices
• analyse strategies for targeting current market trends and practices, e.g. technological change	• evaluate strategies for targeting current market trends and practices, e.g. technological change	• describe market trends
• analyse strategies for problem solving in a range of practical situations in hospitality	• evaluate strategies for problem solving in a range of practical situations in hospitality for example, empathising, negotiating alternatives	• apply strategies for problem solving
• apply strategies to work both independently and collaboratively, e.g. communication case studies	• apply strategies to work both independently and collaboratively using negotiation, anticipation of needs, motivation, for example, communication case studies	• apply strategies to work both independently and collaboratively
Theories, concepts and materials		
• analyse arguments about workplace culture, structure and practices to develop communication, collaboration and interpersonal skills for hospitality	• evaluate arguments about workplace culture, structure and practices to develop communication, collaboration and interpersonal skills for hospitality	
• apply communication and interpersonal and intercultural practices to hospitality settings	• apply communication and interpersonal and intercultural practices to hospitality settings	• apply communication, collaboration and interpersonal skills for hospitality

A Course	T Course	M Course
• apply hospitality practices and operation, evaluate success and refine skills, e.g. handling perishable foods, using equipment and technology, time-management and workflows	• apply hospitality practices and operation, evaluate success and refine skills, e.g. handling perishable foods, using equipment and technology, time-management and workflows	• apply hospitality practices and operation
Contexts		
• analyse the impact of a range of contexts on hospitality operations and practices, e.g. sandwich bar versus fine dining, intimate dining versus functions • investigate systems and procedures to ensure efficient and sustainable operational work practices • analyse consumer and market trends to design hospitality products	• evaluate the impact of a range of contexts on hospitality operations and practices, e.g. sandwich bar versus fine dining, intimate dining versus functions • evaluate systems and procedures to ensure efficient and sustainable operational work practices • critically analyse consumer and market trends to design hospitality products such as alternative ways of operating, for example, digital order processing, use of robots, drone delivery • investigate ways to promote sustainable work practices to others in the hospitality context, e.g. promotional video, brochure	• describe key hospitality operations and practices • describe hospitality systems and procedures • describe market trends to design hospitality products
Communication		
• communicate accurately with others using correct terms in an appropriate format, both orally and in writing • communicate ideas and insights in a range of appropriate mediums to a variety of audiences using appropriate evidence and accurate referencing	• communicate accurately with others using correct terms in an appropriate format, both orally and in writing • communicate ideas and insights in a range of appropriate mediums to a variety of audiences using appropriate evidence and accurate referencing	• communicate with others using correct terms in an appropriate format • communicate ideas and insights in a range of appropriate mediums

A Course	T Course	M Course
Reflection		
• reflect on own learning style and performance, including planning and time management, attention to detail, strategies to improve own learning	• reflect on own learning style and performance, including planning and time management, attention to detail, strategies to improve own learning	• reflect on own learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A-T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A-T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A-T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of Hospitality contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Kitchen Operations, Certificate II in Hospitality or Certificate III in Hospitality,** which provide performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

Certificate II in Kitchen Operations

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
BSBWOR203	**Work effectively with others**
SITHCCC005	**Prepare dishes using basic methods of cookery***
SITHCCC011	**Use cookery skills effectively***
SITHKOP001	**Clean kitchen premises and equipment**
SITXFSA001	**Maintain the quality of perishable items**

* Must be delivered over at least two semesters

The following **elective** competencies must be delivered and assessed over the semester:

Code	Competency Title
BSBSUS201	Participate in environmentally sustainable work practices

Certificate II in Hospitality

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
BSBWOR203	**Work effectively with others**

The following **elective** competencies must be delivered and assessed over the semester:

Code	Competency Title
BSBSUS201	Participate in environmentally sustainable work practices
SITXINV002	Maintain the quality of perishable items

* Must be delivered over at least two semesters

Any of the following **elective** competencies selected to meet packaging rules may also be delivered:

Code	Competency Title
SITHCCC002	Prepare and present simple dishes
SITHCCC005	Prepare dishes using basic methods of cookery*
SITHCCC006	Prepare appetisers and salads
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage*

* Must be delivered over at least two semesters

Certificate III in Hospitality

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
BSBWOR203	**Work effectively with others**
SITHIND004	**Work effectively in hospitality service***

* Must be delivered over at least two semesters

The following **elective** competencies must be delivered and assessed over the semester:

Code	Competency Title
BSBSUS201	Participate in environmentally sustainable work practices
SITXINV002	Maintain the quality of perishable items

* Must be delivered over at least two semesters

Any of the following **elective** competencies selected to meet packaging rules may also be delivered:

Code	Competency Title
SITHCCC002	Prepare and present simple dishes
SITHCCC005	Prepare dishes using basic methods of cookery*
SITHCCC006	Prepare appetisers and salads
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage*

* Must be delivered over at least two semesters

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Hospitality Industry   Value: 1.0

Hospitality Industry a   **Value 0.5**
Hospitality Industry b   **Value 0.5**

Prerequisites

For students undertaking the Vocational Education and Training components of this course, the competencies from Hospitality Essentials SITXFSA001 *Use hygienic practices for food safety* and SITXWHSO001 *Participate in safe work practices* are studied first to meet Training Package requirements.

Unit Description

Students learn about contemporary issues and trends in the hospitality industry. They examine the nature of the service industry, including workplace culture, structure and practices, focus on developing communication, collaboration and interpersonal skills with customers. They explore skills and techniques that contribute to effective resource management and profitability, including sustainability. Students plan, organise, prepare and serve food and beverage products, and demonstrate skills to industry standard in a range of contexts. They consider factors that influence food choices, including the use of social media in marketing. Students learn about food allergies and dietary restrictions, and the significance of these for the hospitality industry.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• examine the nature of the service industry, including workplace culture, structure, contemporary issues, trends and practices	• analyse the nature of the service industry, including workplace culture, structure, contemporary issues, trends and practices	• describe contemporary issues, trends and practices in hospitality
• apply communication, collaboration and interpersonal skills in customer service	• apply communication, collaboration and interpersonal skills in customer service	• apply communication, collaboration and interpersonal skills in customer service
• apply skills and techniques that contribute to effective resource management, profitability and sustainability	• apply skills and techniques that contribute to effective resource management, profitability and sustainability	• apply skills to contribute to effective sustainability practices
• create food and beverage products, demonstrating skills to industry standard in a range of contexts	• create food and beverage products, demonstrating skills to industry standard in a range of contexts	• create food and beverage products

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Design Process		
• analyse a range of hospitality products to address food allergies and dietary restrictions, using the design process	• critically analyse a range of hospitality products to address food allergies and dietary restrictions, using the design process	• describe food allergies and dietary restrictions
• create solutions to hospitality problems, using the design process and justify decisions, e.g. using sustainable practices in implementing a food service period	• create solutions to hospitality problems, using the design process and justify decisions, e.g. using sustainable practices in implementing a food service period	• apply solutions to hospitality problems
• create a range of food and beverage types reflecting contemporary trends in the hospitality industry, e.g. food in a box, fair trade, social media	• create a range of food and beverage types reflecting contemporary trends in the hospitality industry, e.g. food in a box, fair trade, social media	• create a range of food and beverage types reflecting contemporary trends
Strategies, methodologies and procedures		
• apply the design process to plan, organise and prepare hospitality products and demonstrate skills to industry standard in a range of contexts	• apply the design process to plan, organise and prepare hospitality products and demonstrate skills to industry standard in a range of contexts	• apply the design process to plan, organise and prepare hospitality products
• analyse strategies to ensure industry standards are met in a range of customer service contexts	• evaluate strategies to ensure industry standards are met in a range of customer service contexts including ethical and professional standards, for example, code of conduct, regulation, inspections	• apply procedures to meet customer needs
• analyse skills and techniques that contribute to effective resource management, including sustainability and technologies	• evaluate skills and techniques that contribute to effective resource management and profitability, including sustainability and technologies	

A Course	T Course	M Course
• apply strategies to work both independently and collaboratively and critically analyse successes and failures	• apply strategies to work both independently and collaboratively and critically analyse successes and challenges, for example, intercultural awareness, managing stress	• apply strategies to work both independently and collaboratively
Theories, concepts and materials		
• analyse changing social, intercultural, ethical and legal implications that impact on the hospitality industry, including current government policies and guidelines	• critically analyse changing social, intercultural, ethical and legal implications that impact on the hospitality industry, including current government policies and guidelines	• describe cultural needs of customers
• analyse and apply customer service theories to develop communication, collaboration and interpersonal skills for hospitality service	• evaluate and apply customer service theories to develop communication, collaboration and interpersonal skills for hospitality service	• describe the needs of different customers, e.g. mobility issues, families
• analyse resource management to assess sustainability, efficiency	• evaluate resource management to assess sustainability, efficiency and profitability	• apply sustainable practices
Contexts		
• analyse ethical, sustainable, environmental and intercultural considerations in a range of hospitality settings	• critically analyse ethical, sustainable, environmental and intercultural considerations in a range of hospitality settings	
• analyse the nature of the service industry, including workplace culture, structure and practices, to develop communication, collaboration and interpersonal skills	• evaluate the nature of the service industry, including workplace culture, structure and practices, to develop communication, collaboration and interpersonal skills	• apply communication, collaboration and interpersonal skills
• investigate the factors influencing food and beverage choices and service expectations associate with culture, media, marketing, personal preference, and dietary requirements	• evaluate the factors influencing food and beverage choices and service expectations associate with culture, media, marketing, personal preference, and dietary requirements	• investigate the factors influencing food and beverage choices

A Course	T Course	M Course
	• investigate ways to monitor and capture the customer perspective	
Communication		
• communicate accurately with others using correct terms in an appropriate format, both orally and in writing • communicate ideas and insights in a range of appropriate mediums to a variety of audiences using appropriate evidence and accurate referencing	• communicate accurately with others using correct terms in an appropriate format, both orally and in writing • communicate ideas and insights in a range of appropriate mediums to a variety of audiences using appropriate evidence and accurate referencing	• communicate with others using correct terms in an appropriate format • communicate ideas and insights in a range of appropriate mediums
Reflection		
• reflect on own learning style and performance, including planning and time management, attention to detail, strategies to improve own learning	• reflect on own learning style and performance, including planning and time management, attention to detail, strategies to improve own learning	• reflect on own learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A-T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A-T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A-T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of Hospitality contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Kitchen Operations, Certificate II in Hospitality or Certificate III in Hospitality,** which provide performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

Certificate II in Kitchen Operations

The following core units must be delivered and assessed over the semester:

Code	Competency Title
SITHCCC005	**Prepare dishes using basic methods of cookery***
SITHCCC011	**Use cookery skills effectively***

* Must be delivered over at least two semesters

The following **elective** competencies must be delivered and assessed over the semester:

Code	Competency Title
SITHCCC003	Prepare and present sandwiches
	OR
SITHCCC006	Prepare appetisers and salads
SITXCCS003	Interact with customers

Certificate II in Hospitality

The following core units must be delivered and assessed over the semester:

Code	Competency Title
SITHIND003	**Use hospitality skills effectively**
SITXCCS003	**Interact with customers**
SITXCOM002	**Show social and cultural sensitivity**

The following **elective** competencies must be delivered and assessed over the semester:

Code	Competency Title
SITHFAB007	Serve food and beverage*

* Must be delivered over at least two semesters

Any of the following elective competencies selected to meet packaging rules may also be delivered:

Code	Competency Title
SITHCCC006	Prepare appetisers and salads
SITHCCC003	Prepare and present sandwiches
SITHCCC005	Prepare dishes using basic methods of cookery*
SITHFAB005	Prepare and serve espresso coffee
SITHFAB004	Prepare and serve non-alcoholic beverages

* Must be delivered over at least two semesters

Certificate III in Hospitality

The following core units must be delivered and assessed over the semester:

Code	Competency Title
SITHIND004	**Work effectively in hospitality service**
SITXCCS006	**Provide service to customers**
SITXCOM002	**Show social and cultural sensitivity**

The following **elective** competencies must be delivered and assessed over the semester:

Code	Competency Title
SITHFAB007	Serve food and beverage*

*Must be delivered over at least two semesters

Any of the following elective competencies selected to meet packaging rules may also be delivered:

Code	Competency Title
SITHCCC006	Prepare appetisers and salads
SITHCCC003	Prepare and present sandwiches
SITHCCC005	Prepare dishes using basic methods of cookery
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITXEBS001	Use social media in business

*Must be delivered over at least two semesters

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Hospitality Management   Value: 1.0

Hospitality Management a   **Value 0.5**
Hospitality Management b   **Value 0.5**

Prerequisites

For students undertaking the Vocational Education and Training components of this course, the competencies from Hospitality Essentials SITXFSA001 *Use hygienic practices for food safety* and SITXWHSO001 *Participate in safe work practices* are studied first to meet Training Package requirements.

Unit Description

In this unit, students develop an understanding of successful management practices. They examine influences on decision-making about food and hospitality, and they make and justify their own decisions. Students build skills in leadership working in an individual and collaborative context. They develop skills in the use of technology in hospitality management, revenue generation and day to day operations. Students examine systems and procedures to ensure efficient operational work practices, effective customer service techniques, and managing workplace relationships.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse management practices, identifying risks and using problem solving techniques to develop appropriate solutions	• evaluate management practices, identifying risks and using problem solving techniques to develop appropriate solutions	• identify risks and develop solutions
• develop skills in the use of technology in hospitality management and day to day operations	• develop skills in the use of technology in hospitality management, revenue generation and day to day operations	• develop skills in the use of technology in hospitality
• analyse systems and procedures to ensure efficient operational work practices	• evaluate systems and procedures to ensure efficient operational work practices	• describe efficient operational work practices
• apply effective customer service techniques and manage workplace relationships	• apply effective customer service techniques and manage workplace relationships	• apply effective customer service techniques

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Design Process		
• analyse systems and procedures to ensure efficient operational work practices, effective customer service techniques, and/or manage workplace relationships	• critically analyse systems and procedures to ensure efficient operational work practices, effective customer service techniques, and manage workplace relationships	• describe efficient operational work practices
• create solutions to hospitality problems, using the design process and justify decisions, for example, aesthetics and identifying risks	• create solutions to hospitality problems, using the design process and justify decisions, for example, aesthetics and identifying risks	• create solutions to hospitality problems, using the design process
• create products using the design process to fulfil a design brief, for example, external or internal influences, clientele, budget and seasons	• create products using the design process to fulfil a design brief, for example, external or internal influences, clientele, budget and seasons	• create products using the design process
Strategies, methodologies and procedures		
• analyse systems and procedures to ensure efficient operational work practices, effective customer service techniques, and/or manage workplace relationships	• critically analyse systems and procedures to ensure efficient operational work practices, effective customer service techniques, and manage workplace relationships	• describe efficient operational work practices
• analyse management strategies, for example, risk, contingencies, forecasting, preplanning, customer expectations	• evaluate management strategies, for example, risk, contingencies, forecasting, preplanning, customer expectations	
• apply strategies to work both independently and collaboratively	• apply strategies to work both independently and collaboratively, for example building team capacity, work ethic	• apply strategies to work both independently and collaboratively

A Course	T Course	M Course
Theories, concepts and materials		
• analyse financial procedure and apply to hospitality settings, for example, financial transactions	• evaluate financial procedures and apply to hospitality settings, for example, financial transactions, budgeting	
• apply problem solving techniques to develop solutions, for example, human resources, aesthetics and risk management	• apply problem solving techniques to develop solutions, for example, human resources, aesthetics and risk management	• apply problem solving techniques
• apply skills to meet industry standards within commercial time, budget constraints and aesthetic expectations	• apply skills to meet industry standards within commercial time, budget constraints and aesthetic expectations	• apply skills to meet industry standards
Contexts		
• analyse the impact of context and adapt to a range of hospitality operations, e.g. front of house, back of house, accommodation, entertainment	• evaluate the impact of context and adapt to a range of hospitality operations, e.g. front of house, back of house, accommodation, entertainment	• describe hospitality operations
• analyse entrepreneurial opportunities within the hospitality industry	• evaluate entrepreneurial opportunities within the hospitality industry	
• identify coaching opportunities and apply appropriate strategies, for example, peer tutoring, supporting team members	• evaluate coaching opportunities and apply appropriate strategies, for example, utilising emotional intelligence skills in response to case studies, developing staff capability to meet shifts in customer demands	• describe ways to support team members
	• investigate ways to manage workplace culture, for example, staff well-being approaches	
Communication		
• communicate accurately with others using correct terms in an appropriate format, both orally and in writing	• communicate accurately with others using correct terms in an appropriate format, both orally and in writing	• communicate with others using correct terms in an appropriate format
• communicate ideas and insights in a range of appropriate mediums to a variety of audiences using appropriate evidence and accurate referencing	• communicate ideas and insights in a range of appropriate mediums to a variety of audiences using appropriate evidence and accurate referencing	• communicate ideas and insights in a range of appropriate mediums

A Course	T Course	M Course
Reflection		
• reflect on own learning style and performance, including planning and time management, attention to detail, strategies to improve own learning	• reflect on own learning style and performance, including planning and time management, attention to detail, strategies to improve own learning	• reflect on own learning style

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A-T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A-T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A-T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of Hospitality contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Kitchen Operations, Certificate II in Hospitality or Certificate III in Hospitality,** which provide performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

Certificate II in Kitchen Operations

The following core units must be delivered and assessed over the semester:

Code	Competency Title
SITHCCC005	**Prepare dishes using basic methods of cookery***
SITHCCC011	**Use cookery skills effectively***

* Must be delivered over at least two semesters

Certificate II in Hospitality

The following **elective** competencies must be delivered and assessed over the semester:

Code	Competency Title
SITHFAB007	Serve food and beverage *
SITXFIN001	Process financial transactions

* Must be delivered over at least two semesters

The following core unit may be delivered and assessed over the semester:

Code	Competency Title
SITHIND003	**Use hospitality skills effectively**

Any of the following elective competencies selected to meet packaging rules may also be delivered:

Code	Competency Title
SITHCCC005	Prepare dishes using basic methods of cookery*
SITHCCC006	Prepare appetisers and salads
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB016	Provide advice on food

* Must be delivered over at least two semesters

Certificate III in Hospitality

The following core unit must be delivered and assessed over the semester:

Code	Competency Title
SITXHRM001	**Coach others in job skills**

The following **elective** competencies must be delivered and assessed over the semester:

Code	Competency Title
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITXFIN001	Process financial transactions

The following core unit may be delivered and assessed over the semester:

Code	Competency Title
SITHIND004	**Work effectively in hospitality service**

Any of the following **elective** competencies selected to meet packaging rules may also be delivered:

Code	Competency Title
SITHCCC005	Prepare dishes using basic methods of cookery *
SITHFAB016	Provide advice on food

* Must be delivered over at least two semesters

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Independent Study   Value: 1.0

Independent Study a   **Value 0.5**
Independent Study b   **Value 0.5**

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Duplication of Content

Students must not duplicate topics, case studies or issues studied in this course.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• apply hospitality skills to solve problems specific to the chosen area of study	• apply hospitality skills to solve problems specific to the chosen area of study	• apply hospitality skills to solve problems
• apply technology skills and techniques that contribute to effective resource management, profitability and sustainability	• apply technology skills and techniques that contribute to effective resource management, profitability and sustainability	• apply technology skills and techniques in hospitality
• develop, communication, interpersonal and intercultural skills in the area of study	• develop, communication, interpersonal and intercultural skills in the area of study	• develop, communication, interpersonal and intercultural skills in hospitality
• create a range of hospitality products to industry standards in the chosen area of study	• create a range of hospitality products to industry standards in the chosen area of study	• create hospitality products

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Design Process		
• analyse systems and or products and apply the design process to find solutions	• critically analyse systems and or products and apply the design process to find solutions	• describe the design process in the context of hospitality
• create solutions to hospitality problems using the design process and justify decisions in relation to the area of study	• create solutions to hospitality problems using the design process and justify decisions in relation to the area of study	• create solutions to hospitality problems using the design process
• create hospitality products and services to design specifications and analyse the outcome	• create hospitality products and services to design specifications and evaluate the outcome	• create hospitality products and services to specifications
Strategies, methodologies and procedures		
• apply the design process to plan, organise and prepare hospitality products and demonstrate skills to industry standard in the context of the negotiated study	• apply the design process to plan, organise and prepare hospitality products and demonstrate skills to industry standard in the context of the negotiated study	
• analyse skills to ensure industry standards are met in the chosen area of study	• evaluate skills to ensure industry standards are met in the chosen area of study	• apply skills to meet industry standards
• analyse strategies for problem solving in the chosen area of study	• evaluate strategies for problem solving in the chosen area of study	• apply strategies for problem solving in the chosen area of study
• apply strategies to work both independently and collaboratively	• apply strategies to work both independently and collaboratively	• apply strategies to work both independently and collaboratively
Theories, concepts and materials		
• analyse theories and concepts significant to the chosen area of study	• critically analyse theories and concepts significant to the chosen area of study	
• apply problem solving techniques to develop solutions in the chosen area of study	• apply problem solving techniques to develop solutions in the chosen area of study	• use problem solving techniques

A Course	T Course	M Course
• apply hospitality practices and operations, evaluate success and refine skills in the chosen area of study	• apply hospitality practices and operations, evaluate success and refine skills in the chosen area of study	• use hospitality practices and operations
Contexts		
• analyse the impact of context on the chosen area of study	• evaluate the impact of context on the chosen area of study	
• analyse ethical, legal, sustainable and environmental considerations in the chosen area of study	• critically analyse ethical, legal, sustainable and environmental considerations in the chosen area of study	• describe sustainable and environmental considerations
• analyse current and emerging technologies and market trends in the chosen area of study	• evaluate current and emerging technologies and market trends in the chosen area of study	• describe current and emerging technologies
Communication		
• communicate accurately with others using correct terms in an appropriate format, both orally and in writing	• communicate accurately with others using correct terms in an appropriate format, both orally and in writing	• communicate with others using correct terms in an appropriate format
• communicate ideas and insights in a range of appropriate mediums to a variety of audiences using appropriate evidence and accurate referencing	• communicate ideas and insights in a range of appropriate mediums to a variety of audiences using appropriate evidence and accurate referencing	• communicate ideas and insights in a range of appropriate mediums
Reflection		
• reflect on own learning style and performance, including planning and time management, attention to detail, strategies to improve own learning	• reflect on own learning style and performance, including planning and time management, attention to detail, strategies to improve own learning	• reflect on own learning style

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A-T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A-T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A-T content descriptions.

Assessment

Refer to pages 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

For students undertaking the Vocational Education and Training components of this course Hospitality Essentials is studied first to meet Training Package requirements.

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the Industry context.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

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 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 Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of 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, T and M course/units offered by the school and is sent into 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, including marking schemes and rubrics for each assessment item

- 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 the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Dr Johra K Fatima	University of Canberra
Susan Birkett	Gungahlin College
Justin Kain	St Mary MacKillop College
Janette Kline	Daramalan College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Implementation of VET Qualifications

VET Qualifications

SIT20416 Certificate II in Kitchen Operations

For **SIT20416 Certificate II in Kitchen Operations** the following packaging rules apply:

> **Total number of units** = 13
>
> **8 core units** plus
>
> **5 elective units**

The elective units consist of:

- 2 from the elective units listed below, elsewhere in SIT Training Package or any other Training Package or accredited course.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Certificate II in Kitchen Operations

Code	Competency Title	Core/Elective
BSBWOR203	**Work effectively with others**	**Core**
SITHCCC001	**Use food preparation equipment**	**Core**
SITHCCC005	**Prepare dishes using basic methods of cookery**	**Core**
SITHCCC011	**Use cookery skills effectively**	**Core**
SITHKOP001	**Clean kitchen premises and equipment**	**Core**
SITXFSA001	**Use hygienic practices for food safety**	**Core**
SITXINV002	**Maintain the quality of perishable items**	**Core**
SITXWHS001	**Participate in safe work practices**	**Core**
TLIE1005	Carry out basic workplace calculations	Elective
SITXCCS003	Interact with customers	Elective
SITHCCC002	Prepare and present simple dishes	Elective
SITHCCC003	Prepare and present sandwiches	Elective
SITXCOM002	Show social and cultural sensitivity	Elective
BSBSUS201	Participate in environmentally sustainable work practices	Elective
SITHIND002	Source and use information on the hospitality industry	Elective

SIT20316 Certificate II in Hospitality

For **SIT20316 Certificate II in Hospitality** the following packaging rules apply:

Total number of units = 12

6 core units plus

6 elective units

The elective units consist of:

- 1 unit from Group A

- 3 units from Group B

- 2 units from Group B, elsewhere in SIT Training Package or any other Training Package or accredited course.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Certificate II in Hospitality (Release 2)

Code	Competency Title	Core/Elective
BSBWOR203	**Work effectively with others**	**Core**
SITHIND002	**Source and use information on the hospitality industry**	**Core**
SITHIND003	**Use hospitality skills effectively**	**Core**
SITXCCS003	**Interact with customers**	**Core**
SITXCOM002	**Show social and cultural sensitivity**	**Core**
SITXWHS001	**Participate in safe work practices**	**Core**
Group A		
SITXFSA001	Use hygienic practices for food safety	Elective
Group B		
TLIE1005	Carry out basic workplace calculations	Elective
SITHCCC002	Prepare and present simple dishes	Elective
SITHCCC003	Prepare and present sandwiches	Elective
SITHCCC006	Prepare appetisers and salads	Elective
BSBSUS201	Participate in environmentally sustainable work practices	Elective
SITXFIN001	Process financial transactions	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective
SITHFAB005	Prepare and serve espresso coffee	Elective
SITHFAB007	Serve food and beverage	Elective
SITXFSA001	Use hygienic practices for food safety	Elective
SITXINV002	Maintain the quality of perishable items	Elective

Imported Competencies (allowed in Training Package packaging rules)

Code	Competency Title	Imported from
SITHCCC005	Prepare dishes using basic methods of cookery	Kitchen Operations Cert II
SITHFAB016	Provide advice on food	Hospitality Cert III
SITHCCC001	Use food preparation equipment	Kitchen Operations Cert II

SIT30616 Certificate III in Hospitality

For **SIT30616 Certificate III in Hospitality** the following packaging rules apply:

> **Total number of units** = 15
>
> **7 core units** plus
>
> **8 elective units**

The elective units consist of:

- 1 unit from Group A

- 5 units from Group B

- 2 units from Group B, Group C, elsewhere in SIT Training Package or any other Training Package or accredited course.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Certificate III in Hospitality (Release 2)

Code	Competency Title	Core/Elective
BSBWOR203	**Work effectively with others**	**Core**
SITHIND002	**Source and use information on the hospitality industry**	**Core**
SITHIND004	**Work effectively in hospitality service**	**Core**
SITXCCS006	**Provide service to customers**	**Core**
SITXCOM002	**Show social and cultural sensitivity**	**Core**
SITXHRM001	**Coach others in job skills**	**Core**
SITXWHS001	**Participate in safe work practices**	**Core**
Group A		
SITXFSA001	Use hygienic practices for food safety	Elective
Group B		
SITHCCC002	Prepare and present simple dishes	Elective
SITHCCC003	Prepare and present sandwiches	Elective
SITHCCC006	Prepare appetisers and salads	Elective
SITXFIN001	Process financial transactions	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective
SITHFAB005	Prepare and serve espresso coffee	Elective

SITHFAB00	Serve food and beverage	Elective
Group B (cont)		
SITHFAB016	Provide advice on food	Elective
SITXFSA001	Use hygienic practices for food safety	Elective
Group C		
TLIE1005	Carry out basic workplace calculations	Elective
BSBSUS201	Participate in environmentally sustainable work practices	Elective
SITXINV002	Maintain the quality of perishable items	Elective
SITXEBS001	Use social media in a business	Elective

Imported Competencies (allowed in Training Package packaging rules)

Code	Competency Title	Imported from
SITHCCC005	Prepare dishes using basic methods of cookery	Kitchen Operations Cert II

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

Note: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All core competencies must be delivered in the relevant unit. The elective competencies delivered are dependent on the elective units chosen.

VET Implementation Summary

SIT20416 Cert II Kitchen Operations

BSSS Unit Title	Competencies	
Hospitality Essentials	**Core Code**	**Core Title**
	SITXWHS001	**Participate in safe work practices**
	SITXFSA001	**Use hygienic practices for food safety**
	SITHCCC001	**Use food preparation equipment**
	Elective Code	**Elective Title**
	SITHCCC002	Prepare and present simple dishes
	SITHIND002	Source and use information on the hospitality industry
	Elective Code	**Elective Option Title**
	TLIE1005	Carry out basic workplace calculations
Hospitality Operations	**Core Code**	**Core Title**
	BSBWOR203	**Work effectively with others**
	SITHCCC005	**Prepare dishes using basic methods of cookery**
	SITHKOP001	**Clean kitchen premises and equipment**
	SITXINV002	**Maintain the quality of perishable items**
	SITHCCC011	**Use cookery skills effectively**
	Elective Code	**Elective Title**
	BSBSUS201	Participate in environmentally sustainable work practices
Hospitality Industry	**Core Code**	**Core Title**
	SITHCCC011	**Use cookery skills effectively**
	SITHCCC005	**Prepare dishes using basic methods of cookery**
	Elective Code	**Elective Title**
	SITXCCS003	Interact with customers
	SITHCCC003	Prepare and present sandwiches
Hospitality Management	**Core Code**	**Core Title**
	SITHCCC005	**Prepare dishes using basic methods of cookery**
	SITHCCC011	**Use cookery skills effectively**

SIT20316 Cert II Hospitality

BSSS Unit Title	Competencies	
Hospitality Essentials	**Core Code**	**Core Title**
	SITXWHS001	**Participate in safe work practices**
	SITHIND002	**Source and use information on the hospitality industry**
	Elective Code	**Elective Title**
	SITXFSA001	Use hygienic practices for food safety
	SITHCCC002	Prepare and present simple dishes
	Options Code	**Elective Options Title**
	TLIE1005	Carry out basic workplace calculations
	SITHCCC001	Use food preparation equipment
Hospitality Operations	**Core Code**	**Core Title**
	BSBWOR203	**Work effectively with others**
	Elective Code	**Elective Title**
	SITXINV002	Maintain the quality of perishable items
	SITHCCC002	Prepare and present simple dishes
	BSBSUS201	Participate in environmentally sustainable work practices
	Options Code	**Elective Options Title**
	SITHCCC005	Prepare dishes using basic methods of cookery
	SITHCCC006	Prepare appetisers and salads
	SITHFAB004	Prepare and serve non-alcoholic beverages
	SITHFAB007	Serve food and beverage
Hospitality Industry	**Core Code**	**Core Title**
	SITHIND003	**Use hospitality skills effectively**
	SITXCCS003	**Interact with customers**
	SITXCOM002	**Show social and cultural sensitivity**
	Elective Code	**Elective Title**
	SITHFAB007	Serve food and beverage
	SITHFAB004	Prepare and serve non-alcoholic beverages
	Options Code	**Elective Options Code**
	SITHCCC003	Prepare and present sandwiches
	SITHCCC005	Prepare dishes using basic methods of cookery
	SITHFAB005	Prepare and serve espresso coffee

Hospitality Management	Elective Code	Elective Title
	SITHFAB007	Serve food and beverage
	SITXFIN001	Process financial transactions
	Options Code	**Elective Options Title**
	SITHIND003	**Use hospitality skills effectively**
	SITHCCC005	Prepare dishes using basic methods of cookery
	SITHCCC006	Prepare appetisers and salads
	SITHFAB005	Prepare and serve espresso coffee
	SITHFAB016	Provide advice on food

SIT30616 Cert III Hospitality

BSSS Unit Title	Competencies	
Hospitality Essentials	**Core Code**	**Core title**
	SITXWHS001	**Participate in safe work practices**
	SITHIND002	**Source and use information on the hospitality industry**
	Elective Code	**Elective title**
	SITXFSA001	Use hygienic practices for food safety
	SITHCCC002	Prepare and present simple dishes
	Option Code	**Elective Option Title**
	TLIE1005	Carry out basic workplace calculations
Hospitality Operations	**Core Code**	**Core Title**
	BSBWOR203	**Work effectively with others**
	SITHIND004	**Work effectively in hospitality service**
	Elective Code	**Elective Title**
	SITXINV002	Maintain the quality of perishable items
	SITHFAB007	Serve food and beverage
	SITHCCC002	Prepare and present simple dishes
	BSBSUS201	Participate in environmentally sustainable work practices
	Options Code	**Elective Options Title**
	SITHCCC005	Prepare dishes using basic methods of cookery
	SITHCCC006	Prepare appetisers and salads

	Core Code	Core Title
Hospitality Industry	**SITXCCS006**	**Provide service to customers**
	SITHIND004	**Work effectively in hospitality service**
	SITXCOM002	**Show social and cultural sensitivity**
	Elective Code	**Elective Title**
	SITHFAB007	Serve food and beverage
	SITHFAB004	Prepare and serve non-alcoholic beverages
	Options Code	**Elective Options Title**
	SITHCCC003	Prepare and present sandwiches
	SITHCCC005	Prepare dishes using basic methods of cookery
	SITXEBS001	Use social media in business
Hospitality Management	**Core Code**	**Core Title**
	SITXHRM001	**Coach others in job skills**
	SITHIND004	**Work effectively in hospitality service**
	Elective Code	**Elective Title**
	SITXFIN001	Process financial transactions
	SITHFAB005	Prepare and serve espresso coffee
	Option Code	**Elective Option Title**
	SITHCCC005	Prepare dishes using basic methods of cookery

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific workplace 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, 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 or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based

- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace

- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated

- provide evidence for grades and or scores for the Board course component of the assessment process.

Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:
https://www.legislation.gov.au/Details/F2017C00663

To access The Users' Guide to the Standards refer to:
https://www.asqa.gov.au/standards

Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Third Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

Appendix G – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	**Hospitality**
Classification/s:	A T M or A/V T/V M/V
Accredited from:	2021
Framework:	Technologies Framework 2018