

ACT Board of Senior Secondary Studies

Public Consultation Report 2021

Tourism and Event Management A/T/M/V

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.

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- The responses to the feedback have been compiled following the deliberations of the writing team.
- Amendments to the course have been made where required, as a result of the consultation process.

Topic	Comment	Developers Response
	two responses	
Q1 Which school are you from?	two ED	
Q2 COURSE RATIONALE The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students.	one agree one disagree 1. Vocational outcomes appear in the rationale only as a motherhood statement. The focus of this course has totally changed due to a change in framework - Commerce. 2. The rationale makes the course sound more like a university course than a senior secondary course. There is a very large emphasis on theoretical concepts and less on actual skill development and practical application.	1. A rationale sets out general ideas. This course provides knowledge, skills and understandings for working in businesses, so the Commerce Framework is the most suitable. 2. The course has high standards with extensive descriptions of knowledge, skills and understanding that students have the opportunity to develop. Low level procedural competency should not provide the focus for courses for the ACT Senior Secondary Certificate, though such things may be incidentally developed, as constant and rapid change in the sector will rapidly render such competency obsolete. It is better that they develop a deep understanding so that they may adapt to changing circumstances.
Q3 COURSE GOALS The course goals are clear about the intended learning but allow flexibility.	two disagree 1. No goals related to vocational outcomes and yet the Australian and ACT government are wanting industry and education to work together to provide these opportunities for young people	1. Course design specifications approved by the Board set out that the goals are taken from the Framework. The VET competencies pertaining to the units are set out in the units.

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	<p>2. The course goals may be OK for students studying this at a tertiary level but it would be difficult for many students studying this at an accredited level. It is disappointing that the goals have such a business slant to them, rather than helping students understand the nature of the industries</p> <p>3. Too many goals listed, should be maximum 6 as per current course. This simplifies but does not reduce the scope.</p>	<p>2. BSSS courses have high standards for students undertaking courses at an A accreditation. In all A courses, students are required to analyse, assess and grapple with significant ideas, knowledge, skills and understanding. The Tourism and Event industries are businesses and the people working in them will work in businesses. That is the fundamental nature of the industries.</p> <p>3. Under BSSS Course Design Specifications, the course goals are taken from the Framework. They describe the learning outcomes for students- the knowledge, skills and understandings. There is no prescribed number of goals.</p>
<p>Q4 Tourism and Event Industries</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>one agree one disagree</p> <p>2. The unit description is not clear about what the students would actually do in this unit. It is very theoretical</p>	<p>2. Teachers will develop Programs of Learning appropriate to their students and context to provide that level of specificity. Theory is the key to further understanding and knowledge.</p>
<p>Q5 Tourism and Event Industries</p> <p>The specific unit goals are clearly outlined and appropriate to the unit.</p>	<p>one agree one disagree</p> <p>1. The goals are very broad</p>	<p>1. Under BSSS Course Design Specifications, the course goals are taken from the Framework. They describe the learning outcomes for students- the knowledge, skills and understandings. Teachers will develop Programs of Learning appropriate to their students and context to provide that level of specificity.</p>

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<p>Q6 Tourism and Event Industries</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>one agree</p> <p>one disagree</p> <p>1. VET competencies appear to be dropped in at the end without any unpacking of the competencies to map relevance to the unit. This then overloads the content and diminishes the importance of vocational pathways for the 30-40% of ACT students who are not going to university straight after Year 12. It appears quantity rather than quality content will be needed to get through the content in an A/V course, due to a lack of alignment with the UOC in each unit.</p>	<p>1. Competencies are not the starting point for developing senior secondary curriculum. They are a set of skills found in an industry-based Training Package. They do not provide deep learning about the industry itself or develop the learning dispositions or personal capabilities to prepare students for the world after school – for further study or work. Curriculum is developed based on research, an environmental scan of similar curriculum developed for senior secondary students and collaboration with highly qualified critical friends.</p> <p>Training Package competencies are mapped to course content. This process is carefully considered and the course developers also consulted with CIT. Teachers will design Programs of Learning that cluster Content Descriptions and Competencies to provide learning and assessment opportunities to students.</p>

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<p>Q7 Tourism and Event Industries</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>one agree one disagree</p> <p>2. I would find it very difficult to motivate my A students following these content descriptors.</p>	<p>2. The course has been developed for senior secondary students, undertaking study about the two industries. It has been developed to prepare students for the world after school – for further study or work. The course has been developed in collaboration with critical friends from university and CIT with expertise in Tourism and Event Management.</p> <p>Students must meet the standards of the Senior Secondary Certificate if they wish to achieve one.</p>
<p>Q8 Hospitality Operations</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>two agree</p> <p>2. This is OK - students appear to be involved in managerial tasks which many would find difficult at this level of study.</p>	<p>2. The course has been developed to provide knowledge, skills and understanding of Tourism and Event Management in the contemporary world. It has been developed to prepare students who are interested in learning more about these industries, and perhaps pursuing these pathways after school – for further study or work. It reflects the skills and understandings that will benefit students in their pursuit of these pathways.</p> <p>The course has been developed in collaboration with critical friends from university and CIT with expertise in Tourism and Event Management</p>
<p>Q9 Places and Products</p>	<p>two agree</p>	

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<p>The specific unit goals are clearly outlined and appropriate.</p>		
<p>Q10 Places and Products The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>one agree one disagree</p> <ol style="list-style-type: none"> 1. Competency "Advise on products and services" not listed in Cert II Qualification, yet tied to "Places and Products" unit. 2. Terminology is very business related 3. Page 27 content: asks students to do cost benefit analysis and profit margins. This expects too much detail of a Business Studies course nature, not relevant to College Tourism students 	<ol style="list-style-type: none"> 1. SIRXPDK001 - Advise on products and services is a competency listed in SIT20116 - Certificate II in Tourism. 2. Students are developing skill, knowledge and understanding to work in and run businesses. 3. The Tourism and Event industries are businesses and the people working in them will work in businesses. That is the fundamental nature of the industries.

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<p>Q11 Places and Products</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>one agree</p> <p>one disagree</p> <ol style="list-style-type: none"> 1. It would be very difficult to successfully teach the content of this unit and the content of the VET component as there is a huge amount of content in both. 2. P 28 content: this is too complex esp. second dot point ("analyse ideas through interpretation of reliability, patterns, data and information, customer research data..."). This is really for experienced market professionals only 	<ol style="list-style-type: none"> 1. Teachers will design Programs of Learning that cluster Content Descriptions and Competencies to provide learning and assessment opportunities to students. 2. The content has been aligned to expectations that senior secondary students undertaking study of the industries examine data, to analyse consumer trends and better understand what is happening. This will mean that that they are better informed about customer preferences and responses to places and products.
<p>Q12 Trends, Issues and Challenges</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>one agree</p> <p>one disagree</p> <ol style="list-style-type: none"> 1. Some of this unit seems to be a repetition of previous units 2. The unit description could be incorporated into the earlier unit Tourism and Event Industries. 	<p>1 and 2. There are some continuities to support the development of skills, knowledge and understanding over two years of study. However, each unit has a distinct focus which will be further differentiated by teacher Programs of Learning.</p>
<p>Q13 Trends, Issues and Challenges</p> <p>The specific unit goals are clearly outlined and appropriate.</p>	<p>two agree</p>	<p>noted</p>

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Topic	Comment	Developers Response
<p>Q14 Trends, Issues and Challenges</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>two disagree</p> <p>1. Some of the content within the units seems to be a little repetitive and not distinct from one another eg. issues comes up across many units.</p> <p>2. How do students anticipate changes in the sector? - this is a concept beyond senior secondary study.</p> <p>3. P 35: similar to Places and Products unit comment. The second dot point under Inquiry asks students to interpret patterns, data and information. This is too demanding and assumes data analysis skills.</p>	<p>1. There are some continuities to support the development of skills, knowledge and understanding over two years of study. However, each unit has a distinct focus which will be further differentiated by teacher Programs of Learning. The issues chosen will be different in every unit.</p> <p>2. In a constantly changing business environment, students need to develop skills in anticipating and adapting to change by doing so in simulated classroom environments. There are examples of the changes that are taking place – for example, the impact of the trend in tourism where prospective clients research their own travels and book online, without consulting agents. This provides a different scenario, to examine the consequences and the alternative opportunities for businesses.</p> <p>3. The Tourism and Event industries are businesses and the people working in them will work in businesses. The content has been aligned to expectations that senior secondary students undertaking study of the industries examine data, to analyse consumer trends and better understand what is happening. This will mean that that they are better informed about customer preferences and responses that produce trends, issues and challenges.</p>

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<p>Q15 Trends, Issues and Challenges</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>one agree one disagree</p> <p>2. The content has students creating a tourism product or event - this is similar to Places and Products. There is a limit to how many tourism events a school can manage</p>	<p>2. There are some continuities to support the development of skills, knowledge and understanding over two years of study. However, each unit has a distinct focus which will be further differentiated by teacher Programs of Learning. Products may be simulated or actual.</p> <p>The course is titled Tourism and Events Management, and includes opportunities to explore both. Event Management aspects of the course are not limited to tourism events. There are a variety of events that occur in school communities that provide examples of event management in the real world.</p>
<p>Q16 Managing Events and Tourism</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>one agree one disagree</p> <p>1. Management of events and operations is beyond senior secondary education.</p>	<p>1. The content has been aligned to expectations of senior secondary students undertaking study of the two industries to contribute towards a Senior Secondary Certificate. Students will develop skills, knowledge and understanding to prepare them for further studies or work in either industries.</p>
<p>Q17 Managing Events and Tourism</p> <p>The specific unit goals are clearly outlined and appropriate.</p>	<p>two agree</p>	

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Topic	Comment	Developers Response
<p>Q18 Managing Events and Tourism</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>one agree one disagree</p> <p>1. VET competencies appear to be dropped in at the end without any unpacking of the competencies to map relevance to the unit. This then overloads the content and diminishes the importance of vocational pathways for the 30-40% of ACT students who are not going to university straight after Year 12.</p>	<p>2. Competencies are not the starting point for developing senior secondary curriculum. They are a set of skills found in an industry-based Training Package. They do not provide deep learning about the industry itself or develop the learning dispositions or personal capabilities to prepare students for the world after school – for further study or work. Curriculum is developed based on research, an environmental scan of similar curriculum developed for senior secondary students and collaboration with highly qualified critical friends.</p> <p>Training Package competencies are mapped to course content. This process is carefully considered and the course developers also consulted with CIT. Teachers will design Programs of Learning that cluster Content Descriptions and Competencies to provide learning and assessment opportunities to students.</p>
<p>Q19 Managing Events and Tourism</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>one agree one disagree</p> <p>2. The content is very theoretical and based on management principles. Students do not undertake this course to be managers but to understand the industry and how to work in the industry</p>	<p>2. A theoretical understanding of the business context for Tourism and Events will support adaptation and flexibility. The course has high expectations for students aspiring to an ACT Senior Secondary Certificate. Understanding management principles as applied in tourism and events in the simulated and supported environment of their school will support a deeper understanding and broader perspective on the businesses in which they aspire to work.</p>
<p>Q20 Independent Study</p>	<p>two agree</p>	

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<p>The unit description clearly explains the purpose of an Independent Study.</p>		
<p>Q21 Independent Study The specific unit goals are clearly outlined sufficiently flexible for developing an Independent study.</p>	two agree	1.
<p>Q22 Independent Study The content descriptions clearly elaborate on the unit description and the specific unit goals for developing an Independent study.</p>	two agree	1.
<p>Q23 Independent Study The content descriptions allow flexibility and sufficient guidance about what is to be taught.</p>	two agree	1.
<p>Q24 Independent Study The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	two agree	1.
<p>Q25 VET Competencies</p>	one agree	1.

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	<p>one disagree</p> <ol style="list-style-type: none"> 1. Overview of how a student will achieve a Cert II would be useful eg. mapping of competencies attached to each unit to ensure students are on track to achieve whole qualifications. 2. I am concerned about the VET units of competency. In Tourism and Event Industries one of the competencies is Access and interpret product information. To assess this competency, " Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and: have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency. This competency is not able to be delivered by most teachers in our system as we do not have the industry experience. the nature of the knowledge and skills assessment for this competency is not able to be gained successfully in the classroom. In Places and products it is disappointing that the competency Sell to the retail customers (a Cert II competency) is only in the Cert III certificate. This is very valuable for all students and a skill that many will need and use in the work place, either in this industry or other industries. The imported competency - Create a promotional display or stand is aimed at Cert IV or Diploma and would need a lot of explicit teaching for students to be able to achieve this competency eg elements and principles of design, budgeting, waste 	<p>2. That is provided in the course document. A mapping of the competencies was undertaken by the course developers, to ensure that the course reflected the requirements. The competencies included in each unit are detailed in Appendix F – Implementation of VET Qualifications, See VET Competencies Mapped to Course Units.</p> <p>Noted. The competency Access and interpret product information has been removed and replaced with BSBTWK201 - Work effectively with others.</p> <p>"Sell" removed as there are too many competencies From our mapping should have been in both.</p> <p>SITXMPR002 Create a promotional display or stand (elsewhere in SIT) is no longer designated as Cert 4 and just for Diploma. It is currently taught in some schools. It has been discussed by the developers and they think it is achievable. It will be retained.</p>

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	<p>management, security etc. It also requires students to create two different displays and dress two different promotional stands - which is very difficult in a school setting. It would be good to import Create electronic presentations into trends, issues and challenges for Cert II - this is a better import and more achievable than the promotional display or stand from Places and products. In Managing Events and Tourism - the competency Provide a briefing or scripted commentary requires students to actually do this on 4 occasions. It needs to be earlier in the course to allow time for this to occur over the sequence of the course. Safety would also be better placed earlier in the course as it underpins most of the activities, particularly the setting up of displays and events</p>	<p>Create electronic presentations is already there in Trends Issues and Challenges.</p> <p>Units do not need to be delivered sequentially, as they appear in the courses.</p> <p>The competency Provide a briefing or scripted commentary can be integrated with other units of competency, e.g. safety, promotional stands, visitor information. This will assist with assessment.</p>
<p>Q26 VET Competencies</p> <p>The allocation and sequencing of competencies supports students in achieving competencies and a qualification.</p>	<p>one disagree</p> <p>one strongly disagree</p> <p>1. Cert II Competencies “Design Business Documents” and “Create Electronic Presentations” is not attached to any of the units</p>	<p>1. The new course includes the new BSB Training Package codes as these will be implemented from the start of next year. BSBITU301 was the code for Design and produce business documents before being superseded by BSBTEC301. It is not a Cert II competency and was not in the previous course. It has been included as an elective in the new course for all three certificates, covering Tourism and Events, to provide more options for teachers.</p> <p>Following Training Package changes BSBITU302, Create electronic presentations has become BSBTEC303 - Create electronic presentations. It was not included in the old course for Cert II. It is included in the new course, in Cert III Events.</p>

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	<p>2. I am concerned about the sequencing of VET competencies as mentioned above. It will be very difficult to cover the content of the course and include the VET competencies - there seems to be little understanding of the detailed and rich teaching that is required for the VET component of this course. Competencies cannot just be slotted in as their delivery and assessment requires considerable time and explicit teaching. The chosen competencies do not necessarily match the content in some of the units. On page 57 of the document there is a list of the requirements of the VET certificates. There are inconsistencies with this and the competencies in the course. eg in the Cert II it mentions Design and produce business documents but this is not mentioned for Cert II in the course units. Same for electronic presentations and this should indicate that it is imported. It does not mention that the promotional display is imported. In the electives Advise on Products and services is not mentioned, but it is in the units for the course</p>	<p>2. The competencies included in the course have been the subject of a great deal of discussion and consultation. They have been mapped to the content of the new course after consultation with CIT.</p> <p>The development of A/T/M/V courses is based on simultaneous delivery of prescribed content descriptions and VET competencies. Teachers will design Programs of Learning to achieve that.</p> <p>The two competencies referred to are from Cert III Tourism and were not included for Cert II Tourism in the previous course. They are included in the new course.</p> <p>BSBTEC301 - Design and produce business documents - Managing Events and Tourism is included for all three qualifications</p> <p>BSBTEC303 - Create electronic presentations is in Trends, Issues and Challenges for all three qualifications</p> <p>The references to the imported competency has now been made -</p>