

The logo of the ACT Board of Senior Secondary Studies is a large, light blue watermark in the background. It features a stylized 'A' with a 'T' inside it, all enclosed within a hexagonal frame that resembles an open book. The text 'ACT Board of Senior Secondary Studies' is written in a bold, dark blue font across the top of the page.

# **ACT Board of Senior Secondary Studies**

## **Public Consultation Report 2021**

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

**Public Consultation Report 2021**  
**Shape Paper: Tourism and Event Management**

Topic	Comment	Developers' Response
	<p><b>2 respondents</b>  <b>1 AIS</b>  <b>1 ED</b></p>	
<p><b>Q2 Shape Paper Background</b>  <b>The background provides a clear sense of the systemic and national parameters under which the course will be written.</b></p>	<p>1 agree  1 strongly disagree</p> <p>2.1  The Shape paper background talks of commerce and business and the Commerce framework. This description of the course background is unrecognisable to anyone who has taught Tourism and Event Management and takes the course from a useful practical course to one which is very theoretical. The commerce framework is highly theoretical with a minimum of 40% of the assessment tasks required to be tests. this is very much contrary to the nature of VET where students have to demonstrate repeated performance skills as well as knowledge. Also, the commerce framework states "there are no vocational courses under this Course Framework".</p>	<p>2.1  The proposed course is an A/T/M/V course and thus requires description of knowledge and understanding as well as skills to taught. It is best practice that VET and T/A/M not be treated as a dichotomy, so that students are able to access a range of pathways and also develop a deeper understanding. Design parameters require that it be organised conceptually and that guides the description of units. That will not preclude the teaching and learning of practical skills and competencies within those conceptual domains.</p> <p>A test may include a practical test. In an A/T/M/V course, not all assessment will be practical. Some assessment will engage with theories and broader understanding of the Tourism and Event Management sector and businesses.</p> <p>At the time of the writing of the Commerce Framework, there were no V courses in Commerce. That statement described the situation, it is not intended to preclude the possibility.</p>
<p><b>Q3 COURSE GOALS</b>  <b>The "Aims of the Tourism and Event Management Curriculum" is clear about the intended learning and</b></p>	<p>1 agree  1 disagree</p> <p>3.1  The goals of this course are contradictory. The first part of the goals talks about a very theoretical approach to</p>	<p>3.1  In an A/T/M/V course it is intended that students will develop knowledge, understanding and skills. That students will develop a theoretical understanding of tourism and events businesses, such as the economic sector, and the</p>

**Public Consultation Report 2021**  
**Shape Paper: Tourism and Event Management**

<b>priorities, yet allows for flexibility</b>	Tourism and event management where students are learning about the industry rather than skills for working in the industry. The second part of the goals talks about the need for students to have practical and technical skills and the importance of soft skills. A greater VET focus allows for the building of the practical and soft skills necessary for the industry	geography of tourism, and also develop practical skills. Some of those technical and soft skills will be developed in the course of learning about tourism and events businesses and its economic sector. Schools offering the VET pathways will integrate the VET package into the teaching of the A/T/M/V course.
<b>Q4 The rationale for the unit structure is well-explained and well-justified</b>	2 agree	
<b>Q5 The proposed units are conceptually distinct.</b>	2 agree	
<b>Q6 The unit descriptions are clear and provide for innovative approaches.</b>	1 agree 1 disagree  6.1 The unit descriptions are very much aimed at the understanding of Tertiary students and read more as a post-secondary school course rather than a course to prepare students for post-secondary study. There is an emphasis on management which is beyond the ability of most secondary students and sets them up to believe they are more capable and not prepared to start at the lower levels in the work force.	6.1 Developers have considered if the management theory represents too great a challenge. Developers will work to unpack the theoretical components more explicitly for this context.  In an A/T/M/V course it is intended that students will develop knowledge, understanding and skills. Students learn complex ideas in many courses without considering themselves masters of those ideas.
<b>Q7 Does the section CONSIDERATIONS pages 8 to 10, situate the course clearly</b>	2 agree  7.1	7.1 Developers have reflected on section 7.2 as input into writing Content Descriptions. It should be noted that the course content has not yet been written. The Shape Paper sets out a conceptual shape under which specific learning will be organised.

**Public Consultation Report 2021**  
**Shape Paper: Tourism and Event Management**

<p><b>in relation to curriculum priorities.</b></p>	<p>7.2 Tourism and Event Management curriculum is a good summary of what the course should be about. This is not a reflection of the course content</p>	
<p><b>Q8 This proposed course is distinct from other BSSS accredited courses.</b></p>	<p>2 agree</p> <p>8.1 I cannot comment on this as I am unaware of how much overlap between business and commerce subjects. It is interesting that the VET component of the course shares competencies with Hospitality, and they belong to the same training package, yet they have been placed in very different frameworks. As someone who studies for 2 years to be able to teach this course, I feel unqualified to teach it and yet it has run at our school for many years as a popular course where students have achieved good outcomes. We have had 2 students win scholarships to tertiary institutions in event management because of the preparation they have had in this course area. I feel the description of this course will limit those opportunities for students.</p> <p>8.2 I can see links to Business - not exactly repetition as while the concepts are similar, they will be taught contextually. I wonder if unit 2 is too much - but depends on depth of financial literacy and marketing.</p>	<p>8.1 This is an A/T/M/V course that studies a particular economic and business sector and context. It prepares students to understand the business practices and economic significance of the sector. As such, it is a business course that develops an understanding of a category of businesses. It is best placed in Commerce.</p> <p>It is an A/T/M/V course and as such is more than the VET package. It expands opportunities for students by offering a range of pathways from the same course. Further, this is a course that contributes to a Senior Secondary Certificate and thus must contribute to broad and general education of the student. A course should expand a student's understanding of themselves and their world. This does not preclude the continuing achievement of good outcomes for students.</p> <p>As disciplines develop and course areas respond to changes in Industry and further education, teachers will inevitably have to extend their own understanding and undertake further learning to implement courses.</p> <p>8.2 The Developers have reviewed the Business units for duplication.</p>
<p><b>Q9 The course should have a VET Component that provides the opportunity for students to achieve a Statement of</b></p>	<p>1 strongly agree 1 agree</p> <p>9.1</p>	<p>9.1</p>

## Public Consultation Report 2021

### Shape Paper: Tourism and Event Management

<p><b>Attainment towards vocational certification.</b></p>	<p>Why is it only suggested that a statement of attainment can be achieved through this course. Currently, we are able to give students a full Certificate II in Tourism. It is very sad that the BSSS seems to be making VET qualifications more difficult for students when there is a government push for including more VET qualifications at the senior secondary level. I would like to see the course written with a greater VET focus. In my experience, this is why students have opted to choose this course. As the shape paper suggests for the new course, I feel unequipped and unqualified to teach the course and I don't believe I could make it attractive for the accredited students that choose to study the course (there is only 1 or 2 T classes studying this in the ACT according to the packages that come to moderation). It is important to equip our Tertiary students but equally important to have courses that attract A students and allow the A students to be able to leave College with VET qualifications.</p>	<p>The question was framed in general terms so as not to prescribe a particular certification/ qualification. A student achieves may well be a Certificate II during this course. As the students may or may not achieve a Certificate, it is best not to cite a specific level of attainment, lest it seem to suggest that such certification is the certain outcome of completing the course.</p> <p>The VET competencies will be integrated into the course. Content descriptions in the course document will be differentiated for A/T/M students to assist teachers in teaching the course to the student in their rooms. Teachers will differentiate teaching and assessment and learning to the students in their class and use their judgement in making the course appealing to students.</p> <p>All A/T/M/V courses must have an equivalency of cognitive standard.</p> <p>KG- Please note that the statement in the Shape Paper is 'The course makes provision for qualifications or a Statement of Attainment'. While it is possible to achieve a qualification, not all students do so.</p>
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