



# Tourism and Event Management

A/T/M/V

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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, establish a rich learning environment, and generate 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 certifies 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.

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 certifies 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 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).

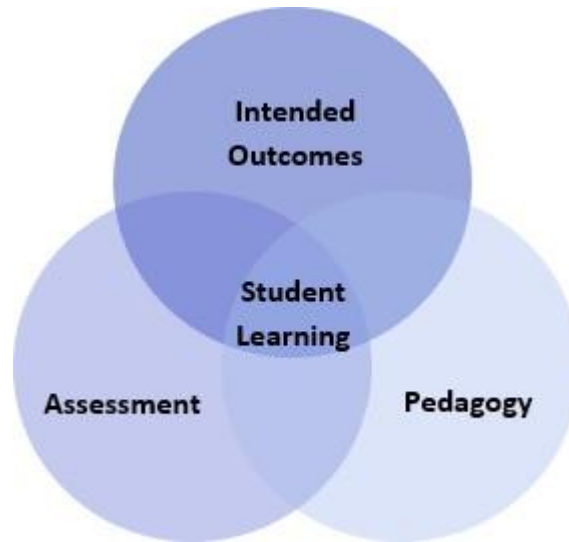
The BSSS credit arrangements recognise VET studies externally:

- 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](http://www.australiancurriculum.edu.au).

### Literacy

Students develop literacy skills to understand, analyse and evaluate ideas and information conveyed in *Tourism and Event Management* texts, including interpreting, and analysing visual and graphical evidence. They analyse the ways language is used to convey ideas and information, and create texts using appropriate terminology, language conventions and features for particular purposes and audiences.

Students develop their capability to communicate with others in different contexts and for different purposes. They use written, oral, and visual modes to share ideas and present their understandings of concepts and information in a variety of mediums, such as presentations of itineraries and travel documents, promotional presentations, destination and impact reports and interviews. They analyse perspectives, using primary and secondary sources, and produce extended responses in a written form supported by visual and graphical evidence.

### Numeracy

Students develop and use a range of numeracy and mathematical skills, including the Interpretation and representation of numerical, visual, graphical, and statistical information. These skills enable students to employ tools such as calculators and spreadsheets in tourism and events contexts, cost products and services, and assess the economic viability of tourism and events developments, businesses, and ventures. They evaluate statistical and graphical information, think critically, and make informed choices about the purpose, usefulness, and validity of quantitative information. Students identify tourism and events locations and travel patterns locally, nationally, and globally. They quantify tourism and event activity, such as the economic importance of the industry, visitation trends, tourist expenditure, and the creation of work plans and timelines.

## **Information and Communication Technology (ICT) Capability**

Students develop skills in using information and communication technologies to manage, share, and present information and to express ideas. They access, analyse, and present information from primary sources, such as interviews, surveys, guest speakers, and secondary sources, such as the Internet, media, promotional material, and reference books. They consider the current impact of technological developments on the tourism and events industries, as well as the nature of work. The impacts of greater consumer choice and unprecedented access to data and information, the use of social media and risks associated with the use of technology are also considered.

## **Critical and Creative Thinking**

*Tourism and Event Management* provides opportunities for students to organise and analyse information from different sources, and to develop their ability to think critically when evaluating tourism and events concepts. Students gain understanding of different perspectives, develop informed opinions, draw conclusions, and make recommendations. They develop skills in creative thinking by posing problems, identifying possibilities, and proposing solutions.

## **Personal and Social Capability**

Students develop and apply personal skills such as planning, organisation, initiative, and entrepreneurship. They develop interpersonal skills, such as empathy for others, and working with people deal with different people. Students develop skills in negotiation, collaboration, and teamwork. They gain understanding of the competitive and sometimes high-pressure nature of the industries.

## **Ethical Understanding**

Students develop ethical reasoning and clarify their own ethics by evaluating claims by tourism and events businesses to be ethical and environmentally and socially sustainable. They consider the ways rhetoric and marketing can obfuscate the ethical implications of business activity. For example, they consider concepts such as greenwashing, hidden externalities, and carbon offsets.

Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments. They consider the responsibilities that businesses have towards employees, customers, and communities.

## **Intercultural Understanding**

Intercultural understanding is fundamental to tourism activity and students develop skills in communicating clearly within, as well as across, groups with different backgrounds, cultures, and experiences. They understand the expectations and experiences of a wide range of people as staff, customers and communities of tourism and events ventures. Students consider the impact of globalized tourism and events industry on local cultures and experiences. They consider ways in which tourism and events businesses can be more sensitive too and appreciative of a wide range of cultures.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

The curriculum provides an opportunity for students to engage with and value Australian First Nations' histories, cultures, and contemporary experiences. This includes recognising and respecting the significant contribution of First Nations Australians to Australian society and drawing students' attention to the value of Australian First Nations' knowledge and perspectives from the past and the present. Students understand the significance of the economic viability of tourism and events, and the impact on people's lives and the environment.

### **Asia and Australia's Engagement with Asia**

Students reflect on the changing nature of Australia's engagement with Asia and investigate a range of tourism and events contexts that draw on Asian customers and clients, Asian traditions, and settings. They further their intercultural understanding by familiarising themselves with Asian preference and requirements in tourism and events, and the reasons for those practices. Students appreciate the important role that the Asian region plays for Australian communities in tourism and events. They analyse the exchange of confidence, understanding and appreciation that flows from the exchange of travellers between Australia and Asia.

### **Sustainability**

Social and environmental sustainability are essential concepts underpinning *Tourism and Event Management*. Tourism and events activities have environmental, socio-cultural, and economic impacts. 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 products, processes and management plans that minimise negative effects on the environment and understand the importance of choices made in providing for a more sustainable future.

# Tourism and Event Management

## A/T/M/V

### Rationale

In this course, students study the role of the tourism and event management industries, and the structure, scope, and operation of these services. Students examine socio-cultural, legal, environmental, and economic aspects, as well as opportunities and issues across local, national, and global contexts. Events are explored in tourism, workplace, and community contexts.

Students explore tourism and event management businesses, and gain understanding of their impact on the economy. They develop communication and interpersonal skills, including customer service and empathy, and business skills, including networking, management, and marketing.

Students consider and research the ever-changing nature of tourism and events, and how these industries respond to challenges such as economic, security, health, and environmental issues. Students investigate tourism and events trends, and apply their knowledge, skills, and understanding about tourism and events to make informed recommendations, form reasoned conclusions and predict future options.

In this course, students apply critical and creative thinking to analyse tourism and events management theories, trends, and issues, and apply concepts and information from a local, national, and global perspective. They use an understanding of concepts, and information gathered in research, to investigate scenarios and solve problems, and examine ethical and sustainability principles in event and tourism contexts. Students develop understanding of intercultural and cultural awareness customer service and engagement, communication skills and the applications of technology for those working in these industries. They consider regulations, grievance and compliance issues, and related Workplace Health and Safety issues for all stakeholders. Students develop skills in teamwork, working both collaboratively and independently to achieve outcomes.

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

The *Tourism and Event Management* course establishes the basis for further education and employment in businesses and industries.

### Goals

All courses based on this framework should enable students to:

- explain commerce concepts, theories, processes and structures and apply to case studies
- critically analyse applications and examples of commerce ideas in policies, organisations, and people's lives
- critically analyse commerce at a local, national and global level
- evaluate the effectiveness of applications of commerce ideas for the generation of wealth and the alleviation of poverty
- evaluate the influence of historical, political and cultural contexts on commerce concepts, theories and their application
- critically analyse ethical arguments in commerce
- critically analyse the sustainability of commerce solutions and decisions
- critically analyse data using financial literacy to solve problems in commerce

- apply commerce skills to practical problems
- create innovative solutions to solve problems in commerce
- synthesise perspectives, ideas, evidence and conclusions to develop convincing arguments, judgements and recommendations
- communicate accurately in a range of modes and mediums for specific purposes and audiences
- develop collaborative work skills for commerce contexts
- reflect on learning and skills to develop strategies for improvement.

## Unit Titles

- Tourism and Event Industries
- Places and Products
- Trends, Issues and Challenges
- Managing Events and Tourism
- Independent Study

## Organisation of Content

### Tourism and Event Industries

Students develop understanding of tourism and event management industries locally, nationally, and globally. They examine the nature, scope, scale and impacts of tourism and event management industries. Students investigate the operations of contemporary tourism and events enterprises, including business, technology, innovation, and customer service skills.

### Places and Products

Students develop understanding of local, national, and global, destinations, events and products. They analyse the interaction between social, cultural, economic, and environmental factors and the tourism and events industries, and how they have changed over time. Students use research skills to analyse and compare tourism and events products and services and select suitable tourism and events products to provide advice to clients. They examine marketing strategies that manipulate customer preferences about places and products. Students undertake business planning to establish a tourism or event venture and they engage in budgeting and costing, and marketing.

### Trends, Issues and Challenges

Students examine contemporary trends, issues, challenges, and opportunities facing the tourism and events industries. They investigate factors contributing to growth or decline in popularity of places, products, and events, and examine changes in consumer demands and expectations. Students apply knowledge and problem-solving skills to analyse the changes that occur over time to develop understanding of current and future challenges and opportunities. They assess the challenges and opportunities offered by cultural, social, and historical factors, and develop understanding of the importance of working within and across cultures, including indigenous communities.

### Managing Events and Tourism

Students investigate tourism and event operations and management and implement their own tourism or event operation. They consider the role of tourism policy, government organisations and legislation in regulating tourism and event management, including Workplace Health and Safety compliance. They develop understanding of inter-cultural communication and examine

considerations for negotiating with clients. Students critically analyse theories about, and apply skills in, managing relationships by complying with regulation and resolving and evaluating conflict situations among diverse cultural groups.

### **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. Students must have studied at least **THREE** standard 1.0 units from this course.

**NOTE: Training Package requirements for students seeking VET qualifications through the Tourism, Travel and Hospitality Training Package (SIT) must still be met.**

### **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

Task types for assessing knowledge, understanding and skills	
<p>Tasks may include the following:</p> <ul style="list-style-type: none"> <li>• in-class essay/report</li> <li>• case study in an examination or take-home format</li> <li>• examination using a mix of questions and response types</li> <li>• collaborative projects</li> <li>• market day</li> <li>• policy debates in oral or written form</li> <li>• research assignment, essay, report</li> <li>• data collection and analysis, investigation</li> <li>• inquiry based task</li> <li>• business, marketing, or financial plan</li> <li>• oral presentation, seminar</li> <li>• round table policy discussion role play</li> <li>• presentation, podcast, vodcast</li> <li>• simulation, individually or collaboratively</li> <li>• interview response/viva voce</li> <li>• portfolio of practical exercises</li> <li>• problem solving scenario individually or collaboratively</li> </ul>	
<b>Weighting</b>	No task to be weighted more than 40% in a 1.0 unit, or 60% in a 0.5 unit.

### Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of 3 and a maximum of 5 assessment tasks. For a 0.5 unit, a minimum of 2 and a maximum of 3 assessment tasks are recommended.
- Each assessment item must enable students to demonstrate higher order thinking.
- For the Independent study unit – An independent research task should be supplemented by a validation task. Validation tasks include instruments such as viva voces, research panel presentation, or exams.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.
- Students are required to create a variety of disciplinary relevant texts in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of 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 for Commerce A Course Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>analyses case studies or examples by selecting relevant commerce concepts and theories and applying them accurately</li> <li>analyses the ethics and sustainability of commerce practices and examples to reach reasonable conclusions</li> <li>creates plausible solutions to identified problems by using commerce concepts and theories</li> <li>communicates own ideas about commerce using well-reasoned arguments to justify conclusions and recommendations using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>explains case studies or examples using relevant commerce concepts and theories</li> <li>explains the ethics and sustainability of commerce practices and examples coherently</li> <li>creates possible solutions to identified problems by using research</li> <li>communicates ideas using reasoned arguments about commerce to justify conclusions and recommendations using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>describes case studies or examples and describes relevant commerce concepts and theories</li> <li>describes ideas about the ethics and sustainability of commerce practices and examples accurately</li> <li>explains possible solutions to identified problems derived from research</li> <li>communicates relevant ideas to justify conclusions and recommendations about commerce using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>describes relevant commerce case studies or examples and includes relevant simple commerce concepts</li> <li>identifies ethical and sustainable ideas in relevant case studies</li> <li>describes possible solutions to identified problems provided from research</li> <li>communicates ideas to justify conclusions and recommendations about commerce using appropriate simple terminology</li> </ul>	<ul style="list-style-type: none"> <li>identifies case studies and expresses ideas about commerce</li> <li>identifies some general ideas about sustainability and ethics in expressing ideas about commerce</li> <li>identifies possible solutions to problems</li> <li>communicates ideas and recommendations about commerce</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies research methods using a wide range of relevant commerce sources and systematic referencing</li> <li>uses familiar mathematical methods to analyse evidence and/or graphic methods coherently represent evidence and ideas</li> <li>reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve</li> <li>reflects coherently on own learning about commerce concepts and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>applies research methods using reliable general sources and systematic referencing</li> <li>uses familiar mathematical methods to acquire and organise evidence and/or graphic methods to represent evidence accurately</li> <li>reflects on own learning habits, individual and collaborative work habits, and plausible strategies to improve</li> <li>reflects on own learning about commerce concepts and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>uses relevant information from research in ideas and attempts systematic referencing</li> <li>uses familiar mathematical methods to acquire data and/or graphic methods to explain and represent evidence</li> <li>reflects on learning habits, individual and collaborative work habits, and some strategies to improve</li> <li>reflects on learning about commerce concepts and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>describes information relevant to the question from research with minimal referencing</li> <li>uses familiar mathematical and/or graphic methods to describe evidence</li> <li>reflects on learning and work habits and notes better habits</li> <li>reflects on commerce concepts and identifies links to the world</li> </ul>	<ul style="list-style-type: none"> <li>identifies information related to a given question to with minimal referencing</li> <li>identifies evidence from mathematical and/or graphic data in sharing ideas</li> <li>reflects on learning and work habits</li> <li>reflects on commerce concepts and the nature of the world</li> </ul>

**Achievement Standards for Commerce A Course Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>analyses data, trends, case studies or examples by selecting relevant commerce concepts and theories and applying them accurately and contextually</li> <li>analyses the sustainability and ethics of commerce ideas and enterprises to reach logical conclusions</li> <li>creates well-founded solutions to identified problems using commerce concepts and theories accurately</li> <li>communicates complex commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>explains data, trends, case studies or examples and explains connection to commerce concepts and theories accurately</li> <li>explains the relevant sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions</li> <li>creates plausible solutions to identified problems using commerce concepts and theories</li> <li>communicates commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>describes data or trends, case studies or examples and describes relevant commerce concepts and theories</li> <li>describes relevant ideas about the sustainability and ethics of commerce ideas and enterprises accurately</li> <li>creates possible solutions to identified problems using research</li> <li>communicates commerce ideas to justify conclusions and recommendations using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>describes data and case studies or examples and includes simple, relevant commerce concepts</li> <li>identifies the relevant sustainable and ethical ideas in commerce case studies</li> <li>describes possible solutions to identified problems based on minimal research</li> <li>communicates commerce ideas to justify conclusions and recommendations using some appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>identifies commerce data from case studies of commerce contexts in expressing ideas about commerce</li> <li>identifies general ideas about ethics and sustainability in expressing ideas about commerce</li> <li>identifies possible solutions to problems</li> <li>communicates commerce ideas and recommendations</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies research methods using a wide range of relevant commerce sources and systematic referencing</li> <li>selects mathematical methods to analyse evidence and/or graphic methods to represent evidence and ideas coherently</li> <li>reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve</li> <li>reflects coherently on own learning about commerce concepts and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>applies research methods using relevant commerce sources and systematic referencing</li> <li>uses familiar mathematical methods to organise data and/or graphic methods explain evidence and ideas coherently</li> <li>reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve</li> <li>reflects on own learning about commerce concepts and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>applies research methods using reliable general sources and systematic referencing</li> <li>uses simple mathematical methods to acquire evidence and/or describes evidence accurately using mathematical or graphic methods</li> <li>reflects on learning habits, individual and collaborative work habits, and some strategies to improve</li> <li>reflects on learning about commerce concepts and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>describes information related to a given question using minimal sources with minimal referencing</li> <li>uses simple mathematical and/or graphic methods as directed to describe evidence and ideas</li> <li>reflects on learning and work habits and notes better habits</li> <li>reflects on commerce concepts and identifies links to the world</li> </ul>	<ul style="list-style-type: none"> <li>identifies information related to a given question to with minimal referencing</li> <li>uses simple mathematical or graphic methods to identify evidence</li> <li>reflects on learning and work habits</li> <li>reflects on commerce concepts and the nature of the world</li> </ul>

**Achievement Standards for Commerce T Course Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>analyses data, trends, case studies or examples from relevant local, national and global contexts by selecting relevant commerce concepts and theories and applying them accurately</li> <li>analyses the universality, sustainability and ethics of commerce ideas and enterprises to reach logical conclusions</li> <li>creates well-founded solutions to identified problems using reliable research and commerce concepts and theories accurately</li> <li>communicates complex commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>explains data, trends, case studies or examples from relevant local, national and global contexts by applying relevant commerce concepts and theories</li> <li>explains the relevant universality, sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions</li> <li>creates plausible solutions to identified problems informed by research using commerce concepts and theories</li> <li>communicates commerce ideas using logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>describes data, trends, case studies or examples from relevant local, national and global contexts and describes relevant commerce concepts and theories</li> <li>describes the sustainability and ethics of commerce ideas and enterprises to reach a conclusion</li> <li>creates plausible solutions to identified problems individually and collaboratively and explains relevant commerce concepts and theories</li> <li>communicates commerce ideas to justify conclusions and recommendations using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>describes some data, case studies or examples from relevant local, national and global contexts and describes some relevant simple commerce concepts</li> <li>identifies the sustainable and ethical features of commerce ideas and enterprises</li> <li>describes possible solutions to identified problems individually and collaboratively using research</li> <li>communicates commerce ideas to justify conclusions and recommendations using some appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>identifies data from commerce case studies in expressing ideas about commerce</li> <li>identifies ideas about sustainability and ethics in expressing ideas about commerce</li> <li>identifies possible solutions to problems in expressing simple ideas about commerce</li> <li>communicates simple commerce ideas and recommendations</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies research methods using a wide range of relevant, commerce sources and accurate, systematic referencing</li> <li>selects mathematical methods to analyse evidence and/or graphic methods to represent evidence coherently</li> <li>reflects coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve</li> <li>reflects coherently on own learning about commerce concepts and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>applies commerce research methods using reliable general sources and systematic referencing</li> <li>uses mathematical methods to acquire and organise evidence and/or graphic to explain evidence and ideas</li> <li>reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve</li> <li>reflects on own learning about commerce concepts and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>applies research methods using general sources and systematic referencing</li> <li>describes evidence and ideas accurately using mathematical and/or graphic methods</li> <li>reflects on learning habits, individual and collaborative work habits, and some strategies to improve</li> <li>reflects on learning about commerce concepts and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>describes information derived from minimal sources with minimal referencing</li> <li>describes evidence using mathematical or graphic methods</li> <li>reflects on learning and work habits and notes better habits</li> <li>reflects on commerce concepts and identifies features and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>identifies information related to the question with minimal referencing</li> <li>identifies evidence from graphic and/ formats and/or by using mathematical</li> <li>reflects on learning and work habits</li> <li>reflects on commerce concepts and the nature of the world</li> </ul>

**Achievement Standards for Commerce T Course Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>critically analyses data, trends, case studies or examples from relevant local, national and global contexts by selecting relevant commerce concepts and theories and applying them accurately</li> <li>critically analyses the universality, sustainability and ethics of commerce ideas and enterprises to reach well-researched and logical conclusions</li> <li>creates insightful solutions to identified problems, informed by critical research using selected commerce concepts and theories accurately</li> <li>communicates complex commerce ideas using well-informed logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology in speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>analyses data, trends, case studies or examples from relevant local, national and global contexts by selecting relevant commerce concepts and theories and applying them accurately</li> <li>analyses the universality, sustainability and ethics of commerce ideas and enterprises to reach logical conclusions</li> <li>creates well-founded solutions to identified problems, informed by research using selected commerce concepts and theories accurately</li> <li>communicates commerce ideas using well-informed logical and reasoned arguments to justify conclusions and recommendations using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>explains data, trends, case studies or examples from relevant local, national and global contexts and by applying commerce concepts and theories</li> <li>explains the relevant universality, sustainability and ethics of commerce ideas and enterprises to reach reasonable conclusions</li> <li>creates plausible solutions to identified problems, informed by research using commerce concepts and theories</li> <li>communicates commerce ideas to justify conclusions and recommendations using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>describes data, simple trends and case studies or examples from relevant local national and global contexts and describes relevant simple commerce concepts and theories</li> <li>describes the sustainable and ethical features of commerce ideas and enterprises</li> <li>describes possible solutions to identified problems, using research</li> <li>communicates simple commerce ideas to justify conclusions and recommendations using some simple terminology</li> </ul>	<ul style="list-style-type: none"> <li>identifies data from a case study and related commerce ideas in expressing ideas about commerce</li> <li>identifies sustainable and ethical features in expressing ideas about commerce</li> <li>identifies possible solutions to problems in expressing ideas about commerce</li> <li>communicates commerce ideas and recommendations</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies research methods using a wide range of relevant, rigorous commerce sources critically, and employs accurate systematic referencing</li> <li>selects mathematical methods to analyse evidence accurately and/or graphic methods to represent evidence coherently</li> <li>reflects insightfully and coherently on own learning habits, individual and collaborative work habits, and effective strategies to improve</li> <li>reflects insightfully and coherently on own learning about commerce concepts and links their world</li> </ul>	<ul style="list-style-type: none"> <li>applies research methods using relevant commerce sources and systematic referencing</li> <li>selects mathematical methods to analyse evidence and/or graphic methods to represent evidence clearly</li> <li>reflects coherently on own learning habits, individual and collaborative work habits, and plausible strategies to improve</li> <li>reflects on own learning about commerce concepts and understanding and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>applies research methods using reliable general sources and systematic referencing</li> <li>uses mathematical methods to acquire and organise evidence and/or graphic method to explain evidence</li> <li>reflects on learning habits, individual and collaborative work habits, and some strategies to improve</li> <li>reflects on learning about commerce concepts and links to their world</li> </ul>	<ul style="list-style-type: none"> <li>describes information related to a question and derived from minimal sources with minimal referencing</li> <li>describes evidence using mathematical and/or graphic methods</li> <li>reflects on learning and work habits and notes better habits</li> <li>reflects on commerce concepts and identifies features of the world</li> </ul>	<ul style="list-style-type: none"> <li>identifies information using research related to the question with minimal referencing</li> <li>uses mathematical and/or graphic methods to identify evidence</li> <li>reflects on learning and work habits</li> <li>reflects on commerce concepts and the nature of the world</li> </ul>

## Achievement Standards for Commerce M Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>describes commerce ideas with independence</li> <li>describes case studies or examples of commerce ideas with independence</li> <li>describe ethical or sustainable commerce practices with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes commerce ideas with occasional assistance</li> <li>describes case studies of commerce ideas with occasional assistance</li> <li>describe ethical or sustainable commerce practices with occasional assistance</li> </ul>	<ul style="list-style-type: none"> <li>recounts commerce ideas with assistance</li> <li>recounts case studies of commerce ideas with assistance</li> <li>recounts ethical or sustainable commerce practices with assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies commerce ideas with continuous guidance</li> <li>identifies case studies of commerce ideas with continuous guidance</li> <li>identifies ethical or sustainable commerce practices with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies commerce ideas with direct instruction</li> <li>identifies some examples of commerce in people's lives with direct instruction</li> <li>identifies ethical or sustainable commerce practices with direct instruction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>identifies commerce data in graphic representations with independence</li> <li>uses familiar mathematical methods with independence</li> <li>applies concepts and principles for decision making and problem-solving with independence</li> <li>communicates ideas using appropriate evidence, terminology and accurate referencing with independence</li> <li>plans and undertakes independent or collaborative commerce inquiries with independence</li> <li>reflects on own learning to identify strengths with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes commerce data in graphic representations with occasional assistance</li> <li>uses familiar mathematical methods with occasional assistance</li> <li>applies concepts and practices for decision making and problem-solving with occasional assistance</li> <li>communicates ideas using appropriate evidence, terminology and accurate referencing with occasional assistance</li> <li>plans and undertakes independent or collaborative commerce inquiries with occasional assistance</li> <li>reflects on own learning to identify strengths with occasional assistance</li> </ul>	<ul style="list-style-type: none"> <li>recounts commerce data in graphic representations with assistance</li> <li>follows familiar mathematical methods with assistance</li> <li>applies concepts and principles for decision making and problem-solving with assistance</li> <li>communicates ideas using appropriate evidence, terminology and accurate referencing with assistance</li> <li>undertakes guided independent or collaborative commerce inquiries with assistance</li> <li>undertakes guided reflection on own learning to identify successes with assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies commerce data in graphic representations with continuous guidance</li> <li>follows familiar mathematical methods with continuous guidance</li> <li>applies concepts and principles for decision making and problem-solving with continuous guidance</li> <li>communicates ideas using appropriate evidence, terminology and accurate referencing with continuous guidance</li> <li>undertakes guided independent or collaborative commerce inquiries with continuous guidance</li> <li>undertakes guided reflection on own learning to identify successes with continuous assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies commerce data in graphic representations with direct instruction</li> <li>follows mathematical methods with direct instruction</li> <li>applies concepts and models with direct instruction</li> <li>communicates ideas using appropriate evidence, terminology and accurate referencing with direct instruction</li> <li>undertakes simple independent or collaborative research on a topic with direct instruction</li> <li>undertakes reflection on own learning with direct instruction</li> </ul>

## Tourism and Event Industries

**Value: 1.0**

**Tourism and Event Industries a**

**Value 0.5**

**Tourism and Event Industries b**

**Value 0.5**

### Unit Description

Students develop understanding of tourism and event management industries locally, nationally, and globally. They examine the nature, scope, scale and impacts of tourism and event management industries. Students investigate the operations of contemporary tourism and events enterprises, including business, technology, innovation, and customer service skills.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse tourism and event management industries locally, nationally, or globally</li> <li>analyse the nature, scope, scale and impacts of tourism and event management industries</li> <li>analyse tourism and events industry skills and apply to the operations of contemporary tourism and events enterprises</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse tourism and event management industries locally, nationally, and globally</li> <li>critically analyse the nature, scope, scale and impacts of tourism and event management industries</li> <li>synthesise skills required for the operations of contemporary tourism and events enterprises</li> </ul>	<ul style="list-style-type: none"> <li>describe tourism and event management industries locally, nationally, or globally</li> <li>describe the nature and impacts of tourism and event management industries</li> <li>apply customer service skills in tourism and events industries</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>analyse the nature, structures and scale of tourism and the role of stakeholders, for example, day trips, global destinations, mass-market, and the role of a range of stakeholders, for example, business people, customers, government, and convey reliable data on destinations</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the nature, structures and scale of tourism, for example, day trips, global destinations, mass-market, and the role of a range of stakeholders, for example, business people, customers, government, identify and convey reliable sources of data on destinations</li> </ul>	<ul style="list-style-type: none"> <li>describe tourism and its stakeholders</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse the origin, nature, and scale of different types of events, for example, corporate, sporting, and cultural events</li> <li>• analyse core business and management practices related to tourism and events, for example, viability, target markets, customer satisfaction, presenting information and possible destinations</li> <li>• analyse the different economic impacts of different tourism and events industries such as the visitor economy, types of visitors including overnight visitors, international travellers, and day-trippers</li> <li>• analyse relevant data, models, and trends using numerical concepts to propose solutions to problems in tourism and events industries, convey numerical information clearly</li> <li>• analyse the role of tourism policies and initiatives, government organisations and legislation in regulating tourism and event management, for example, voluntary codes, employment law</li> <li>• analyse the impact of technological innovations on tourism and event industries, for example, online booking sites, boutique travel agencies, customer review websites</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the origin, nature, and scale of different types of events, for example, corporate, sporting, and cultural events</li> <li>• evaluate core business and management practices related to tourism and events, for example, viability, target markets, customer satisfaction, presenting information and possible destinations</li> <li>• critically analyse the different economic impacts of different tourism and events industries such as the visitor economy, types of visitors including overnight visitors, international travellers, and day-trippers</li> <li>• critically analyse relevant data, models, and trends using numerical concepts to propose solutions to problems in tourism and events industries, convey numerical information clearly</li> <li>• evaluate the role of tourism policies and initiatives, government organisations and legislation in regulating tourism and event management, for example, voluntary codes, employment law</li> <li>• critically analyse the impact of technological innovations on tourism and event industries, for example, online booking sites, boutique travel agencies, customer review websites</li> </ul>	<ul style="list-style-type: none"> <li>• describe different types of events</li> <li>• identify customer service practices</li> <li>• apply numeracy skills to describe trends in tourism and events industries</li> <li>• identify regulations in the tourism and event industries</li> <li>• describe changes in technology in tourism and event industries</li> </ul>

A Course	T Course	M Course
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse social, environmental, political, and ethical issues affecting consumer behaviour and business decisions in the tourism and events industries, for example, ethical tourism, greenwashing, boycotts, personal security</li> <li>analyse the intention and impact of regulation on the tourism and event industries, for example, human resources and compliance, consumer laws, contracts</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse social, environmental, political, and ethical issues affecting consumer behaviour and business decisions in the tourism and events industries, for example, ethical tourism, greenwashing, boycotts, personal security</li> <li>evaluate the nature, intention, and impact of regulation on tourism and event industries, for example, human resources and compliance, consumer laws, contracts</li> </ul>	<ul style="list-style-type: none"> <li>describe ways to minimise the environmental impact of events and tourism industries</li> <li>describe the regulations of the tourism and event industries</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>investigate questions and/or produce innovative solutions in tourism and event industries by formulating inquiry questions, conducting research, and analysing information from a wide range of sources methods, for example, disaster tourism, glamping, digital economy, access to culturally significant sites (such as Uluru), trade disruption from natural disasters</li> <li>analyse ideas through the interpretation of reliability, patterns, data, and information, including with mathematical methods, for example, advertising rhetoric, cost-benefit analysis, measuring plastic pollution from tourism and events, optimum tourist volume</li> </ul>	<ul style="list-style-type: none"> <li>investigate questions and/or produce innovative solutions in tourism and event industries by formulating inquiry questions, conducting research, and analysing information from a wide range of sources methods, for example, disaster tourism, glamping, digital economy, access to culturally significant sites (such as Uluru), trade disruption from natural disasters</li> <li>critically analyse ideas through the interpretation of reliability, patterns, data, and information, for example, advertising rhetoric, cost-benefit analysis, measuring plastic pollution from tourism and events, optimum tourist volume</li> </ul>	<ul style="list-style-type: none"> <li>investigate questions in tourism and event industries by conducting research and describing information</li> <li>identify reliable information about tourism and events</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• create solutions to address problems and issues using reasoned arguments, for example, over-tourism, animal protection, child protection, diversification of accommodation options (Airbnb), bushfires, tsunami</li> <li>• analyse collaboration and organisational skills, for example, debating, developing products, trade fair stall, fundraising, live streaming events, negotiate agreements</li> <li>• apply communication skills to share ideas for a range of purposes and audiences using academic integrity</li> <li>• analyse appropriate interpersonal communication and interpersonal practices and skills for tourism and event businesses, for example, workplace simulations and role plays, tour guiding, WHS practices, verbal and non-verbal, disability access</li> </ul>	<ul style="list-style-type: none"> <li>• create arguments to address problems and issues, for example, over-tourism, animal protection, child protection, diversification of accommodation options (Airbnb), bushfires, tsunami</li> <li>• synthesise collaboration and organisational skills, for example, debating, developing products, trade fair stall, fundraising, live streaming events, negotiate agreements</li> <li>• synthesise communication skills and complex ideas to pose coherent and sustained arguments for a range of purposes and audiences, using academic integrity</li> <li>• critically analyse appropriate interpersonal communication and interpersonal practices and skills for tourism and event businesses, for example, workplace simulations and role plays, tour guiding, WHS practices, verbal and non-verbal, disability access</li> </ul>	<ul style="list-style-type: none"> <li>• identify problems and issues in tourism and events</li> <li>• identify collaboration and organisational skills for tourism and events</li> <li>• use communication skills to share ideas</li> <li>• use interpersonal and skills to work productively with others</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflect on own learning, learning habits and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on new understandings about Tourism and Event Management and how it effects their lives</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning, learning habits and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on new understandings about Tourism and Event Management and how it effects their lives</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on strategies to improve own learning</li> <li>• reflect on new ideas and skills learned in the unit</li> </ul>

## 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 emphasize 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/M 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/M 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/M content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of tourism and events contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Tourism** or **Certificate III in Tourism**, which provides 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.

### SIT20125 Certificate II in Tourism

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

Code	Competency Title
SITTIND003	Source and use information on the tourism and travel industry

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

Code	Competency Title
BSBCMM211	Apply communication skills (Group C)
BSBTWK201	Work effectively with others (Group C)

**SIT30125 Certificate III in Tourism**

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

<b>Code</b>	<b>Competency Title</b>
<b>SITTIND003</b>	<b>Source and use information on the tourism and travel industry</b>

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

<b>Code</b>	<b>Competency Title</b>
BSBCMM211	Apply communication skills (Imported)
BSBTWK201	Work effectively with others (Group C)

**SIT30522 - Certificate III in Events**

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

<b>Code</b>	<b>Competency Title</b>
<b>BSBTWK201</b>	<b>Work effectively with others</b>
<b>SITEEVT020</b>	<b>Source and use information on the events industry</b>

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

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

**Assessment**

Refer to pages 10-12.

**Places and Products****Value: 1.0****Places and Products a****Value 0.5****Places and Products b****Value 0.5****Unit Description**

Students develop understanding of local, national and global, destinations, events and products. They analyse the interaction between social, cultural, economic, and environmental factors and the tourism and events industries, and how they have changed over time. Students use research skills to analyse and compare tourism and events products and services and select suitable tourism and events products to provide advice to clients. They examine marketing strategies that manipulate customer preferences about places and products. Students undertake business planning to establish a tourism or event venture and they engage in budgeting and costing, and marketing.

**Specific Unit Goals**

This unit should enable students to:

<b>A Course</b>	<b>T Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>analyse information to develop, knowledge and understanding of destinations, events, and products, locally, nationally, and globally</li> <li>analyse the interaction between social, cultural, economic, and environmental factors and the tourism and events sector locally, nationally, and globally</li> <li>analyse skills required and apply to planning, creating, marketing, and providing advice on tourism products and events</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse information to develop, knowledge and understanding of destinations, events, and products, locally, nationally, and globally</li> <li>critically analyse the interaction between social, cultural, economic, and environmental factors and the tourism and events sector locally, nationally, and globally</li> <li>synthesise skills required and apply to planning, creating, marketing, and providing advice on tourism products and events</li> </ul>	<ul style="list-style-type: none"> <li>describe tourism places and products</li> <li>applies inquiry and communication and skills to share information about tourism places and products</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>• analyse the interaction between social, cultural, economic, and environmental factors and the development of different kinds of tourism and events products locally, nationally, and globally, for example, culturally sensitive service delivery, access and amenities, demographics economic development and game park tourism</li> <li>• critically analyse the locations of preferred destinations or events and how that has changed over time, and consider factors contributing to growth or decline in popularity, for example, environmental degradation, political factors, health, safety and security sustainable tourism and the Great Barrier Reef</li> <li>• analyse branding, destination marketing and misleading advertising, including using media and social media, for example, national campaigns, Byron Blues Festival, Beautiful One Day Perfect the Next</li> <li>• analyse marketing principles and methods in tourism and event management, for example, 4 Ps (product, price, place, and promotion), consumer research, market research and brand strategy marketing principles and 'the Olympics'</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the interaction between social, cultural, economic, and environmental factors and the development of different kinds of tourism and events products locally, nationally, and globally, for example, culturally sensitive service delivery, access and amenities, demographics economic development and game park tourism</li> <li>• critically analyse the locations of preferred destinations or events and how that has changed over time, and consider factors contributing to growth or decline in popularity, for example, environmental degradation, political factors, health, safety and security sustainable tourism and the Great Barrier Reef</li> <li>• critically analyse branding, destination marketing and misleading advertising, including using media and social media, for example, national campaigns, Byron Blues Festival, Beautiful One Day Perfect the Next</li> <li>• critically analyse marketing principles and methods in tourism and event management, for example, 4 Ps (product, price, place, and promotion), consumer research, market research and brand strategy marketing principles and 'the Olympics'</li> </ul>	<ul style="list-style-type: none"> <li>• describe tourism places and products</li> <li>• describe the nature and purpose of advertising for tourism and events</li> <li>• use marketing principles to share information about a tourism or even product</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse budgeting and costing processes and principles and apply to business planning in a tourism and event context, for example, profit margin, transactions, cost benefit analysis, spreadsheets</li> <li>create a tourism or event product by applying principles, processes, and skills, for example, a business plan, planning process, event plan</li> <li>analyse the impact of technological innovations on tourism and event products and places, for example, online travel guides, virtual tours, social media presence</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse budgeting and costing processes and principles and apply to business planning in a tourism and event context, for example, profit margin, transactions, cost benefit analysis, spreadsheets</li> <li>create a tourism or event product by applying principles, processes, and skills, for example, a business plan, planning process, event plan</li> <li>critically analyse the impact of technological innovations on tourism and event products and places, for example, online travel guides, virtual tours, social media presence</li> </ul>	<ul style="list-style-type: none"> <li>use numeracy skills for planning and understanding places and products</li> <li>create a tourism or event product using inquiry, communication, and organisational skills</li> <li>describe new technologies used in tourism and events</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse social, environmental, political, and ethical issues affecting consumer behaviour and business decisions in the tourism and events industries, for example, online booking, self-managed travel, insurance policies</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse social, environmental, political, and ethical issues affecting consumer behaviour and business decisions in the tourism and events industries, for example, online booking, self-managed travel, insurance policies</li> <li>evaluate the nature, intention, and impact of regulation on the tourism and event products, for example, data harvesting and privacy, compliance with social media rules, culturally appropriate advertising, copyright in marketing</li> </ul>	<ul style="list-style-type: none"> <li>describe ways tourism and events businesses minimise their impact on the environment and/or communities</li> </ul>

A Course	T Course	M Course
<b>Skills</b>		
<ul style="list-style-type: none"> <li>• formulate inquiry questions, conduct research, and analyse information from a wide range of sources methods to answer questions about tourism and event products, for example, targeted marketing, innovations in marketing, tailored destination research, personalised tours</li> <li>• analyse ideas through the interpretation of reliability, patterns, data and information, including with mathematical methods, for example, customer research data, differentiating product information data, consumer behaviour patterns, impact data, disability access information, educating customers, close reading of product information, business decision making</li> <li>• create solutions to address problems and issues using reasoned arguments, for example, pitch a product, pitching a marketing strategy, develop a costing strategy, pitch a business plan</li> <li>• apply collaboration and organisational skills, for example, group research task, group pitching, use a variety of communication methods and styles</li> </ul>	<ul style="list-style-type: none"> <li>• formulate inquiry questions, conduct research, and analyse information from a wide range of sources methods to answer questions about tourism and event products, for example, targeted marketing, innovations in marketing, tailored destination research, personalised tours</li> <li>• critically analyse ideas through the interpretation of reliability, patterns, data and information, including with mathematical methods for example, customer research data, differentiating product information data, consumer behaviour patterns, impact data, disability access information, educating customers, close reading of product information, business decision making</li> <li>• create arguments to address problems and issues, for example, pitch a product, pitching a marketing strategy, develop a costing strategy, pitch a business plan</li> <li>• synthesise collaboration and organisational skills, for example, group research task, group pitching, use a variety of communication methods and styles</li> </ul>	<ul style="list-style-type: none"> <li>• use inquiry skills to find and share information</li> <li>• identify reliable information about tourism and events</li> <li>• identify problems and issues in tourism and events</li> <li>• identify collaboration and organisational skills for tourism and events</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• apply communication skills to share ideas for a range of purposes and audiences using academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• synthesise communication skills and complex ideas to pose coherent and sustained arguments for a range of purposes and audiences using academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• use communication skills to share ideas</li> </ul>

<ul style="list-style-type: none"> <li>analyse appropriate interpersonal communication and interpersonal practices and skills for tourism and event businesses, for example, communicating with people from diverse backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse appropriate interpersonal communication and interpersonal practices and skills for tourism and event businesses, for example, communicating with people from diverse backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>use interpersonal and skills to work productively with others</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on own learning, learning habits and performance, including planning and time management, to develop strategies to improve own learning</li> <li>reflect on new understandings about Tourism and Event Management and how it effects their lives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning, learning habits and performance, including planning and time management, to develop strategies to improve own learning</li> <li>reflect on new understandings about Tourism and Event Management and how it effects their lives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on strategies to improve own learning</li> <li>reflect on new ideas and skills learned in the unit</li> </ul>

## 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 emphasis 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/M 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 tourism and events contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Tourism** or **Certificate III in Tourism**, which provides 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.

### SIT20125 Certificate II in Tourism

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

Code	Competency Title
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity

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

Code	Competency Title
SIRXPDK001	Advise on products and services (Group E)
SITXMPR010	Create a promotional display or stand (Import from SIT)

### SIT30125 Certificate III in Tourism

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

Code	Competency Title
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity

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

Code	Competency Title
SIRXPDK001	Advise on products and services (Group E)
SITXMPR010	Create a promotional display or stand (Import from SIT)

### SIT30522 - Certificate III in Events

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

Code	Competency Title
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity

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

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

## Assessment

Refer to pages 10-12.

## Trends, Issues and Challenges

**Value: 1.0**

**Trends, Issues and Challenges a**

**Value 0.5**

**Trends, Issues and Challenges b**

**Value 0.5**

### Unit Description

Students examine contemporary trends, issues, challenges, and opportunities facing the tourism and events industries. They investigate factors contributing to growth or decline in popularity of places, products, and events, and examine changes in consumer demands and expectations. Students apply knowledge and problem-solving skills to analyse the changes that occur over time to develop understanding of current and future challenges and opportunities. They assess the challenges and opportunities offered by cultural, social, and historical factors, and develop understanding of the importance of working within and across cultures, including indigenous communities.

### Specific Unit Goals

This unit should enable students to:

<b>A Course</b>	<b>T Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>analyse current trends, issues, and challenges and opportunities in tourism and event management industries</li> <li>analyse ethical, environmental and sustainability factors in creating and operating tourism enterprises and events</li> <li>analyse the skills required to adapt and change to meet new and future challenges and trends in tourism and events industries</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse current trends, issues, and challenges and opportunities in tourism and event management industries</li> <li>critically analyse ethical, environmental and sustainability factors in creating and operating tourism enterprises and events</li> <li>synthesise the skills required to adapt and change to meet new and future challenges and trends in tourism and events industries</li> </ul>	<ul style="list-style-type: none"> <li>describe current trends, issues, and challenges and opportunities in tourism and event management industries</li> <li>describe ethical, environmental and sustainability procedures in operating tourism enterprises and events</li> <li>apply skills to work productively with others in meeting new situations</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	<b>T Course</b>	<b>M Course</b>
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>analyse the impact of contemporary ethical, environmental and sustainability issues on changing trends in the tourism and events sector, for example, eco-tourism, pandemic response, natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the impact of contemporary ethical, environmental and sustainability issues on changing trends in the tourism and events sector, for example, eco-tourism, pandemic response, natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>describe current trends, issues, and challenges and opportunities in tourism and event management industries</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse opportunities and challenges and changing trends in the tourism and events sector, for example, global warming, globalised culture, influencer culture</li> <li>• analyse knowledge and apply problem solving skills to address and anticipate contemporary and future changes in the sector, for example, changes in visitor number management, meeting consumer expectations, space tourism</li> <li>• analyse contemporary consumer expectations, for example, levels of satisfaction, cleanliness, functionality, convenience, photographability, cultural variance in expectations</li> <li>• analyse business and sectoral claims to ethical, environmental and sustainability models, for example, greenwashing, hidden externalities, carbon offsets</li> <li>• analyse principles and practices for working within and across Indigenous communities and other cultures, for example, Indigenous tourism partnerships and employment, ethical access to Indigenous sites, welcome to country protocols, presentation of cultural performances</li> <li>• create a tourism product or event and analyse customer experience and communication practices</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse opportunities and challenges and changing trends in the tourism and events sector, for example, global warming, globalised culture, influencer culture</li> <li>• synthesise knowledge and problem-solving skills to address and anticipate contemporary and future changes in the sector, for example, changes in visitor number management, meeting consumer expectations, space tourism</li> <li>• evaluate contemporary consumer expectations, for example, levels of satisfaction, cleanliness, functionality, convenience, photographability, cultural variance in expectations</li> <li>• evaluate business and sectoral claims to ethical, environmental and sustainability models, for example, greenwashing, hidden externalities, carbon offsets</li> <li>• critically analyse principles and practices for working within and across Indigenous communities and other cultures, for example, Indigenous tourism partnerships and employment, ethical access to Indigenous sites, welcome to country protocols, presentation of cultural performances</li> <li>• create a tourism product or event and evaluate customer experience and communication practices</li> </ul>	<ul style="list-style-type: none"> <li>• describe contemporary consumer expectations of tourism and events businesses</li> <li>• describe ethical, environmental and sustainability procedures in operating tourism enterprises and events</li> <li>• describe processes for working in culturally safe ways</li> <li>• create a tourism product or event and reflect on customer experience and communication practices</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse the impact of technological innovations on tourism and event businesses and consumers, for example, experience rooms, webinars, travel podcasts</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the impact of technological innovations on tourism and event businesses and consumers, for example, experience rooms, webinars, travel podcasts</li> </ul>	<ul style="list-style-type: none"> <li>describe new technologies used in tourism and events</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse social, environmental, and ethical issues affecting current trends and changes in consumer behaviour and business decisions in the tourism and events sector, for example, voluntourism, wellbeing retreats, appropriate corporate sponsorship</li> <li>analyse the capacity of regulation to keep pace with change and trends in tourism and events business and products, for example, pill testing at festivals, maximum numbers, micro-business regulation</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse social, environmental, and ethical issues affecting current trends and changes in consumer behaviour and business decisions in the tourism and events sector, for example, voluntourism, wellbeing retreats, appropriate corporate sponsorship</li> <li>evaluate the capacity of regulation to keep pace with change and trends in tourism and events business and products, for example, pill testing at festivals, maximum numbers, micro-business regulation</li> </ul>	<ul style="list-style-type: none"> <li>describe some social, environmental and/or ethical issues that affect a tourism or event venture</li> <li>describe relevant laws that regulate tourism and events</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>develop inquiry questions, conduct research, and analyse information from a range of sources methods to answer questions about trends, issues, and challenges, for example, influences on consumer demand and interest, constraints on developing tourism products, predicting future products</li> <li>analyse ideas through the interpretation of patterns, data, and information, including with mathematical methods for example, predicting future trends, measuring impact, impact survey</li> </ul>	<ul style="list-style-type: none"> <li>formulate inquiry questions, conduct research, and analyse information from a wide range of sources methods to answer questions about trends, issues, and challenges, for example, influences on consumer demand and interest, constraints on developing tourism products, predicting future products</li> <li>critically analyse ideas through the interpretation of patterns, data, and information, including with mathematical methods for example, predicting future trends, measuring impact, impact survey</li> </ul>	<ul style="list-style-type: none"> <li>use inquiry skills to find and share information</li> <li>use numeracy skills to identify and solve problems</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• create arguments and innovative solutions to address problems and issues, for example, mission and vision statements, technological solutions, product refinement and reinvention</li> <li>• apply collaboration and organisational skills, for example, group problem solving, collaborative planning and presenting, hold an event, assist</li> <li>• apply communication skills to share ideas for a range of purposes and audiences using academic integrity</li> <li>• analyse appropriate communication and interpersonal practices and skills for tourism and event businesses, for example, communicating with clients through social media platforms</li> </ul>	<ul style="list-style-type: none"> <li>• create arguments and innovative solutions to address problems and issues, for example, mission and vision statements, technological solutions, product refinement and reinvention</li> <li>• synthesise collaboration and organisational skills, for example, group problem solving, collaborative planning and presenting, hold an event, assist</li> <li>• synthesise communication skills and complex ideas to pose coherent and sustained arguments for a range of purposes and audiences using academic integrity</li> <li>• critically analyse appropriate communication and interpersonal practices and skills for tourism and event businesses, for example, communicating with clients through social media platforms</li> </ul>	<ul style="list-style-type: none"> <li>• use skills to solve problems</li> <li>• apply skills to work productively with others</li> <li>• use communication skills to share ideas</li> <li>• use interpersonal and skills to communicate clearly and work productively with others</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflect on own learning, learning habits and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on new understandings about Tourism and Event Management and how it effects their lives</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning, learning habits and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on new understandings about Tourism and Event Management and how it effects their lives</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on strategies to improve own learning</li> <li>• reflect on new ideas and skills learned in the unit</li> </ul>

## 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 emphasis 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/M 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 tourism and events contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Tourism** or **Certificate III in Tourism**, which provides 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.

### SIT20125 Certificate II in Tourism

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

Code	Competency Title
SITXCCS009	Provide customer information and assistance

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

Code	Competency Title
BSBSUS211	Participate in sustainable work practices (Group C)
BSBTEC303	Create electronic presentations (Imported)
SITXCOM006	Source and present information (Group C)

**SIT30125 Certificate III in Tourism**

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

<b>Code</b>	<b>Competency Title</b>
BSBSUS211	Participate in sustainable work practices (Group E)
BSBTEC303	Create electronic presentations (Imported)
SITXCOM006	Source and present information (Group E)

**SIT30522 - Certificate III in Events**

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

<b>Code</b>	<b>Competency Title</b>
BSBTEC303	Create electronic presentations (Group E)
BSBSUS211	Participate in sustainable work practices (Group B)

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

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

**Assessment**

Refer to pages 10-12.

## Managing Events and Tourism

**Value: 1.0**

**Managing Events and Tourism a**

**Value 0.5**

**Managing Events and Tourism b**

**Value 0.5**

### Unit Description

Students investigate tourism and event operations and management and implement their own tourism or event operation. They consider the role of tourism policy, government organisations and legislation in regulating tourism and event management, including Workplace Health and Safety compliance. They develop understanding of inter-cultural communication and examine considerations for negotiating with clients. Students critically analyse theories about, and apply skills in, managing relationships by complying with regulation and resolving and evaluating conflict situations among diverse cultural groups.

### Specific Unit Goals

This unit should enable students to:

<b>A Course</b>	<b>T Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>analyse tourism and event operations and management to understand better practice in the industries</li> <li>analyse relationship management, regulatory compliance, and customer service models and theories in tourism and event industries</li> <li>apply skills required to identify and meet customer expectations and communicate across cultures and apply to creating a product or event</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse tourism and event operations and management to understand better practice in the industries</li> <li>critically analyse relationship management, regulatory compliance, and customer service models and theories in tourism and event industries</li> <li>synthesise skills required to identify and meet customer expectations and communicate across cultures and apply to creating a product or event</li> </ul>	<ul style="list-style-type: none"> <li>describe some case studies of tourism and events businesses</li> <li>describe regulations for tourism and events businesses</li> <li>use skills to work productively individually and with others</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	<b>T Course</b>	<b>M Course</b>
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>analyse models of leadership and relationships with colleagues and apply to operational processes, for example induction processes as a team leader, leadership models, such as autocratic, consultative</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse models of leadership and relationships with colleagues and apply to operational processes, for example induction processes as a team leader, leadership models, such as autocratic, consultative</li> </ul>	<ul style="list-style-type: none"> <li>describe relevant operational processes in tourism and events businesses</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse customer service models and apply to provide appropriate service for customers, for example, call centre protocols, industry star ratings, rewards programs</li> <li>• analyse theories and practices for communication with clients to evaluate and resolve conflict situations, for example, inter-cultural communication, unconscious bias, Organisational Perception</li> <li>• analyse relationship management principles and apply to resolving conflict situations, for example, Strategic Corporate Responsibility, Social Responsibility Theory, Politeness Theory, Strategic Communication Theory</li> <li>• create a tourism product or event and assess customer experience and communication practices</li> <li>• analyse Workplace Health and Safety principles and apply to the health and safety issues for staff and clients, for example, induction talks, penalties for breaches, risk management, terrorist threats and security procedures</li> <li>• analyse the impact of technological innovations on tourism and event businesses and workers, for example, online customer service, maintaining web presence, monitoring social media feedback</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse customer service models and apply to provide appropriate service for customers, for example, call centre protocols, industry star ratings, rewards programs</li> <li>• critically analyse theories and practices for communication with clients to evaluate and resolve conflict situations, for example, inter-cultural communication, unconscious bias, Organisational Perception</li> <li>• evaluate relationship management principles and apply to resolving conflict situations, for example, Strategic Corporate Responsibility, Social Responsibility Theory, Politeness Theory, Strategic Communication Theory</li> <li>• create a tourism product or event and evaluate customer experience and communication practices</li> <li>• evaluate Workplace Health and Safety principles and apply to the health and safety issues for staff and clients, for example, induction talks, penalties for breaches, risk management, terrorist threats and security procedures</li> <li>• critically analyse the impact of technological innovations on tourism and event businesses and workers, for example, online customer service, maintaining web presence, monitoring social media feedback</li> </ul>	<ul style="list-style-type: none"> <li>• use a process for providing customer service</li> <li>• use communication skills to communicate with clients</li> <li>• describe productive business relationships</li> <li>• create a tourism product or event and reflect on success</li> <li>• follow Workplace Health and Safety procedures</li> <li>• describe new technologies in tourism and events businesses</li> </ul>

A Course	T Course	M Course
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse social, environmental, and ethical issues and implement in a tourism product or event that meets current trends in consumer behaviour, for example, capturing local trends, training staff for ethical considerations, meeting the 'triple bottom line' in implementing product or event</li> <li>analyse the nature, intention, and impact of regulation on the tourism and events work practices, for example, ergonomics, WHS/sexual harassment, single use plastics ban, reusable cups</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse social, environmental, and ethical issues and implement in a tourism product or event that meets current trends in consumer behaviour, for example, capturing local trends, training staff for ethical considerations, meeting the 'triple bottom line' in implementing product or event</li> <li>evaluate the nature, intention, and impact of regulation on the tourism and events work practices, for example, ergonomics, WHS/sexual harassment, single use plastics ban, reusable cups</li> </ul>	<ul style="list-style-type: none"> <li>describe ways to minimise the environmental impact of events and tourism industries</li> <li>describe fair work conditions in tourism and events businesses</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>formulate inquiry questions, conduct research, and analyse information from a wide range of sources methods to answer questions, for example, carbon offset schemes, better practice in preventing bullying and sexual harassment</li> <li>analyse ideas through the interpretation of patterns, data, and information, including with mathematical methods, for example, risk calculations, sustainability versus cost/profit</li> <li>create arguments and develop solutions to address problems and issues, for example, risk mitigation, live streamed events, ethical sponsorship, competition, leadership and customer service models, better practice in WHS analysis/niche analysis, working from home arrangements</li> </ul>	<ul style="list-style-type: none"> <li>formulate inquiry questions, conduct research, and analyse information from a wide range of sources methods to answer questions, for example, carbon offset schemes, better practice in preventing bullying and sexual harassment</li> <li>critically analyse ideas through the interpretation of patterns, data, and information, including with mathematical methods, for example, risk calculations, sustainability versus cost/profit</li> <li>create arguments and innovative solutions to address problems and issues, for example, risk mitigation, live streamed events, ethical sponsorship, competition, leadership and customer service models, better practice in WHS analysis/niche analysis, working from home arrangements</li> </ul>	<ul style="list-style-type: none"> <li>use inquiry skills to answer questions in tourism and events</li> <li>use numeracy skills in creating products</li> <li>use skills to solve problems</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• apply collaboration and organisational skills, for example, event plans, work-flow plans, timelines, organisational charts, project management plans</li> <li>• apply communication skills to share ideas for a range of purposes and audiences using academic integrity</li> <li>• analyse appropriate communication and interpersonal practices and skills for tourism and event businesses, for example, conflict resolution for customer service, managing customer expectation during sudden changes, training staff in communication and interpersonal skills, negotiating changes and cancellations, addressing customer complaints and employee grievance and complaint procedures</li> </ul>	<ul style="list-style-type: none"> <li>• synthesise collaboration and organisational skills, for example, event plans, work-flow plans, timelines, organisational charts, project management plans</li> <li>• synthesise communication skills and complex ideas to pose coherent and sustained arguments for a range of purposes and audiences using academic integrity</li> <li>• critically analyse appropriate communication and interpersonal practices and skills for tourism and event businesses, for example, conflict resolution for customer service, managing customer expectation during sudden changes, training staff in communication and interpersonal skills, negotiating changes and cancellations, addressing customer complaints and employee grievance and complaint procedures</li> </ul>	<ul style="list-style-type: none"> <li>• use skills to work well with others</li> <li>• use communication skills to share ideas</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflect on own learning, learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on new understandings about Tourism and Event Management and how it effects their lives</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning, learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on new understandings about Tourism and Event Management and how it effects their lives</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on strategies to improve own learning</li> <li>• reflect on new ideas and skills learned in the unit</li> </ul>

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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 emphasize 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 tourism and events contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Tourism** or **Certificate III in Tourism**, which provides 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.

### SIT20125 Certificate II in Tourism

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

Code	Competency Title
SITXCCS009	Provide customer information and assistance
SITXWHS005	Participate in safe work practices

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

Code	Competency Title
SITXCCS010	Provide visitor information (Group A)
SITXCOM008	Provide a briefing or scripted commentary (Group A)

### SIT30125 Certificate III in Tourism

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

Code	Competency Title
SITXWHS005	Participate in safe work practices

The following **elective** competencies selected to meet packaging rules from the list below must also be delivered:

Code	Competency Title
SITXCCS010	Provide visitor information (Group A)
SITXCOM008	Provide a briefing or scripted commentary (Group B)

### SIT30522 - Certificate III in Events

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

Code	Competency Title
SITXWHS005	Participate in safe work practices

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

It is essential to access [www.training.gov.au](http://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

Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one independent study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an independent unit and the third 1.0 unit in a 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.

**NOTE: Training Package requirements for students seeking VET qualifications through the Tourism, Travel and Hospitality Training Package (SIT) must still be met.**

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse key tourism and event management concepts in the chosen area of study</li> <li>analyse theories and practices in the chosen area of study</li> <li>investigate the key skills required to complete the chosen area of study/project</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse key tourism and event management concepts in the chosen area of study</li> <li>critically analyse theories and practices in the chosen area of study</li> <li>investigate the key skills required to complete the chosen area of study/project</li> </ul>	<ul style="list-style-type: none"> <li>describe examples in the chosen area of study</li> <li>use relevant skills to complete the project</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>analyse the nature, structure, and scale of the chosen topic</li> <li>analyse theories and practice in the chosen topic</li> <li>analyse changes and trends in the chosen topic</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the nature, structure, and scale of the chosen topic</li> <li>critically analyse theories and practice in the chosen topic</li> <li>critically analyse changes and trends in the chosen topic</li> </ul>	<ul style="list-style-type: none"> <li>describe the context of the chosen area of study</li> <li>describe examples in the chosen area of study</li> <li>describe some trends and recent changes in the chosen area of study</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse relevant business and economics principles in the area of study</li> <li>apply numerical models and analysis to the chosen area of study</li> <li>apply relevant ideas practices, models, trends, and concepts to analyse problems in the chosen area of study</li> <li>analyse the transformational impact of technological innovations on the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>evaluate relevant business and economics principles in the area of study</li> <li>apply numerical models and analysis to the chosen area of study</li> <li>synthesise relevant ideas, practices, models, trends, and concepts to critically analyse problems in the chosen area of study</li> <li>critically analyse the transformational impact of technological innovations on the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>use numeracy skills to help plan a product for the chosen area of study</li> <li>use skills to work well with others and individually</li> <li>describe new technologies in the chosen area of study</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse social, environmental, and ethical issues affecting the chosen area of study</li> <li>analyse the nature, intention, and impact of regulation on the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse social, environmental, and ethical issues affecting the chosen area of study</li> <li>evaluate the nature, intention, and impact of regulation on the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>describe ways to minimise the environmental and/or social impact of events and tourism in the chosen area of study</li> <li>describe regulations in the chosen area of study</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>develop inquiry questions, conduct research, and analyse information from a range of sources methods to answer questions</li> <li>analyse ideas through the interpretation of patterns, data, and information, including with Mathematical methods</li> <li>create arguments and innovative solutions to address problems and issues</li> <li>apply effective collaboration and organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>formulate inquiry questions, conduct research, and analyse information from a wide range of sources methods to answer questions</li> <li>critically analyse ideas through the interpretation of patterns, data, and information, including with Mathematical methods</li> <li>create arguments and innovative solutions to address problems and issues</li> <li>apply effective collaboration and organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>use inquiry skills to answer questions and solve problems</li> <li>use numeracy skills to plan products</li> <li>create products and/or answers to questions</li> <li>use skills to work productively with others</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• apply communication skills to share ideas for a range of purposes and audiences using academic integrity</li> <li>• analyse appropriate communication and interpersonal practices and skills for tourism and event businesses</li> </ul>	<ul style="list-style-type: none"> <li>• synthesise communication skills and complex ideas to pose coherent and sustained arguments for a range of purposes and audiences using academic integrity</li> <li>• critically analyse appropriate communication and interpersonal practices and skills for tourism and event businesses</li> </ul>	<ul style="list-style-type: none"> <li>• use communication skills to share ideas</li> <li>• use interpersonal skills relevant to the chosen context</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflect on own learning, learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on new understandings about Tourism and Event Management and how it effects their lives</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning, learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on new understandings about Tourism and Event Management and how it effects their lives</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on strategies to improve own learning</li> <li>• reflect on new ideas and skills learned in the unit</li> </ul>

## 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 emphasis 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/M 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 or major.

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 the Independent Study Unit (if applicable), students must have studied a minimum of **THREE** standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval is also required for a student in Year 12 to enrol concurrently in an independent unit and the third 1.0 unit in a course of study. Independent study units are only available to individual students in Year 12.

### 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:

- Business Services
- Hospitality

### 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.

## System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

## The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

## Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

## Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

## Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

## Appendix B – Course Developers

<b>Name</b>	<b>College</b>
Alison Di Berardino	Dickson College
Bernadette Bradley	St Francis Xavier College
Olivia Cable	Lake Tuggeranong College
Dr Johra Fatima	University of Canberra
Candace Safi	Canberra Institute of Technology

## 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
identify, summarise and plan	select	main points, words, ideas in text
	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	Conduct an analysis using the ideas or theories of a critic or scholar that engages in wider debates in the discipline
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.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit 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

#### SIT20125 - Certificate II in Tourism

For **SIT20125 Certificate II in Tourism** the following packaging rules apply:

**Total number of units = 11**

**5 core units** plus

**6 elective units** consisting of

- 3 units from Group A
- 3 units from the list below, elsewhere in the SIT Training Package, or any other current 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 Tourism

Code	Competency Title	Core/Elective
SITXCCS009	Provide customer information and assistance	Core
SITXCCS011	Interact with customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITTIND003	Source and use information on the tourism and travel industry	Core
SITXWHS005	Participate in safe work practices	Core
<b>Group A</b>		
SIRXPDK001	Advise on products and services	Elective
SITXCCS010	Provide visitor information	Elective
SITXCOM008	Provide a briefing or scripted commentary	Elective
<b>Other Electives</b>		
BSBSUS211	Participate in sustainable work practices	Elective
BSBTEC303	Create electronic presentations	Elective
BSBTWK201	Work effectively with others	Elective
SITXCOM006	Source and present information	Elective
SITXMPR010	Create a promotional display or stand	Elective

## Statement of Attainment in:

### SIT30125 - Certificate III in Tourism

For SIT30125 Certificate III in Tourism the following packaging rules apply:

**Total number of units = 15**

**4 core units**

**11 elective units, consisting of:**

- 5 units from Group A  
*OR*
- 6 units from Group B  
*OR*
- at least 3 units from Group C  
*OR*
- 6 units from Group D

The remaining units may be selected from any elective group below, elsewhere in the SIT Training Package, or any current 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 a Statement of Attainment towards a Certificate III in Tourism

Code	Competency Title	Core/Elective
SITTIND003	Source and use information on the tourism and travel industry	Core
SITXCCS014	Provide service to customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate in safe work practices	Core
<b>Group A</b>		
SITXCCS010	Provide visitor information	Elective
<b>Group B</b>		
SITXCOM008	Provide a briefing or scripted commentary	Elective
<b>Group E</b>		
BSBSUS211	Participate in sustainable work practices	Elective
BSBTWK201	Work effectively with others	Elective
SIRXPDK001	Advise on products and services	Elective
SITXCOM006	Source and present information	Elective
<b>Imported</b>		
BSBCMM211	Apply communication skills	Elective
BSBTEC303	Create electronic presentations	Elective
SITXMPR010	Create a promotional display or stand	Elective

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.

## Statement of Attainment in:

### SIT30522 - Certificate III in Events

For **SIT30522 - Certificate III in Events** the following packaging rules apply:

**Total number of units = 13**

**6 core units plus**

**7 elective units**

The elective units consist of:

- 2 units from Group A
- 3 units from Group A *OR* Group B
- 2 units from Group A, Group B, elsewhere in the SIT Training Package, or any other current 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 Events

Code	Competency Title	Core/Elective
BSBTWK201	Work effectively with others	Core
SITEEVT020	Source and use information on the events industry	Core
SITXCCS014	Provide service to customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate in safe work practices	Core
<b>Group B</b>		
BSBSUS211	Participate in sustainable work practices	Elective
BSBTEC303	Create electronic presentations	Elective

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 - SIT20125 Certificate II in Tourism

BSSS Unit Title	Competencies	
Tourism and Event Industries	<b>Core Code</b>	<b>Core Title</b>
	SITTIND003	Source and use information on the tourism and travel industry
	<b>Elective Code</b>	<b>Elective Title</b>
	BSBCMM211 BSBTWK201	Apply communication skills Work effectively with others
Places and Products	<b>Core Code</b>	<b>Core Title</b>
	SITXCCS011 SITXCOM007	Interact with customers Show social and cultural sensitivity
	<b>Elective Code</b>	<b>Elective Title</b>
	SIRXPDK001 SITXMPR010	Advise on products and services Create a promotional display or stand
Trends, Issues and Challenges	<b>Core Code</b>	<b>Core Title</b>
	SITXCCS009	Provide customer information and assistance
	<b>Elective Code</b>	<b>Elective Title</b>
	BSBSUS211 SITXCOM006 BSBTEC303	Participate in sustainable work practices Source and present information Create electronic presentations
Managing Events and Tourism	<b>Core Code</b>	<b>Core Title</b>
	SITXWHS005 SITXCCS009	Participate in safe work practices Provide customer information and assistance
	<b>Elective Code</b>	<b>Elective Title</b>
	SITXCCS010 SITXCOM008	Provide visitor information Provide a briefing or scripted commentary

## VET Implementation Summary - SIT30125 Certificate III in Tourism

<b>BSSS Unit Title</b>	<b>Competencies</b>	
<b>Tourism and Event Industries</b>	<b>Core Code</b>	<b>Core Title</b>
	<b>SITTIND003</b>	<b>Source and use information on the tourism and travel industry</b>
	<b>Elective Code</b>	<b>Elective Title</b>
	BSBCMM211 BSBTWK201	Apply communication skills Work effectively with others
<b>Places and Products</b>	<b>Core Code</b>	<b>Core Title</b>
	<b>SITXCOM007</b> <b>SITXCCS014</b>	<b>Show social and cultural sensitivity</b> <b>Provide service to customers</b>
	<b>Elective Code</b>	<b>Elective Title</b>
	SIRXPDK001 SITXMPR010	Advise on products and services (Group E) Create a promotional display or stand (Imported from elsewhere in SIT)
<b>Trends, Issues and Challenges</b>	<b>Core Code</b>	<b>Core Title</b>
	Nil	
	<b>Elective Code</b>	<b>Elective Title</b>
	BSBSUS211 BSBTEC303 SITXCOM006	Participate in sustainable work practices (Group E) Create electronic presentations (Group Other) Source and present information (Group E)
<b>Managing Events and Tourism</b>	<b>Core Code</b>	<b>Core Title</b>
	<b>SITXWHS005</b>	<b>Participate in safe work practices</b>
	<b>Elective Code</b>	<b>Elective Title</b>
	SITXCCS010 SITXCCS009	Provide visitor information (Group A) Provide customer information and assistance (Group B)

**VET Implementation Summary - SIT30522 Certificate III in Events**

<b>BSSS Unit Title</b>	<b>Competencies</b>	
<b>Tourism and Event Industries</b>	<b>Core Code</b>	<b>Core Title</b>
	BSBTWK201 SITEEVT020	Work effectively with others Source and use information on the events industry
	<b>Elective Code</b>	<b>Elective Title</b>
	Nil	
<b>Places and Products</b>	<b>Core Code</b>	<b>Core Title</b>
	SITXCCS014 SITXCOM007	Provide service to customers Show social and cultural sensitivity
	<b>Elective Code</b>	<b>Elective Title</b>
	Nil	
<b>Trends, Issues and Challenges</b>	<b>Core Code</b>	<b>Core Title</b>
	Nil	
	<b>Elective Code</b>	<b>Elective Title</b>
	BSBTEC303 BSBSUS211	Create electronic presentations (Group B) Participate in sustainable work practices (Group B)
<b>Managing Events and Tourism</b>	<b>Elective Code</b>	<b>Elective Title</b>
	SITXWHS005	Participate in safe work practices (Other) SIT

## 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

### Condition 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 to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au) by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

<b>College:</b>				
<b>Course Title:</b>	<b>Tourism and Event Management</b>			
<b>Classification/s:</b>	<b>A</b>	<b>T</b>	<b>M</b>	<b>V</b>
<b>Framework:</b>	<b>Commerce Course Framework</b>			
<b>Dates of Course Accreditation:</b>	<b>from</b>	2022	<b>to</b>	2028