

**Written under the Tourism and Hospitality Course Framework 2011**

**Accredited from 2014 – 2018 (Extended to 2021)**Updated December 2016 to meet Standards for new version of Training Package

**Supporting Qualifications** from **SIT Tourism, Travel and Hospitality Training Package**   
(refer to *training.gov.au*):

SIT20116 **Certificate II in Tourism**

SIT30116 **Certificate III in Tourism**

Tourism and Event Management

A/T/M/V

Front Cover Art provided by Canberra College student Aidan Giddings

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Course Adoption Form for Accredited Course | | | | | | |
| Choose one of the following:  🞏 adoption of units as per course document  🞏 adoption of units with a different combination of units | | | | | | |
| The college is entered on the National Register to award Certificates delivered by this course.  🞏 Yes 🞏 No (V Adoption only) | | | | | | | | |
| College: | | | | | | | | |
| Course Title:  Tourism and Event Management | | | | | Classification: A/V | | 🞏 V Adoption | |
| Framework:  Tourism and Hospitality Course Framework 2011 | | | | | | | | |
| Dates of Course Accreditation: | | | | | From | **2017** | to | **2021** |
| Identify units to be adopted by ticking the check boxes | | | | | | | | |
| **Adopt** | Unit Prefix | | Unit Title | | | | Value (1.0/0.5) | Length |
| 🞏 |  | | Tourism and Event Management | | | | 1.0 | S |
| 🞏 |  | | Introduction to the Tourism Industry | | | | 0.5 | Q |
| 🞏 |  | | Tourism and Event Management Skills | | | | 0.5 | Q |
| 🞏 |  | | Global Tourism | | | | 1.0 | S |
| 🞏 |  | | Introduction to Global Tourism | | | | 0.5 | Q |
| 🞏 |  | | Global Tourism Operations | | | | 0.5 | Q |
| 🞏 |  | | Working in Tourism | | | | 1.0 | S |
| 🞏 |  | | Introduction to Working in Tourism | | | | 0.5 | Q |
| 🞏 |  | | Working in Tourism Applications | | | | 0.5 | Q |
| 🞏 |  | | Tourism and Events Promotion | | | | 1.0 | S |
| 🞏 |  | | Introduction to Tourism Events | | | | 0.5 | Q |
| 🞏 |  | | Tourism and Events Applications | | | | 0.5 | Q |
| 🞏 |  | | SWL – Tourism 1 | | | | 0.5 | Q |
| 🞏 |  | | SWL – Tourism 2 | | | | 0.5 | Q |
|  | | | | | | | | |
| **Adoption** The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. | | | | | | | | |
| **Principal**:  / /20 | | | | **College Board Chair:**  / /20 | | | | |
| BSSS Office Use  Entered into database: / /20 | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Course Adoption Form for Tertiary Course | | | | | | | |
| Choose one of the following:  🞏 adoption of units as per course document  🞏 adoption of units with a different combination of units | | | | | | | |
| The college is entered on the National Register to award Certificates delivered by this course.  🞏 Yes 🞏 No (V Adoption only) | | | | | | | | | |
| College: | | | | | | | | | |
| Course Title:  Tourism and Event Management | | | | | Classification:  T/V | | | 🞏 V Adoption | |
| Framework:  Tourism and Hospitality Course Framework 2011 | | | | | | | | | |
| Dates of Course Accreditation: | | | | | From | **2017** | | to | **2021** |
| Identify units to be adopted by ticking the check boxes | | | | | | | | | |
| Adopt | Unit Prefix | | Unit Title | | | | Value (1.0/0.5) | | Length |
| 🞏 |  | | Tourism and Event Management | | | | 1.0 | | S |
| 🞏 |  | | Introduction to the Tourism Industry | | | | 0.5 | | Q |
| 🞏 |  | | Tourism and Event Management Skills | | | | 0.5 | | Q |
| 🞏 |  | | Global Tourism | | | | 1.0 | | S |
| 🞏 |  | | Introduction to Global Tourism | | | | 0.5 | | Q |
| 🞏 |  | | Global Tourism Operations | | | | 0.5 | | Q |
| 🞏 |  | | Working in Tourism | | | | 1.0 | | S |
| 🞏 |  | | Introduction to Working in Tourism | | | | 0.5 | | Q |
| 🞏 |  | | Working in Tourism Applications | | | | 0.5 | | Q |
| 🞏 |  | | Tourism and Events Promotion | | | | 1.0 | | S |
| 🞏 |  | | Introduction to Tourism Events | | | | 0.5 | | Q |
| 🞏 |  | | Tourism and Events Applications | | | | 0.5 | | Q |
| 🞏 |  | | SWL – Tourism 1 | | | | 0.5 | | Q |
| 🞏 |  | | SWL – Tourism 2 | | | | 0.5 | | Q |
|  | | | | | | | | | |
| **Adoption** The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. | | | | | | | | | |
| **Principal:**  / /20 | | | | **College Board Chair:**  / /20 | | | | | |
| BSSS Office Use  Entered into database: / /20 | | | | | | | | | |

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|  | | Course Adoption Form for Modified Course | | | | | | |
| Choose one of the following:  🞏 adoption of units as per course document  🞏 adoption of units with a different combination of units | | | | | | |
| College: | | | | | | | | |
| Course Title:  Tourism and Event Management | | | | | Classification: **M** | | | |
| Framework:  Tourism and Hospitality Course Framework 2011 | | | | | | | | |
| Dates of Course Accreditation: | | | | | From | **2017** | to | **2021** |
| Identify units to be adopted by ticking the check boxes | | | | | | | | |
| **Adopt** | Unit Prefix | | Unit Title | | | | Value (1.0/0.5) | Length |
| 🞏 |  | | Tourism and Event Management | | | | 1.0 | S |
| 🞏 |  | | Introduction to the Tourism Industry | | | | 0.5 | Q |
| 🞏 |  | | Tourism and Event Management Skills | | | | 0.5 | Q |
| 🞏 |  | | Global Tourism | | | | 1.0 | S |
| 🞏 |  | | Introduction to Global Tourism | | | | 0.5 | Q |
| 🞏 |  | | Global Tourism Operations | | | | 0.5 | Q |
| 🞏 |  | | Working in Tourism | | | | 1.0 | S |
| 🞏 |  | | Introduction to Working in Tourism | | | | 0.5 | Q |
| 🞏 |  | | Working in Tourism Applications | | | | 0.5 | Q |
| 🞏 |  | | Tourism and Events Promotion | | | | 1.0 | S |
| 🞏 |  | | Introduction to Tourism Events | | | | 0.5 | Q |
| 🞏 |  | | Tourism and Events Applications | | | | 0.5 | Q |
| 🞏 |  | | SWL – Tourism 1 | | | | 0.5 | Q |
| 🞏 |  | | SWL – Tourism 2 | | | | 0.5 | Q |
|  | | | | | | | | |
| **Adoption** The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. | | | | | | | | |
| **Principal**:  / /20 | | | | **College Board Chair:**  / /20 | | | | |
| BSSS Office Use  Entered into database: / /20 | | | | | | | | |

## Table of Contents

[Course Adoption Form for Accredited Courses 1](#_Toc515975539)

[Course Adoption Form for Tertiary Courses 2](#_Toc515975540)

[Course Adoption Form for Modified Courses 3](#_Toc515975541)

[VET Qualifications 5](#_Toc515975542)

[Course Name 11](#_Toc515975543)

[Course Classification 11](#_Toc515975544)

[Training Package Code and Title 11](#_Toc515975545)

[Course Framework 11](#_Toc515975546)

[Course Developers 11](#_Toc515975547)

[Evaluation of Previous Course 11](#_Toc515975548)

[Course Length and Composition 12](#_Toc515975549)

[Goals 16](#_Toc515975550)

[Content 17](#_Toc515975551)

[Teaching and Learning Strategies 18](#_Toc515975552)

[Assessment 19](#_Toc515975553)

[Student Capabilities 26](#_Toc515975554)

[Unit Grades 27](#_Toc515975555)

[Moderation 31](#_Toc515975556)

[Bibliography 32](#_Toc515975557)

[Standards for Registered Training Organisations 2015 36](#_Toc515975558)

[Physical Resources 37](#_Toc515975559)

[Proposed Evaluation Procedures 37](#_Toc515975560)

[Tourism and Event Management A/T/V/M Value: 1.0 39](#_Toc515975561)

[Introduction to the Tourism Industry A/T/V/M Value: 0.5 43](#_Toc515975562)

[Tourism and Event Management Skills A/T/V/M Value: 0.5 45](#_Toc515975563)

[Global Tourism A/T/V/M Value: 1.0 48](#_Toc515975564)

[Introduction to Global Tourism A/T/V/M Value: 0.5 52](#_Toc515975565)

[Global Tourism Operations A/T/V/M Value: 0.5 54](#_Toc515975566)

[Working in Tourism A/T/V/M Value: 1.0 57](#_Toc515975567)

[Introduction to Working in Tourism A/T/V/M Value: 0.5 60](#_Toc515975568)

[Working in Tourism Applications A/T/V/M Value: 0.5 63](#_Toc515975569)

[Tourism and Events Promotion A/T/V/M Value: 1.0 66](#_Toc515975570)

[Introduction to Tourism and Events A/T/V/M Value: 0.5 69](#_Toc515975571)

[Tourism and Events Applications A/T/V/M Value: 0.5 71](#_Toc515975572)

[SWL - Tourism 1 Value 0.5 73](#_Toc515975573)

[SWL - Tourism 2 Value 0.5 75](#_Toc515975574)

# VET Qualifications

### SIT20116 Certificate II in Tourism

|  |  |
| --- | --- |
| **Qualification rules: SIT20116 Certificate II in Tourism**  To achieve a Certificate II in Tourism, 11 units must be completed:   * all 4 core units and 7 elective units. * A minimum of 7 elective units must be selected from the list below   Please note that the packaging rules requirements must be met for a student to qualify for a certificate:   * A minimum of 3 electives must be selected from Units of Competency packaged with Certificate II in Tourism from SIT Tourism, Travel and Hospitality Training Package * A maximum of 4 electives may be selected from competencies elsewhere in SIT or another current Training Package.   In all cases electives must be relevant to the job outcome, local industry requirements and the qualification level. | |
| **CORE UNITS** | |
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITXCCS003 | Interact with customers |
| SITXCOM002 | Show social and cultural sensitivity |
| SITXWHS001 | Participate in safe work practices |
| **Elective units** | |
| **Client and Customer Service, and Sales** | |
| SITXCCS002 | Provide visitor information |
| SIRXSLS001 | Sell to the retail customer |
| SIRXPDK001 | Advise on products and services |
| **Communication and Teamwork** | |
| BSBCMM201 | Communicate in the workplace |
| SITXCOM001 | Source and present information |
| **Computer Operations and ICT Management** | |
| BSBITU201 | Produce simple word processed documents |
| **Tourism Delivery** | |
| SITXCOM003 | Provide a briefing or scripted commentary |
| **Tourism Sales and Office Operations** | |
| SITTTSL001 | Operate online information systems\* |
| SITTTSL002 | Access and interpret product information |
| **IMPORTED UNITS (from elsewhere in SIT or another Training Package)** | |
| **Tourism Sales and Office Operations** | |
| SITTTSL004 | Provide advice on Australian destinations |
| SITTTSL003 | Provide advice on international destinations |

\* ***SITTTSL001 Operate online information systems*** must be delivered by an external RTO[[1]](#footnote-1). Colleges can form partnerships with RTOs that have access to specialist training software and award direct credit for this Unit of Competence from a Statement of Attainment.

Appropriate online information systems include:

* specialist software, such as for computerised reservations eg. Galileo, Amadeus, Abacus or EventsPro
* accounting & bookkeeping systems eg. Crosscheck Travel

An Employability Skills summary for this qualification is available from: <http://employabilityskills.training.com.au/>

### SIT30116 Certificate III in Tourism

|  |  |
| --- | --- |
| **QUALIFICATION RULES: SIT30116 Certificate III in Tourism**  To achieve a Certificate III in Tourism, 15 units must be completed:   * 4 core units and 11 elective units, consisting of * 6 units from Group A, B, C or E * The remaining 5 units may be selected from any elective group below, elsewhere in the SIT Training Package, or any other current Training Package or accredited course   In all cases electives must be relevant to the job outcome, local industry requirements and the qualification level. | |
| **CORE UNITS** | |
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITXCCS006 | Provide service to customers |
| SITXCOM002 | Show social and cultural sensitivity |
| SITXWHS001 | Participate in safe work practices |
| **Elective Units (Group A, B, C, E – Complete at least 6)** | |
| **(Group A) Tourism Office Operations** | |
| SITTTSL001 | Operate online information systems**\*** |
| SITTTSL002 | Access and interpret product information |
| **(Group B) Tourism Coordination** | |
| SITTTSL004 | Provide advice on Australian destinations |
| SITXCCS002 | Provide visitor information |
| **(Group C) Tourism Delivery** | |
| SITXCOM003 | Provide a briefing or scripted commentary |
| SITTGDE010 | Prepare specialised interpretive content on cultural and heritage environments |
| **(Group E) General Electives** | |
| BSBITU306 | Design and produce business documents |
| SITXCOM001 | Source and present information |
| SIRXSLS001 | Sell to the retail customer |
| SIRXPDK001 | Advise on products and services |

|  |  |
| --- | --- |
| **IMPORTED UNITS – Maximum of 5** | |
| BSBRES401 | Analyse and present research information |
| SITXCOM005 | Manage conflict |
| SITXMPR002 | Create a promotional display or stand |
| SITTTSL003 | Provide advice on international destinations |
| BSBITU302 | Create electronic presentations |
| BSBCMM201 | Communicate in the workplace |

\* SITTTSL001 Operate online information systems must be delivered by an external RTO. Colleges can form partnerships with RTOs that have access to specialist training software and award direct credit for this Unit of Competence from a Statement of Attainment.

Appropriate online information systems include:

* specialist software, such as for computerised reservations eg. Galileo, Amadeus, Abacus or EventsPro
* accounting & bookkeeping systems eg. Crosscheck Travel

Certificate III competencies may only be delivered by a college if they have scope to do so.

An Employability Skills summary for this qualification is available from <http://employabilityskills.training.com.au/>

## VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges. Grouping of half units is restricted to patterns shown below.

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 the full Certificate requirements are not met a Statement of Attainment will be issued.

## VET Implementation Summary

|  |  |
| --- | --- |
| **BSSS Unit Title** | **Competencies** |
| Tourism and Event Management  A/T/M/V (1.0) | SITTIND001 Source and use information on the tourism   and travel industry  SITTTSL004 Provide advice on Australian destinations  SIRXSLS001 Sell to the retail customer  SIRXPDK001 Advise on products and services  SITXCCS002 Provide visitor information |
| ***Additional competency for: Tourism and Event Management***  T/V  ***(Certificate III)*** | BSBITU302 Create electronic presentations |
| Introduction to the Tourism Industry A/T/M/V (0.5) | SITTIND001 Source and use information on the tourism   and travel industry  SITTTSL004 Provide advice on Australian destinations  SITXCCS002 Provide visitor information |
| Additional competency for: Introduction to the Tourism Industry  T/V  (Certificate III) | BSBITU302 Create electronic presentations |
| Tourism & Event Management Skills A/T/M/V  (0.5) | SITTIND001 Source and use information on the tourism   and travel industry  SIRXSLS001 Sell to the retail customer  SIRXPDK001 Advise on products and services |
| Additional competency for: Tourism & Event Management Skills  T/V  (Certificate III) | BSBITU302 Create electronic presentations |
| Global Tourism  A/T/M/V (1.0) | SITXCOM002 Show social and cultural sensitivity  SITXWHS001 Participate in safe work practices  SITTTSL003 Provide advice on international destinations  SITTTSL002 Access and interpret product information  SITXCOM003 Provide a briefing or scripted commentary |
| Additional competency for: Global Tourism  T/V  (Certificate III) | BSBRES401 Analyse and present research information |

|  |  |
| --- | --- |
| Introduction to Global Tourism  A/T/M/V (0.5) | SITXCOM002 Show social and cultural sensitivity  SITXWHS001 Participate in safe work practices  SITXCOM003 Provide a briefing or scripted commentary |
| Additional competency for: Introduction to Global Tourism  T/V  (Certificate III) | BSBRES401 Analyse and present research information |
| Global Tourism Operations  A/T/M/V (0.5) | SITXCOM002 Show social and cultural sensitivity  SITXWHS001 Participate in safe work practices  SITTTSL003 Provide advice on international destinations  SITTTSL002 Access and interpret product information |
| Additional competency for: Global Tourism Operations  T/V  (Certificate III) | BSBRES401 Analyse and present research information |
| Working in Tourism  A/T/M/V (1.0) | SITXCCS003 Interact with customers  SITTTSL004 Provide advice on Australian destinations  SITTTSL003 Provide advice on international destinations  BSBCMM201 Communicate in the workplace  BSBITU201 Produce simple word processed documents |
| Additional competencies for: Working in Tourism  T/V  (Certificate III) | *BSBITU306 Design and produce business documents*  *SITXCCS006 Provide service to customers*  *SITXCOM005 Manage conflict* |
| Introduction to Working in Tourism A/T/M/V (0.5) | SITXCCS003 Interact with customers  SITTTSL004 Provide advice on Australian destinations  BSBITU201 Produce simple word processed documents |
| Additional competencies for: Introduction to Working in Tourism  T/V  (Certificate III) | *BSBITU306 Design and produce business documents*  SITXCCS006 Provide service to customers  SITXCOM005 Mange conflict |
| Working in Tourism Applications A/T/M/V (0.5) | SITXCCS003 Interact with customers  SITTTSL003 Provide advice on international destinations  BSBCMM201 Communicate in the workplace  BSBITU201 Produce simple word processed documents |
| Additional competencies for: Working in Tourism Applications T/V  (Certificate III) | BSBITU306 Design and produce business documents  SITXCCS006 Provide service to customers  SITXCOM005 Manage conflict |

|  |  |
| --- | --- |
| Tourism and Events Promotion A/T/M/V (1.0) | SITXCOM001 Source and present information  SITTTSL002 Access and interpret product information  SITXCOM003 Provide a briefing or scripted commentary |
| Additional competencies for: Tourism and Events Promotion  T/V  (Certificate III) | SITXMPR002 Create a promotional display or stand  SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments |
| Introduction to Tourism Events  A/T/M/V (0.5) | SITXCOM001 Source and present information |
| Additional competencies for: Introduction to Tourism Events  T/V (0.5)  (Certificate III) | SITXMPR002 Create a promotional display or stand  SITTGDE010 Prepare specialised interpretive content on  cultural and heritage environments |
| Tourism and Events Applications A/T/M/V (0.5) | SITTTSL002 Access and interpret product information  SITXCOM003 Provide a briefing or scripted commentary |
| Additional competency for: Tourism and Events Applications T/V (0.5)  (Certificate III) | SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments |
| SWL – Tourism 1  (0.5) | SITXWHS001 Participate in safe work practices  SITXCCS003 Interact with customers |
| SWL – Tourism 2  (0.5) | SITTIND001 Source and use information on the tourism and travel industry |

# Course Name

Tourism and Event Management

# Course Classification

A/T/M/V

# Training Package Code and Title

SIT Tourism, Travel and Hospitality Training Package

# Course Framework

Tourism and Hospitality Course Framework 2011

# Course Developers

|  |  |  |
| --- | --- | --- |
| Name | Qualifications | College |
| Patsy Sheales | Bachelor of Education  Cert II Hospitality  Cert IV TAE | St Francis Xavier College |
| Kerrie Sollis | Bachelor of Education Grad. Cert in Tourism Management  Cert IV TAE | University of Canberra Senior Secondary College Lake Ginninderra |
| Ken Doyle | Bachelor of Education  Cert IV TAE  Statement of Attainment (Cert III Tourism) | Erindale College |
| Alison Di Berardino | Diploma of Education Cert II Hospitality  Cert IV TAE | Hawker College |

This group gratefully acknowledges the work of previous developers

# Evaluation of Previous Course

This course has been updated in line with the continuous improvement cycle employed for Training Packages. It is written under the most recent Tourism, Travel and Hospitality Training Package (SIT) and the Tourism and Hospitality Course Framework 2011. The course reflects contemporary industry expectations and focuses on the development of the skills required for entry level job roles in a dynamic commercial environment.

Structured Workplace Learning (SWL) units were not included in the previous course. Industry places a high priority on contextualisation of skills development for the workplace. SWL units have been incorporated into this course on the basis of this advice and to ensure consistency across BSSS VET courses. Checklists will be developed to facilitate gathering of workplace evidence that will contribute to assessment of identified competencies. The elective competency “Operate an online information system” is now a stand alone unit, which should be delivered and assessed by an external provider. Nominal hours of delivery as set in the Training Package have been reviewed and reflected in the allocation of competencies to course semester units.

In line with the Melbourne Declaration on Education, it is recognised that successful learners will have the essential skills in literacy and numeracy and be creative and productive users of technology as a foundation for success in all learning areas. To this end, key literacy, numeracy, and ICT skills have been addressed in the course in a Tourism and Event Management Industry context.

A Tertiary (T) course component that was previously not available has been incorporated into this course. For those students seeking to follow a university pathway this course provides a logical conduit to the continuation of studies in this discipline. A number of national universities including the University of Canberra offer a Bachelor’s Degree in Tourism Management.

# Course Length and Composition

The following combinations of 0.5 units that have been approved by the Tourism Industry Panel as having coherence of purpose and clarity. No other combinations of 0.5 units have been accredited.

|  |  |
| --- | --- |
| Unit Titles | Unit Value |
| Tourism and Event Management | 1.0 |
| Introduction to the Tourism Industry | 0.5 |
| Tourism and Event Management Skills | 0.5 |
| Global Tourism | 1.0 |
| Introduction to Global Tourism | 0.5 |
| Global Tourism Operations | 0.5 |
| Working in Tourism | 1.0 |
| Introduction to Working in Tourism | 0.5 |
| Working in Tourism Applications | 0.5 |
| Tourism and Events Promotion | 1.0 |
| Introduction to Tourism Events | 0.5 |
| Tourism and Events Applications | 0.5 |
| SWL Units | |
| SWL – Tourism 1 | 0.5 |
| SWL – Tourism 2 | 0.5 |

### Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours and can be as long as 63 hours. To receive a course, students must complete at least the **minimum** number of hours and units over the minor, major, major/minor or double major – **both** requirements must be met. The number of units may vary according to the school timetable.

|  |  |
| --- | --- |
| Course | Number of standard units to meet course requirements |
| Minor | Minimum of 2 units |
| Major | Minimum of 3.5 units |
| Major Minor | Minimum of 5.5 units |
| Double Major | Minimum of 7 units |

## Implementation Guidelines

### Compulsory units

There are no compulsory BSSS accredited units in this course. However, there are Units of Competence that are **core** to specific qualifications and need to be achieved in order to gain a vocational certificate.

### Prerequisites for the course or units within the course

There are no prerequisite units within this course

### Arrangements for students continuing study in this course

Please refer to Duplication of Content rules (page 12) and mapping tables on pages 7 – 9 for further information on duplication in units within the course. The new course has restructured the way that the Units of Competence are grouped. Individual colleges need to enrol continuing students into units not previously undertaken in the course. In order to meet qualification requirements the teacher will need to monitor and provide opportunities for individual students to meet the minimum requirement of four core and seven electives for the Certificate II in Tourism and five core and ten electives for the Certificate III in Tourism. This may require some flexible delivery of Units of Competence in the transition year.

### 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. Where qualifications in the new Training Package have been deemed to be equivalent, a student may continue with their studies uninterrupted. At the competency level, students must be given direct credit for those competencies already achieved. Where competencies are deemed not equivalent, gap training and assessment will be required.

Where there are new competencies and/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. In some instances it will be necessary to provide gap training and assessment for these competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate. Refer to RPL on page 17.

## Duplication of Content

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 this or 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 over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

#### Duplication of Units

Nil

#### Units from other courses

There are no units from other courses that are allowed within this course.

#### Relationship to other courses

This course shares common competencies with other BSSS accredited courses. The common units for Tourism and Hospitality courses are listed below. Tourism and Hospitality teachers need to internally moderate Units of Competence in the common core units.

### The common core units for Tourism and Hospitality qualifications are:

|  |  |
| --- | --- |
| Unit Code | Unit Name |
| SITXCCS006 | Provide service to customers |
| SITXCOM002 | Show social and cultural sensitivity |
| SITXWHS001 | Participate in safe work practices |

Some Units of Competence may be repeated in the Business Administration and Retail courses.

There may also be some duplication of content with the Global Relations T Course.

## Suggested Implementation Patterns

|  |  |  |
| --- | --- | --- |
| **Implementation Pattern** | **Standard Units Involved** | **Half Standard Units Involved** |
| **Year 1** | Tourism **and Event Management (1.0)** | Introduction to the Tourism Industry (0.5)  Tourism and Event Management Skills (0.5) |
| **Global Tourism (1.0)** | Introduction to Global Tourism (0.5)  Global Tourism Operations (0.5) |
| **Year 2** | **Working in Tourism (1.0)** | Introduction to Working in Tourism (0.5)  Working in Tourism Applications (0.5) |
| **Tourism and Events Promotion (1.0)** | Introduction to Tourism Events (0.5)  Tourism and Events Applications (0.5) |

## Subject Rationale

The tourism, event management and hospitality industry contributes significantly to the Australian economy and employs a large number of people in full-time and part-time jobs, making it particularly attractive. The industry has an ongoing commitment to training in both customer service and technical areas.

Students undertaking this course gain an appreciation and understanding of the workplace culture and practices of the tourism and hospitality industry and also engage in examining and evaluating the impact of social, cultural and environmental issues from a tourism and hospitality perspective. Through the theoretical and practical components of this course, students are provided with opportunities to develop skills, concepts, processes and attitudes crucial to making valid decisions regarding hospitality and tourism issues.

Associated with the nature and needs of the tourism and hospitality industry are attributes such as critical analysis; thinking independently; self-reliance; personal responsibility for the safety, health, and well being of others; contribution to teamwork; and professional skills. These attributes help maximise the success of the industry on domestic and international levels. This course supports the development of these attributes in students and contributes to both life and employability skills.

This course is developed under the Tourism and Hospitality Course Framework in response to the needs of the industry. It provides a pathway to relevant training, further education and employment. Central to the course are the units of competence from the Tourism, Travel and Hospitality Training Package leading to a Certificate II or III Qualification.

The study of courses under the Tourism and Hospitality Course Framework can lead to a variety of career opportunities across a range of industries. Workplaces for which tourism and hospitality competencies are required include hotels, clubs, restaurants, community food service organisations, catering organisations, resorts, as well as travel and tourism organisations and government departments.

The addition of the tertiary stream presents the opportunity for students to extend their learning and development of higher order thinking skills. The T course emphasises the environmental, social, political and sustainability issues that drive tourism locally, nationally and globally. This is a major advantage to students who intend to study at university.

### Industry Overview

[Taken from the SIT Tourism, Travel and Hospitality Training Package]

Tourism is defined as travel away from the traveller’s normal place of work and residence and is much more than just leisure travel. It encompasses travel for a range of reasons, such as business, festivals and events, health, education and religion. It includes both domestic and international travel and involves the consumption of a wide range of goods and services provided by, for example, transport and tour operators, travel agencies, accommodation providers, theme parks and attractions, tour guides, sporting, entertainment and arts venues, museums and historical sites, restaurants, cafes and clubs. Increasingly tourism operators are choosing to operate specialised tourism products, and terms such as ‘wine tourism’, ‘cultural tourism’ and ‘ecotourism’ are regularly used.

Tourism’s contribution to the Australian economy is measured by the ABS Australian Tourism Satellite Account (No. 5249) and incorporates statistics on many areas of hospitality provision. The latest statistics available relate to 2009/10 and the following snapshots from the account show the importance of the industry’s contribution:

* a total of $93.5 billion worth of Australian goods and services were consumed by tourists
* some 5.6 million international visitors consumed $22.8 billion worth of Australian goods and services, 24% of tourism consumption
* domestic tourists consumed $70.7 billion worth of Australian goods and services, 76% of tourism consumption
* tourism accounted for almost $34 billion of Australia’s total gross domestic product (GDP)
* international tourism exports contributed 8% of total exports of goods and services
* there were 6.2 million Australian resident departures for travel to international destinations
* the tourism industry directly employed 500,500 persons, representing 4.5% of all employment, with retail trade, accommodation and restaurants accounting for half of the employment generated by tourism.

# Goals

This course should enable students to:

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

## Student Group

A range of students will find this course valuable in developing skills and knowledge as they transition to the workforce or tertiary study with interests in tourism and event management.

## Recognition of Prior Learning

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, competency 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 contribute to the Senior Secondary Certificate.

To cater for this requirement, curriculum developers 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 for RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competence must be demonstrated in the tourism context.

### Direct Credit

Direct Credit is the acknowledgement of any formal competencies awarded by another NVR RTO. SNR standards have a mandatory requirement that a previously achieved competency must be recognised where relevant against a qualification currently being studied in a BSSS accredited course. This does not involve teacher judgment. It is simply recognition that a competency has been assessed and the student deemed competent for a qualification being offered in this VET in schools program. Direct credit may or may not contribute points toward the Senior Secondary Certificate according to duplication of content rules.

# Content

### Essential Concepts and Skills

The industry as typified by its:

* structure
* nature
* organisation
* management

The impact of the industry on Australia’s:

* economy
* society
* culture
* environment
* sustainable practises

### Essential skills include:

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

# Teaching and Learning Strategies

This course will attract students with a wide range of abilities and interests. Some will aim to achieve a national qualification; others may not be able to achieve all the learning outcomes as outlined in the Units of Competence. Teaching and learning strategies must accommodate these differences.

It is recommended that teachers use a variety of modes of presentation to address different learning styles. Structured Workplace Learning (SWL) is highly recommended for extension of students’ understanding of the real world of work. Simulated work environments are also valuable. Variety in delivery mode can also contribute to more meaningful and motivating learning experiences.

### Teaching Strategies

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

### Review prior learning

* student reflection on relevant concepts and skills
* class discussions

### Introduce new material

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

### Provide demonstration, guided practice and application

* the use of industry professionals as demonstrators, guest speakers and mentors
* establishing links with relevant industry individuals or groups
* the use of information and communication technology and other technologies used by industry
* participate in relevant field studies and develop niche market proposals (T Course)

### Promote independent practice and application

* structured workplace learning, workplace visits, fieldwork and observation of professional establishments
* instructing students in appropriate relevant and effective professional conduct and knowledge acquisition
* planning, designing and implementing simulated and authentic hospitality or tourism events
* practice and reinforcement of learning by way of revision, worksheets, tests and demonstrations
* filming practical tasks to provide feedback for students
* undertaking research report with recommendations (T course)

### Link to next task or skill area

* oral presentations, debates, seminars and group work
* conducting surveys and interviews
* critical analysis of research undertaken (T course)

## Reasonable adjustment

The A units 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.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered reasonable if they do not impose an unjustifiable hardship on a Registered Training Provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

# Assessment

Assessment task types and assessment criteria from the Course Frameworks provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Senior Secondary Certificate.

* **Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).
* **Assessment Tasks** in **T** courses require students to utilise higher order thinking skills that are the basis of the ACT Scaling Test.
* **Assessment Task Types** (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.
* **Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students’ performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.
* **Assessment Rubrics** are used to develop criteria for a task type and a continuum that indicates levels of student achievement against each criterion.

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

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

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

## Guide to Assessment Tasks

### Board Recommendations

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

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

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

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

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

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

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

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

### Approaches to Assessment

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

### Assessment Requirements

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

### Assessment Task Types - A Courses

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| **To demonstrate knowledge and understanding in A courses, students will:**  ***Identify and/or explain*** e.g. techniques, events, point of view, relationships and plans  ***Describe and explore*** e.g. products, techniques, concepts, issues and principles  ***Recommend*** e.g. products, techniques and strategies  ***Justify*** e.g. points of view with evidence and reasons  ***Assess*** e.g. trends, performance, data  ***Apply*** e.g. planning and organisational skills  ***Describe, recommend and demonstrate*** e.g. problem solving, initiative and decision making skills. | | | |
| Task Type | Description | Weightings | |
|  | | 1.0 units | 0.5 units |
| Written Responses | A written extended response for Year 11 and 12   * 500 - 800 words   Suggested tasks:   * Web quest design * Seminar presentation * Research report * Exam/test * Report on an event management activity * Rationale and/or diary/journal relating to a practical task | 40% - 60% | 40% - 60% |
| Practical Tasks | Suggested tasks:   * Market simulation * Industry advice simulation * Event management activities * Presentation such as an oral or podcast * Field studies | 40% - 60% | 40% - 60 |

### Assessment Task Types - T Courses

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| **To demonstrate knowledge and understanding in T courses, students will:**  ***Explore and examine*** e.g. concepts, issues, theories and principles  ***Critically analyse*** e.g.   * contrast and compare * interrelationships or connections * techniques, theories, performance, events, points of view, relationships and plans   ***Evaluate*** e.g.   * strategies, techniques and approaches to administration * compare and contrast data, techniques and strategies   ***Hypothesise*** e.g. the potential of plans  ***Analyse and apply*** e.g. administration, planning and organisational skills  ***Synthesis*** e.g. rearranging component ideas into a new whole  Explore, evaluate and demonstrate e.g. leadership/management skills | | | |
| Task Type | Description | Weightings | |
|  | | 1.0 units | 0.5 units |
| Written Responses | An analytical essay or written extended response  Year 11   * 800 - 1000 words   Year 12   * 1000 - 1200 words   Suggested tasks:   * Web quest design * Seminar presentation * Research report with recommendations * Exam/test * Critically analyse an event management activity * Rationale and/or diary/journal relating to a practical task | 50% - 70% | 50% - 70% |
| Practical Tasks | Suggested tasks:   * Market simulation * Industry advice simulation * Event management activities * Presentation such as an oral or podcast * Plan, design and implement an event * Field studies * Develop niche market proposals | 30% - 50% | 30% - 50 |

### Assessment Task Types - M Courses

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| **To demonstrate knowledge and understanding in M courses, students will:**  **Recall, Classify and Outline** e.g. facts, figures, events and plans  **Identify, describe and demonstrate** e.g. skills, hygiene and safety, ideas, events, relationships and plans  **State and recount** e.g. ideas and notions  **Recall, classify, outline and demonstrate** e.g. practical presentation skills  **Identify, describe and apply** e.g. teamwork, collaborative skills  **Define, select and use** e.g. communication skills  **State, recount and practice** e.g. personal and interpersonal skills | | | |
| Task Type | Description | Weightings | |
|  | | 1.0 units | 0.5 units |
| Written Responses | Suggested tasks:   * Web quest design * Seminar presentation * Research report * Exam/test * Report on an event management activity * Rationale and/or diary/journal relating to a practical task | 10% - 90% | 10% - 90% |
| Practical Tasks | Suggested tasks:   * Market simulation * Industry advice simulation * Event management activities * Presentation such as an oral or podcast | 10% - 90% | 10% - 90% |

### Additional Assessment Advice

The weighting of each assessment task must be a reflection of:

* the relevance of the task in consideration of the training package
* the importance of the task in relation to the goals and criteria of this framework
* the time allocated to the task.
* each task should embrace a minimum of two goals and show evidence of all assessment criteria.

## 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 work place task(s)
* **Task management skills –** managing a number of different tasks to complete a whole work activity
* **Contingency management skills –** responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, 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.

This course has been designed for:

* flexible delivery modes, such as combined structured workplace learning and simulated workplace; and
* assessment of learners against workplace competency standards.

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:

* demonstrate 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 modules for which workplace competency must be demonstrated

It will also provide evidence for grades and/or scores for the Board course component of the assessment process in A/V or T/V courses.

## Structured Workplace Learning: Assessment

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes and requirements of a particular Training Package. (Please refer to BSSS Policies and Procedures Manual for Board policy on SWL.)

Students must be able to demonstrate identified competencies in SWL units with direct reference to elements of competence and required skills and knowledge from the relevant Training Package. Assessment of SWL units is competency based and reliant on the gathering of sufficient evidence from a student’s work placement. Students will be awarded a grade Pass or Participated in the SWL unit (refer section 4.3.6.3 Unit Grades – BSSS Policies and Procedures Manual). Please refer to SWL units in this course for prerequisite requirements.

# Student Capabilities

### All programs of study for the ACT Senior Secondary Certificate should enable students to become:

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

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| independent and self-managing learners | e.g. understanding self (*including gender*), having personal goals, evaluating and monitoring own performance, taking responsibility, flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising |
| collaborative team members | e.g. contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (including contributions of boys and girls), skills in negotiation and compromise, sustaining commitment to achieve group goals |

# Unit Grades

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

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

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| Unit Grade Descriptors for A Courses | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| **Knowledge, understanding and application** | * demonstrates extensive knowledge and understanding of the industry and its practices | * demonstrates knowledge and understanding of the industry and its practices | * demonstrates some knowledge and understanding of the industry | * demonstrates limited knowledge and understanding of the course | * demonstrates minimal or no knowledge or understanding of the course |
| * successfully applies concepts to familiar and unfamiliar contexts | * applies these concepts to familiar contexts | * applies basic concepts to familiar contexts. |  |  |
| **Analysis, synthesis and evaluation** | * independently assesses, researches and interprets concepts | * independently assesses, researches and interprets most concepts | * researches and interprets most concepts | * researches from given sources with supervision |  |
| * provides detailed and thorough evaluations | * provides detailed evaluations | * provides simple, appropriate evaluations | * provides limited evidence of analysis and/or evaluation of concepts | * provides minimal or no evidence of analysis and/or evaluation of concepts |
| **Technical skills** | * consistently demonstrates proficient levels of technical and organisational skills in the production and presentation of work across a variety of tasks | * demonstrates proficient levels of technical and organisational skills in the production and presentation of work across a variety of tasks | * demonstrates technical and organisational skills in the production and presentation of work across a variety of tasks | * demonstrates limited skill in the production and presentation of work | * demonstrates minimal or no skill in the production and presentation of work |
| * consistently selects and uses appropriate equipment in accordance with ohs guidelines and industry standards | * selects and uses appropriate equipment in accordance with ohs guidelines and industry standards | * uses equipment in accordance with ohs guidelines and industry standards | * occasionally uses equipment in accordance with ohs guidelines and industry standards | * does not use equipment in accordance with ohs guidelines and industry standards |
| **Management and work practices** | * demonstrates leadership skills, uses initiative to identify and solve problems as well as working independently, cooperatively and productively | * uses initiative to identify and solve problems, and works independently, cooperatively and productively | * generally works cooperatively and productively in a team situation | * sometimes works cooperatively in a team situation | * minimal evidence of the ability to work independently |
| * consistently works in an organised, time efficient and professional manner | * works in an organised, time efficient and professional manner | * works in an organised and timely manner in structured situations | * unable to work independently to complete tasks | * relies on others to complete tasks |
| **Communication skills** | * confidently selects, uses and applies a wide range of interpersonal skills to communicate with others | * selects uses and applies a range of interpersonal skills to communicate with others | * selects and uses a range of interpersonal skills to communicate with others | * uses basic interpersonal skills to communicate with others | * requires assistance in collecting and recording information. |
| * clarifies instructions and acts on feedback | * clarifies instructions and acts on feedback | * follows given instructions and acts on feedback | * follows given instructions and in some situations acts on feedback |  |
| * presents knowledge and ideas coherently, clearly and confidently using task appropriate language | * presents knowledge and ideas coherently, using task appropriate language | * presents most knowledge and ideas clearly using basic industry terminology | * demonstrates minimal ability to present knowledge and ideas |  |
| * produces complete bibliographies and uses citations correctly | * produces bibliographies and uses citations correctly | * produces basic bibliographies |  |  |

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| --- | --- | --- | --- | --- | --- |
| Unit Grade Descriptors for T Courses | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| **Knowledge, understanding and application** | * successfully applies complex concepts to familiar and unfamiliar contexts | * successfully applies concepts to familiar and unfamiliar contexts | * applies concepts to familiar contexts | * applies foundation concepts to familiar contexts | * applies limited concepts to familiar contexts |
| * develops well reasoned arguments supported by detailed evidence to draw conclusions and make relevant recommendations | * develops informed arguments supported by related evidence to draw conclusions and make relevant recommendations | * develops arguments supported by evidence to draw conclusions and make relevant recommendations | * develops statements of opinion and basic conclusions | * recognises a narrow range of information |
| **Analysis, synthesis and evaluation** | * researches, critically analyses, and synthesises concepts | * researches, analyses, and interprets concepts | * researches and explains most concepts | * researches and describes concepts | * limited responses to research |
| * develops insightful and well structured responses to research | * develops structured responses to research | * develops responses with some lapses of reason | * develops basic responses to research | * limited evidence of planning |
| * provides sophisticated evaluations, making perceptive recommendations | * provides evaluation of the effectiveness of planning and implementation, making valid recommendations | * provides descriptions of planning and implementation | * describe procedural tasks |  |
| **Technical skills** | * demonstrates outstanding proficiency, creative and innovative application of techniques to produce quality products and services | * demonstrates proficient techniques to produce quality products and services | * applies techniques to produce products and services of acceptable quality | * demonstrates technical skills to produce products and services of variable quality | * demonstrates minimal skill in the production and presentation of work |
| * consistent implementation of comprehensive work plans in a variety of contexts | * implementation of plans in a variety of contexts | * develop plans and tasks with inconsistent implementation | * plans and tasks lack coherence. little connection between plans and implementation of tasks | * minimal practical techniques preformed |
| * understands, explains and demonstrates the significance of ohs in a range of contexts | * understands, explains and demonstrates the significance of ohs in a range of contexts | * understands, explains and demonstrates the significance of ohs in a range of contexts | * minimal knowledge and understanding of ohs guidelines | * does not comply with ohs guidelines |
| **Management and work practices** | * understands and appreciates the interrelationships within the industry environment and effectively applies strategies to achieve successful outcomes | * understands the interrelationships within the industry environment and effectively applies strategies to achieve successful outcomes | * understands variables that exist in the industry environment. inconsistently applies strategies to achieve an outcome | * has limited understanding of the fundamental variables that exist in the industry environment | * demonstrates minimal knowledge of the industry environment |
| * independently implements and monitors effective time management strategies | * implements and monitors effective time management strategies | * works in an organised manner | * inconsistent completion of tasks | * tasks incomplete |
| **Communication skills** | * selects, uses and adapts a wide range of interpersonal skills to communicate in diverse environments | * selects, uses and adapts a range of interpersonal skills to communicate with others | * selects and uses interpersonal skills to communicate with others | * uses basic interpersonal skills to communicate with others | * uses limited interpersonal skills to communicate with others |
| * consistently and effectively communicates in a range of contexts using complexity, industry terminology and referencing conventions | * effectively communicates in appropriate forms, using accepted language, industry terminology and referencing conventions | * communicates in appropriate forms, using accepted language | * attempts to communicate using accepted language conventions | * communicates simple ideas |

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| --- | --- | --- | --- | --- | --- |
| Unit Grade Descriptors for M Courses | | | | | |
|  | A student who achieves the grade **A** typically | A student who achieves the grade **B** typically | A student who achieves the grade **C** typically | A student who achieves the grade **D** typically | A student who achieves the grade **E** typically |
| **Knowledge, understanding and application** | * demonstrates a sound understanding and application of concepts, terminology, rules and strategies | * demonstrates a satisfactory understanding and application of concepts, terminology, rules and strategies | * demonstrates a partial understanding and application of concepts, terminology, rules and strategies | * demonstrates limited application of concepts, terminology, rules and strategies | * demonstrates minimal application of concepts, terminology, rules and strategies |
| * consistently demonstrates a sound ability to transfer knowledge to familiar and unfamiliar situations | * shows a basic ability to transfer knowledge to familiar situations | * shows some awareness of the need to transfer knowledge to familiar situations | * shows minimal awareness of the need to transfer knowledge to familiar situations |  |
| **Analysis, synthesis and evaluation** | * demonstrates a sound ability to investigate and interpret industry concepts | * demonstrates a basic ability to investigate and interpret industry concepts | * demonstrates some ability to investigate industry concepts | * demonstrates limited ability to investigate industry concepts | * demonstrates minimal ability to investigate basic industry concepts |
| * reflects on learning to develop appropriate evaluations | * provides simple, appropriate evaluations | * provides basic evaluations |  |  |
| **Technical skills** | * demonstrates sound technical and organisational skills in the production and presentation of work across a variety of tasks | * demonstrates basic technical and organisational skills in the production and presentation of work across a variety of structured tasks | * demonstrates some skills in the production and presentation of work in some structured tasks | * demonstrates limited skills in the production and presentation of work in structured tasks | * demonstrates minimal technical skills |
| * transfers and applies skills to familiar and unfamiliar situations | * transfers and applies skills to familiar situations | * shows some awareness of the need to transfer and applies skills to familiar situations | * shows limited awareness of the need to transfer and applies skills to familiar situations |  |
| **Management and work practices** | * demonstrates a sound ability to work cooperatively and productively in a team situation | * demonstrates a basic ability to work cooperatively and productively in a team situation | * demonstrates some ability to work cooperatively and productively in a team situation | * demonstrates limited ability to works in a team situation | * demonstrates minimal requirements |
| * works in an organised and timely manner in a variety of situations | * works in an organised and timely manner in structured situations | * works in an organised manner in basic structured situations | * follows practiced routines in structured situations |  |
| **Communication** | * demonstrates sound interpersonal skills to communicate with others | * demonstrate basic interpersonal skills to communicate with others | * uses some interpersonal skills to communicate with others | * uses limited interpersonal skills to communicate with others | * uses minimal interpersonal skills |
| * follows given instructions and acts on feedback | * follows given instructions and acts on most feedback | * follows given instructions and acts on feedback when prompted | * follows given instructions when prompted |  |
| * shows a sound ability to present knowledge and ideas clearly | * shows a basic ability to present knowledge and ideas clearly | * shows some ability to present knowledge and ideas in structured tasks | * shows limited ability to present ideas in structured tasks | * meets the minimum requirement to present ideas in structured tasks |
| * uses industry terminology | * uses sound industry terminology | * uses some industry terminology |  |  |
| * produces correct bibliographies | * produces basic bibliographies | * produces bibliographies with assistance | * produces limited bibliographies with assistance |  |

# Moderation

Moderation is a system designed and implemented to:

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

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

### The Moderation Model

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

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

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

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

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

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

### The College Course Presentation

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

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

### Visual evidence for judgements made about practical performances

### (also refer to BSSS Website Guidelines)

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

Photographic evidence does not have to illustrate the work of the individual students whose folios are included in the verification submission. The photographic evidence only needs to represent the school’s judgement of an A, B or C standard of practical performance for that unit in the semester and needs to come from within that scaling group.

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

Teachers should consult the BSSS guidelines at <http://www.bsss.act.edu.au/grade_moderation/information_for_teachers> when preparing photographic evidence.

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[Holloway](http://www.pearsoned.co.uk/bookshop/Results.asp?iCurPage=1&Type=1&Author=Chris+Holloway&Download=1&SearchTerm=Chris+Holloway), C. & [Humphreys](http://www.pearsoned.co.uk/bookshop/Results.asp?iCurPage=1&Type=1&Author=+Claire+Humphreys&Download=1&SearchTerm=+Claire+Humphreys), C. 2012, [The Business of Tourism](http://www.pearsoned.co.uk/bookshop/detail.asp?item=100000000413743)

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Cooper, C. 2011, [Essentials of Tourism](http://www.pearsoned.co.uk/bookshop/detail.asp?item=100000000294880)

Wiley Australia Tourism Series (2005) Festival and Event Management (3rd edition)

The Travel Handbook Series by Lee Perlitz & Steven Elliot

Airfares and Ticketing <http://wps.prenhall.com/au_pve_perlitz_trvlbook_1/1/365/93583.cw/index.html>

Customer Service in the Tourism Industry

<http://wps.prenhall.com/au_pve_perlitz_trvlbook_1/6/1599/409352.cw/index.html>

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International Destinations

<http://wps.prenhall.com/au_pve_perlitz_trvlbook_1/1/366/93804.cw/index.html>

The Products

<http://wps.prenhall.com/au_pve_perlitz_trvlbook_1/1/366/93878.cw/index.html>

### DVDs/Videos

Tourism Australia, 2006, DVD: A Uniquely Australian Invitation Campaign Strategy, Tourism Australia

Click View Digital Video Library – Tourism Resources

* Four Star Ecotourism - A Case Study of Aquila Eco Lodges
* Introducing the Tourism Industry
* Managing an International Tourist Destination: The Great Ocean Road
* Sleepy Hollow To Boom Town - A Case Study On The Impact Of Tourism
* The Australian Tourism Industry - an Overview
* Upselling Products in Tourism and Hospitality
* Where the Bloody Hell Are You? - Introduction to the Tourism Industry
* Working in a Large Resort: Case Study

<http://www.clickview.com.au/videolibrary/video_content.php?category_type=secondary&parent_category_id=69&child_category_id=206>

Click View Digital Video Library – Business Resources

* Ansett - The Collapse of an Australian Icon
* Event Management

<http://www.clickview.com.au/videolibrary/video_content.php?category_type=secondary&parent_category_id=63>

Click View Digital Video Library – Hospitality – customer service

* Dealing with Cultural Differences in Tourism and Hospitality
* Dealing with Difficult Customers
* Have a Nice Day - Working with Colleagues & Customers

<http://www.clickview.com.au/videolibrary/video_content.php?category_type=secondary&parent_category_id=69&child_category_id=201>

### Software

Purchase from: Bill Healy Travel Pty Ltd ACN 005 425 945 trading as Tourism SpringboardLevel 3 172 Flinders St Melbourne Vic 3000 Australia <http://tourismspringboard.com/>

Tourism Springboard Software 2008 Version – Includes six “how to use” and six “client file” assignments with answer sheets as well as links to many great Tourism Internet sites.

### Government websites

Australian Bureau of Statistics[Buy Tourism](http://www.pearsoneducationbooks.com/ShoppingBasket.asp?xe71D3CF11)

<http://www.abs.gov.au/websitedbs/c311215.nsf/20564c23f3183fdaca25672100813ef1/2ca1bbf5a5d82db8ca2567220072eab3!opendocument>

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<http://tourism.act.gov.au/research/useful-links>

Canberra Institute of Technology – Faculty of Hospitality and Tourism

<http://cit.edu.au>

Tourism Research Australia

<http://www.ret.gov.au/tourism/research/tra/Pages/default.aspx>

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Flexible Learning Toolboxes – ideas, activities and resources – access through the preview panel

Geography Teachers' Association of SA Inc. Resources

Hospitality and Tourism (Management) (209)

<http://toolboxes.flexiblelearning.net.au/series2/209.htm> How Eventive (806)

<http://toolboxes.flexiblelearning.net.au/series8/806.htm>

HSC Online – Activities, case studies and tests that can be used or adapted

<http://hsc.csu.edu.au/tourism/>

Indigenous Ecotourism (318)

<http://toolboxes.flexiblelearning.net.au/series3/318.htm>

Interactive geography website

<http://www.travelpod.com>

Lonely Planet Destinations Website

<http://www.lonelyplanet.com/worldguide/>

Marketing Tourism Products (319)

<http://toolboxes.flexiblelearning.net.au/series3/319.htm>

OHS tests on Actsafe Website

<http://www.workcover.act.gov.au/actsafe/education.cfm>

Pilot Guides – Globe Trekker

<http://www.pilotguides.com/tv_shows/globe_trekker/index.php>

Tourism and Hospitality AQF II & III (110)

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<http://www.gtasa.asn.au/products-tourism_in_the_classroom_dvd>

Virtual Tourism CD Rom March 2007

<http://www.gtasa.asn.au/products-virtual_tourism_cd_rom>

Worksafe South Australia – activities and tests

<http://www.safework.sa.gov.au/show_page.jsp?id=6421>

### Organisations

Canberra Institute of Technology – Faculty of Hospitality and Tourism

<http://cit.edu.au>

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<http://www.meetingsevents.com.au/>

Tourism Australia

<http://www.tourism.australia.com/en-au/default.aspx>

Tourism Industry Council

[www.ticact.org.au](http://www.ticact.org.au)

Tourism Training Australia

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

# 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; and
* ensure RTOs operate ethically with due consideration of learners’ and enterprises’ needs.

To access the most recent version of the standards, refer to:

<https://www.legislation.gov.au/Details/F2017C00663>

To access the most recent version of the Users’ Guide to the Standards refer to:  
<https://www.asqa.gov.au/standards>

## Guidelines for Colleges Seeking Cert III 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 will need to have them listed on their scope **or** negotiate a Memorandum of Understanding (MOU) with a scoped training partner. This document must be kept on record by the college as the RTO.

## Tourism and Hospitality industry requirements for assessors

In the tourism and hospitality industries, in addition to holding the mandatory Units of Competence in assessment and the relevant vocational competencies they are assessing, assessors (or at least one person in the assessment team) conducting assessment for qualifications at Certificate II and above must satisfy the following requirements.

1. Relevant industry experience in the field in which they are assessing. Relevant industry-based supervisory and/or management experience would be of benefit.
2. Comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed. This current knowledge may be developed and demonstrated through:

* participation in relevant industry professional development activities
* conduct of relevant industry projects and research activities
* recent and relevant work experience in a commercial environment
* involvement in professional industry networks and memberships
* participation in assessment and/or training activities conducted in the workplace.

# Physical Resources

### Tourism office

* desk and chair
* filing or storage cabinets
* brochure display racks and product displays
* computers, monitors, keyboards, mouse and mouse pads
* storage for computer data – hard disc, CDs and memory sticks
* printers and scanners, printer ink or toner
* telephone lines and equipment, including answering machine or voicemail
* access to the internet and email
* photocopier
* facsimile machine or computer-based equivalent
* computer software and applications, including:
* computer operating system
* word processing
* spreadsheets
* databases
* electronic presentation, such as PowerPoint
* specialist software, such as for computerised reservations
* accounting and bookkeeping

# Proposed Evaluation Procedures

Course evaluation will be a continuous process. Teachers will meet regularly to discuss the content of the course and any requirements for modification of activities, teaching strategies and assessment instruments. The current trends and innovations in the teaching of the Tourism and Event Management course will be considered as teachers attend workshops, seminars and participate in discussion groups with other teachers such as on Moderation Day.

Teachers will monitor student performance and progress and student responses to various teaching, learning and assessment strategies. Students and teachers will complete evaluation questionnaires at the end of each unit. The results of these will be collated and reviewed from year to year. There will also be a continuous monitoring of student numbers between Years 11 and 12.

Informal discussions between teachers and students, past students, parents and other teachers will contribute to the evaluation of the course.

In the process of evaluation; students, teachers and others should, as appropriate, consider:

* Are the course and Course Framework still consistent?
* Were the goals achieved?
* Was the course content appropriate?
* Were the teaching strategies used successful?
* Was the assessment program appropriate?
* Have the needs of the students been met?
* Was the course relevant?
* How many students completed the course in each of the years of accreditation?

# Tourism and Event Management A/T/V/M Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

* Introduction to the Tourism Industry (0.5)
* Tourism and Event Management Skills (0.5)

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * identify and access information on the tourism industry | * monitor, analyse and evaluate current issues of concern to the tourism industry including sustainability, carbon footprint and eco-tourism |  |
| * research, develop knowledge and provide information and advice on Australian destinations | * obtain information on legal and ethical issues; interpret Information and provide comprehensive advice on Australian destinations | * develop knowledge of Australian destinations |
| * demonstrate service knowledge of tourism products, including features and benefits of products to the customer | * demonstrate service knowledge and legislative requirements in the provision of goods and services in the tourism industry | * use research to update Australian destination and general product knowledge |
| * identify the differences between tourism products and services and make recommendations | * critique and compare competitor products and services range and pricing structure and provide superior advice |  |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * demonstrate knowledge of visitor information in a culturally appropriate manner and provide effective visitor feedback | * interpret the legislative provisions for customers with specialised needs; analyse and evaluate the effectiveness of visitor feedback |  |
|  | * create a professional electronic presentation appropriate to the target audience, based on research and applied knowledge |  |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts.

Teachers must use this unit document in conjunction with the Units of Competence from the SIT Tourism, Travel and Hospitality Training package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITTIND001 | Source and use information on the tourism and travel industry | Core |
| SITTTSL004 | Provide advice on Australian destinations | Elective |
| SIRXSLS001 | Sell to the retail customer | Elective |
| SIRXPDK001 | Advise on products and services | Elective |
| SITXCCS002 | Provide visitor information | Elective |
| *Tertiary Extension: Certificate III* | | |
| *BSBITU302* | *Create electronic presentations* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Assessment

Refer to Assessment on pages 32-35.

### Assessment Strategies and Suggested Tasks

* Oral/ITC Presentations on Travel Products such as:
* rail
* air
* sea
* road
* coach
* wholesalers
* Excursions – student participation in organisation followed by analysis, evaluation and or reporting of outcomes such as:
* visitor information centre
* Regatta Point
* National Capital Exhibition
* Create a power point presentation
* Research and preparation of an itinerary for a shopping, sporting tour or cultural event within a designated timeframe (appropriate to typical industry work time and deadline constraints)
* Simulation: setting up a mini travel agency to research and prepare itineraries for teacher requests
* Organisation of college events such as Open Nights or Days or Parent-Teacher Evenings to provide information and promote the college and its educational programs (may include creation of a display)
* Research and produce maps of interstate and intrastate destinations, using industry appropriate icons and codes to describe facilities
* Use industry terminology and documents to construct a timeline of factors and events that influenced the development of tourism in Australia
* Research and organisation of information identify sectors of the industry and relevant career opportunities and pathways within the industry
* Analysis of a variety of job descriptions to identify desirable skills, personal attributes and knowledge required for working in the industry.

### Additional Assessment Advice

The weighting of each assessment task must be a reflection of:

* the relevance of the task in consideration of the training package
* the importance of the task in relation to the goals and criteria of this framework
* the time allocated to the task.

Each task should embrace a minimum of two goals and show evidence of all assessment criteria.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers |  |  | ✓ | ✓ |
| enterprising problem-solvers |  |  | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers |  | ✓ |  |  |
| environmentally and culturally aware citizens |  | ✓ |  |  |
| confident and capable users of technologies |  | ✓ | ✓ | ✓ |
| independent and self-managing learners |  | ✓ | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

## Teaching and Learning Strategies

Refer to page 18.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Introduction to the Tourism Industry A/T/V/M Value: 0.5

This half unit (0.5) combines with **Tourism and Event Management Skills (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * identify and access information on the tourism industry | * monitor, analyse and evaluate current issues of concern to the tourism industry including sustainability, carbon footprint and eco-tourism |  |
| * research, develop knowledge and provide information and advice on Australian destinations | * obtain information on legal and ethical issues; interpret Information and provide comprehensive advice on Australian destination | * develop knowledge of Australian destinations |
| * demonstrate knowledge of visitor information in a culturally appropriate manner and provide effective visitor feedback | * interpret the legislative provisions for customers with specialised needs; analyse and evaluate the effectiveness of visitor feedback | * use research to update Australian destination and general product knowledge |
|  | * create a professional electronic presentation appropriate to the target audience, based on research and applied knowledge |  |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training Package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITTIND001 | Source and use information on the tourism and travel industry | Core |
| SITTTSL004 | Provide advice on Australian destinations | Elective |
| SITXCCS002 | Provide visitor information | Elective |
| *Tertiary Extension: Certificate III* | | |
| *BSBITU302* | *Create electronic presentations* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers |  |  |  |  |
| enterprising problem-solvers |  |  |  |  |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers |  | ✓ |  |  |
| environmentally and culturally aware citizens |  | ✓ |  |  |
| confident and capable users of technologies |  | ✓ | ✓ | ✓ |
| independent and self-managing learners |  | ✓ |  | ✓ |
| collaborative team members |  |  |  |  |

## Teaching and Learning Strategies

Refer to page 18.

## Assessment

Refer to Assessment on pages 32-35. Refer to standard unit Tourism and Event Management on page 38 for unit assessment strategies and tasks.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Tourism and Event Management Skills A/T/V/M Value: 0.5

This half unit (0.5) combines with **Introduction to the Tourism Industry (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * identify and access information on the tourism industry | * monitor, analyse and evaluate current issues of concern to the tourism industry; obtain information on legal and ethical issues |  |
| * demonstrate service knowledge of tourism products, including features and benefits of products to the customer | * demonstrate service knowledge and legislative requirements in the provision of goods and services in the tourism industry | * develop knowledge of Australian destinations |
| * identify the differences between tourism products and services and make recommendations | * critique and compare competitor products and services range and pricing structure and provide superior advice | * use research to update Australian destination and general product knowledge |
|  | * create a professional electronic presentation appropriate to the target audience, based on research and applied knowledge |  |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| **Code** | **Competency Title** | **Core/Elective** |
| SITTIND001 | Source and use information on the tourism and travel industry | Core |
| SIRXSLS001 | Sell to the retail customer | Elective |
| SIRXPDK001 | Advise on products and services | Elective |
| *Tertiary Extension: Certificate III* | | |
| *BSBITU302* | *Create electronic presentations* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers |  |  |  |  |
| enterprising problem-solvers |  |  |  |  |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers |  | ✓ |  |  |
| environmentally and culturally aware citizens |  | ✓ |  |  |
| confident and capable users of technologies |  | ✓ | ✓ | ✓ |
| independent and self-managing learners |  | ✓ |  | ✓ |
| collaborative team members |  |  |  |  |

## Teaching and Learning Strategies

Refer to page 18.

## Assessment

Refer to Assessment on pages 32-35.Refer to standard unit Tourism and Event Management on page 38 for unit assessment strategies and tasks.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Global Tourism A/T/V/M Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

* Introduction to Global Tourism (0.5)
* Global Tourism Operations (0.5)

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * compare cultural communication characteristics and identify the impact on cross cultural misunderstandings | * identify and analyse the issues that cause misunderstanding or conflict in the workplace that can be attributed to cultural differences | * develop knowledge of culturally diverse groups |
| * explain workplace procedures for health, safety and security including emergency situations | * analyse the effectiveness of OHS in the workplace & compare OHS practices in travel organisation | * demonstrate workplace procedures for health, safety and security |
| * research and develop knowledge to provide information and advice on international destinations | * interpret Information and provide comprehensive advice on international destinations, making use of relevant statistical data * analyse and explain the changes that occur over time in popularity of travel destinations, including social, political and economic variables | * develop knowledge of international destinations |
| * identify and access product information | * research, identify, access and compare product information |  |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * provide and present information to group, providing relevant and accurate information in a culturally appropriate manner | * provide and present comprehensive information to group; provide relevant accurate information; evaluate presentation effectiveness * present information and recommendations in a clear and concise manner | * provide and present information to a small group |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training Package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITXCOM002 | Show social and cultural sensitivity | Core |
| SITXWHS001 | Participate in safe work practices | Core |
| SITTTSL003 | Provide advice on international destinations | Elective |
| SITTTSL002 | Access and interpret product information | Elective |
| SITXCOM003 | Provide a briefing or scripted commentary | Elective |
| *Tertiary Extension: Certificate III* | | |
| *BSBRES401* | *Analyse and present research information* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Assessment

Refer to Assessment on pages 32-35.

## Assessment Strategies and Suggested Tasks

* Oral/ITC Presentations on Travel Products such as:
* rail
* air
* sea
* road
* coach
* wholesalers
* Excursions – student participation in organisation followed by analysis, evaluation and or reporting of outcomes such as:
* visitor information centre
* Regatta Point
* National Capital Exhibition
* Create a power point presentation
* Research and preparation of an itinerary for a shopping, sporting tour or cultural event within a designated timeframe (appropriate to typical industry work time and deadline constraints)
* Simulation: setting up a mini travel agency to research and prepare itineraries for teacher requests
* Organisation of college events such as Open Nights or Days or Parent-Teacher Evenings to provide information and promote the college and its educational programs (may include creation of a display)
* Research and produce maps of interstate and intrastate destinations, using industry appropriate icons and codes to describe facilities
* Use industry terminology and documents to construct a timeline of factors and events that influenced the development of tourism in Australia
* Research and organisation of information identify sectors of the industry and relevant career opportunities and pathways within the industry
* Analysis of a variety of job descriptions to identify desirable skills, personal attributes and knowledge required for working in the industry.

### Additional Assessment Advice

The weighting of each assessment task must be a reflection of:

* the relevance of the task in consideration of the training package
* the importance of the task in relation to the goals and criteria of this framework
* the time allocated to the task.

Each task should embrace a minimum of two goals and show evidence of all assessment criteria.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers |  |  | ✓ | ✓ |
| enterprising problem-solvers |  |  | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers |  | ✓ |  |  |
| environmentally and culturally aware citizens |  | ✓ |  |  |
| confident and capable users of technologies |  | ✓ | ✓ | ✓ |
| independent and self-managing learners |  | ✓ | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

## Teaching and Learning Strategies

Refer to page 18.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Introduction to Global Tourism A/T/V/M Value: 0.5

This half unit (0.5) combines with **Global Tourism Operations (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * compare cultural communication characteristics and identify the impact on cross cultural misunderstandings | * identify and analyse the issues that cause misunderstanding or conflict in the workplace that can be attributed to cultural differences | * develop knowledge of culturally diverse groups |
| * explain workplace procedures for health, safety and security including emergency situations | * analyse the effectiveness of OHS in the workplace & compare OHS practices in travel organisations | * demonstrate workplace procedures for health, safety and security |
| * provide and present information to group, providing relevant and accurate information in a culturally appropriate manner | * provide and present comprehensive information to group; provide relevant accurate information; evaluate presentation effectiveness * present information and recommendations in a clear and concise manner | * provide and present information to a small group |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SITTourism, Travel and Hospitality Training Package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITXCOM002 | Show social and cultural sensitivity | Core |
| SITXWHS001 | Participate in safe work practices | Core |
| SITXCOM003 | Provide a briefing or scripted commentary | Elective |
| *Tertiary Extension: Certificate III* | | |
| *BSBRES401* | *Analyse and present research information* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers |  | ✓ | ✓ | ✓ |
| enterprising problem-solvers | ✓ | ✓ |  | ✓ |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens | ✓ | ✓ | ✓ | ✓ |
| confident and capable users of technologies |  | ✓ | ✓ |  |
| independent and self-managing learners | ✓ |  |  | ✓ |
| collaborative team members | ✓ | ✓ |  |  |

## Teaching and Learning Strategies

Refer to page 17.

## Assessment

Refer to Assessment on pages 32-35.Refer to standard unit Global Tourism on page 48 for unit assessment strategies and tasks.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Global Tourism Operations A/T/V/M Value: 0.5

This half unit (0.5) combines with **Introduction to Global Tourism (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

### Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * compare cultural communication characteristics and identify the impact on cross cultural misunderstandings | * identify and analyse the issues that cause misunderstanding or conflict in the workplace that can be attributed to cultural differences | * develop knowledge of culturally diverse groups |
| * explain workplace procedures for health, safety and security including emergency situations | * analyse the effectiveness of OHS in the workplace & compare OHS practices in travel organisations | * demonstrate workplace procedures for health, safety and security |
| * research and develop knowledge to provide information and advice on international destinations | * interpret information and provide comprehensive advice on international destinations, making use of relevant statistical data * analyse and explain the changes that occur over time in popularity of travel destinations, including social, political and economic variables | * develop knowledge of international destinations |
| * identify and access product information | * research, identify, access and compare product information * present information and recommendations in a clear and concise manner |  |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training Package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITXCOM002 | Show social and cultural sensitivity | Core |
| SITXWHS001 | Participate in safe work practices | Core |
| SITTTSL003 | Provide advice on international destinations | Elective |
| SITTTSL002 | Access and interpret product information | Elective |
| *Tertiary Extension: Certificate III* | | |
| *BSBRES401* | *Analyse and present research information* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers |  | ✓ | ✓ | ✓ |
| enterprising problem-solvers | ✓ | ✓ |  | ✓ |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens | ✓ | ✓ | ✓ | ✓ |
| confident and capable users of technologies |  | ✓ | ✓ |  |
| independent and self-managing learners | ✓ |  |  | ✓ |
| collaborative team members | ✓ | ✓ |  |  |

## Teaching and Learning Strategies

Refer to page 18.

## Assessment

Refer to Assessment on pages 32-35.Refer to standard unit Global Tourism on page 48 for unit assessment strategies and tasks.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Working in Tourism A/T/V/M Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

* Introduction to Working in Tourism (0.5)
* Working in Tourism Applications (0.5)

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |  |
| --- | --- | --- | --- |
| A Course | T Course | M Course | |
| * work productively and harmoniously in a team environment, providing appropriate service to colleagues and customers | * plan and implement induction processes as a team leader, providing relevant and appropriate service to colleagues and customers, including addressing customer complaints |  | |
| * research, develop knowledge and provide information and advice on Australian destinations | * interpret information and provide comprehensive information and advice on Australian destinations | * develop knowledge of Australian and/or international destinations | |
| * research, develop knowledge, apply information on international destinations | * source, interpret, analyse and apply information on international destinations * analyse and evaluate the changes that occur over time in popularity of travel destinations and make informed predictions for the future, taking into account social, political and economic constraints |  | |
| * use appropriate protocol in both answering and making telephone calls | * use appropriate protocol in both answering and making telephone calls | * demonstrate appropriate telephone communication technique | |
| **A Course** | **T Course** | **M Course** | |
| * produce industry standard word processed documents | * produce documents in accordance with organisational and task requirements that meet industry standards | | * produce simple word-processed documents |
|  | * identify, resolve and evaluate conflict situations by using effective communication skills | |  |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training Package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITXCCS003 | Interact with customers | Core |
| SITTTSL004 | Provide advice on Australian destinations | Elective |
| SITTTSL003 | Provide advice on international destinations | Elective |
| BSBCMM201 | Communicate in the workplace | Elective |
| BSBITU201 | Produce simple word processed documents | Elective |
| *Tertiary Extension: Certificate III* | | |
| SITXCCS006 | Provide service to customers | Core |
| *BSBITU306* | *Design and produce business documents* | *Elective* |
| *SITXCOM005* | *Manage conflict* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Assessment

Refer to Assessment on pages 32-35..

### Assessment Strategies and Tasks

* Conducting market research to gather information on customer services and promotions across a range of tourism vendors:
* developing a set of criteria to compare and evaluate (a) customer service and (b) promotional elements
* research and report findings making recommendations appropriate to a selected target market
* Research modes of communication and conflict resolution techniques
* Research the impact of the world wide web on traditional travel agency business and development of strategies to maintain competitiveness to stay in business
* Development of a tourist research survey for an identified consumer group eg. 18 – 25s “Where do they like to go? What types of activities are favoured? What standard of accommodations are preferred? Etc...”
* Development of map reading activities through scavenger hunts and virtual travel
* Creating and interpreting maps, diagrams and charts, identifying major international and domestic destinations and attractions including accurate industry appropriate labelling
* Sourcing and interpretation of current data of inbound tourists and identifying their national characteristics, demographic details and any other information about the target group that may influence their tourism needs.

### Additional Assessment Advice

The weighting of each assessment task must be a reflection of:

* the relevance of the task in consideration of the training package
* the importance of the task in relation to the goals and criteria of this framework
* the time allocated to the task.

Each task should embrace a minimum of two goals and show evidence of all assessment criteria.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers |  |  | ✓ | ✓ |
| enterprising problem-solvers |  |  | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers |  | ✓ |  |  |
| environmentally and culturally aware citizens |  | ✓ |  |  |
| confident and capable users of technologies |  | ✓ | ✓ | ✓ |
| independent and self-managing learners |  | ✓ | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

## Teaching and Learning Strategies

Refer to page 18.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Introduction to Working in Tourism A/T/V/M Value: 0.5

This half unit (0.5) combines with **Working in** **Tourism Applications (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * work productively and harmoniously in a team environment, providing appropriate service to colleagues and customers | * plan and implement induction processes as a team leader, providing relevant and appropriate service to colleagues and customers, including addressing customer complaints |  |
| * research, develop knowledge and provide information and advice on Australian destinations | * interpret and provide comprehensive information and advice on Australian destinations | * develop knowledge of Australian and/or international destinations |
| * Produce industry standard word processed documents | * produce documents in accordance with organisational and task requirements that meet industry standards | * produce simple word-processed documents |
|  | * identify, resolve and evaluate conflict situations by using effective communication skills | * provide appropriate service to colleagues and customers |

Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training Package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITXCCS003 | Interact with customers | Core |
| SITTTSL004 | Provide advice on Australian destinations | Elective |
| BSBITU201 | Produce simple word processed documents | Elective |
| *Tertiary Extension: Certificate III* | | |
| SITXCCS006 | Provide service to customers | Core |
| *BSBITU306* | *Design and produce business documents* | *Elective* |
| *SITXCOM005* | *Manage conflict* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers | ✓ | ✓ | ✓ | ✓ |
| enterprising problem-solvers | ✓ | ✓ | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ |  | ✓ |
| informed and ethical decision-makers |  |  |  |  |
| environmentally and culturally aware citizens | ✓ | ✓ | ✓ | ✓ |
| confident and capable users of technologies |  |  |  | ✓ |
| independent and self-managing learners | ✓ |  |  |  |
| collaborative team members | ✓ |  |  | ✓ |

## Teaching and Learning Strategies

Refer to page 18.

## Assessment

Refer to Assessment on pages 32-35.Refer to standard unit Working in Tourism on page 57 for unit assessment strategies and tasks.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Working in Tourism Applications A/T/V/M Value: 0.5

This half unit (0.5) combines with Introduction to **Working in Tourism (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * work productively and harmoniously in a team environment, providing appropriate service to colleagues and customers | * participate in team leadership, Identify and prioritise tasks, providing relevant and appropriate service to colleagues and customers, including addressing customer complaints |  |
| * research, develop knowledge, apply information and provide advice on international destinations | * source, interpret, analyse and apply information on international destinations * analyse and evaluate the changes that occur over time in popularity of travel destinations and make informed predictions for the future, taking into account social, political and economic constraints | * develop knowledge of Australian and/or international destinations |
| * use appropriate protocol in both answering and making telephone calls | * use appropriate protocol in both answering and making telephone calls | * demonstrate appropriate telephone communication technique |
| * produce industry standard word processed documents | * produce documents in accordance with organisational and task requirements that meet industry standards | * produce simple word-processed documents |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
|  | * identify, resolve and evaluate conflict situations by using effective communication skills | * provide appropriate service to colleagues and customers |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training Package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITXCCS003 | Interact with customers | Core |
| SITTTSL003 | Provide advice on international destinations | Elective |
| BSBCMM201 | Communicate in the workplace | Elective |
| BSBITU201 | Produce simple word processed documents | Elective |
| *Tertiary Extension: Certificate III* | | |
| SITXCCS006 | Provide service to customers | Core |
| *BSBITU306* | *Design and produce business documents* | *Elective* |
| *SITXCOM005* | *Manage conflict* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers |  | ✓ | ✓ | ✓ |
| enterprising problem-solvers | ✓ | ✓ |  | ✓ |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens | ✓ | ✓ | ✓ | ✓ |
| confident and capable users of technologies |  | ✓ | ✓ |  |
| independent and self-managing learners | ✓ |  |  | ✓ |
| collaborative team members | ✓ | ✓ |  |  |

## Teaching and Learning Strategies

Refer to page 18.

## Assessment

Refer to Assessment on pages 32-35.Refer to standard unit Working in Tourism on page 57 for unit assessment strategies and tasks.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Tourism and Events Promotion A/T/V/M Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

* Introduction to Tourism and Events (0.5)
* Tourism and Events Applications (0.5)

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * identify, access and present a range of current and accurate information sources | * identify, access and present a range of current and accurate information sources in an appropriate format, assessing any risks that relate to the products | * provide and present information to a small group |
| * plan and create a display or stand that meets the needs of the target audience | * plan, design and implement an event, including a SWOT analysis; use display techniques to promote the event and provide an analysis of the student’s role within the event |  |
| * identify and interpret product information to meet a particular tourism sales or operational need | * source and interpret specific product information to meet the particular sales or operational need; interpret industry jargon and specifications in product information, using a SWOT analysis report |  |
| * provide and present information to a group, providing relevant and accurate information in a culturally appropriate manner | * provide and present comprehensive information to group, providing relevant and accurate information * evaluate the effectiveness of the presentation | * construct or assemble a display or stand |
| A Course | T Course | M Course |
|  | * research key sources of information relating to cultural and heritage environments for guiding activities |  |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training Package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITXCOM001 | Source and present information | Elective |
| SITTTSL002 | Access and interpret product information | Elective |
| SITXCOM003 | Provide a briefing or scripted commentary | Elective |
| *Tertiary Extension: Certificate III* | | |
| *SITXMPR002* | *Create a promotional display or stand* | *Elective* |
| *SITTGDE010* | *Prepare specialised interpretive content on cultural and heritage environments* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Assessment

Refer to Assessment on pages 32-35.

### Assessment Strategies and Suggested Tasks

* Volunteer work at a major Canberra event such as Floriade, Folk Festival, Canberra Career Market, school open nights or other event
* Research and create a stand for a local/regional attraction that would suit a tourism expo
* Create and use ICT resources such as websites, powerpoint, slideshare and photostory to enhance the presentation of tourism information
* Source, present and create information for a promotional stand for a major event
* Plan and costing of itineraries for specific client needs using online resources
* Assist in the planning, organisation, production and hosting of an event

### Additional Assessment Advice

The weighting of each assessment task must be a reflection of:

* the relevance of the task in consideration of the training package
* the importance of the task in relation to the goals and criteria of this framework
* the time allocated to the task.

Each task should embrace a minimum of two goals and show evidence of all assessment criteria.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers |  |  | ✓ | ✓ |
| enterprising problem-solvers |  |  | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers |  | ✓ |  |  |
| environmentally and culturally aware citizens |  | ✓ |  |  |
| confident and capable users of technologies |  | ✓ | ✓ | ✓ |
| independent and self-managing learners |  | ✓ | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

## Teaching and Learning Strategies

Refer to page 18.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Introduction to Tourism and Events A/T/V/M Value: 0.5

This half unit (0.5) combines with **Tourism and Events Applications (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * identify, access and present a range of current and accurate information sources | * identify, access and present a range of current and accurate information sources in an appropriate format, assessing any risks that relate to the products |  |
| * plan and create a display or stand that meets the needs of the target audience | * plan, design and implement an event, including a SWOT analysis; use display techniques to promote the event and provide an analysis of the student’s role within the event | * construct or assemble a display or stand |
|  | * research key sources of information relating to cultural and heritage environments for guiding activities |  |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from the SIT Tourism, Travel and Hospitality Training Package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITXCOM001 | Source and present information | Elective |
| *Tertiary Extension: Certificate III* | | |
| *SITXMPR002* | *Create a promotional display or stand* | *Elective* |
| *SITTGDE010* | *Prepare specialised interpretive content on cultural and heritage environments* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers | ✓ | ✓ | ✓ | ✓ |
| enterprising problem-solvers | ✓ | ✓ | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ |  | ✓ |
| informed and ethical decision-makers |  |  |  |  |
| environmentally and culturally aware citizens | ✓ | ✓ | ✓ | ✓ |
| confident and capable users of technologies |  |  |  | ✓ |
| independent and self-managing learners | ✓ |  |  |  |
| collaborative team members | ✓ |  |  | ✓ |

## Teaching and Learning Strategies

Refer to page 18.

## Assessment

Refer to Assessment on pages 32-35.Refer to standard unit Tourism and Events Promotion on page 66 for unit assessment strategies and tasks.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# Tourism and Events Applications A/T/V/M Value: 0.5

This half unit (0.5) combines with **Introduction to Tourism and Events (0.5)** to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil. Structured Workplace Learning is highly recommended.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This Unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * identify and interpret product information to meet a particular tourism sales or operational need | * source and interpret specific product information to meet the particular sales or operational need; interpret industry jargon and specifications in product information, using a SWOT analysis report |  |
| * provide and present information to a group, providing relevant and accurate information in a culturally appropriate manner | * provide and present comprehensive information to group, providing relevant and accurate information * evaluate the effectiveness of the presentation | * provide and present information to a small group |
|  | * research key sources of information relating to cultural and heritage environments for guiding activities |  |

## Content

### Units of Competency

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training Package.

Selected content from SIT as identified in the content table will be delivered in the M unit, however, **competencies will not be assessed because competency outcomes would be altered.**

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITTTSL002 | Access and interpret product information | Elective |
| SITXCOM003 | Provide a briefing or scripted commentary | Elective |
| *Tertiary Extension: Certificate III* | | |
| *SITTGDE010* | *Prepare specialised interpretive content on cultural and heritage environments* | *Elective* |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Capabilities | Evidence could be in: | | | |
| Goals | Content | Teaching & Learning | Assessment |
| creative and critical thinkers |  | ✓ | ✓ | ✓ |
| enterprising problem-solvers | ✓ | ✓ |  | ✓ |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens | ✓ | ✓ | ✓ | ✓ |
| confident and capable users of technologies |  | ✓ | ✓ |  |
| independent and self-managing learners | ✓ |  |  | ✓ |
| collaborative team members | ✓ | ✓ |  |  |

## Teaching and Learning Strategies

Refer to page 18.

## Assessment

Refer to Assessment on pages 32-35.Refer to standard unit Tourism and Events Promotion on page 66 for unit assessment strategies and tasks.

## Resources

Refer to Bibliography on page 32 and Physical Resources on page 37.

# SWL - Tourism 1 Value 0.5

## Prerequisites

Structured Workplace Learning can be undertaken on successful completion of at least one standard unit.

## Duplication of Content Rules

Refer to page 13.

## Specific Unit Goals

This unit should enable students to:

* consolidate learning and demonstrate competence in an industry environment
* provide evidence that can contribute to competencies identified for this placement
* Work productively and harmoniously in a team environment, providing appropriate services to colleagues and customers
* Demonstrate workplace procedures for health, safety and security including emergency situations

## Examples of appropriate SWL Tourism Placements:

* Travel agent
* Travel team in a government department
* Hotel management
* Event management (e.g. Folk Festival, Floriade, Career Expo)
* Tour guide (e.g. Old Parliament House, Questacon)
* Tourist information centres
* Working at a tourist attraction (e.g. National Zoo and Aquarium, Cockington Green, Dinosaur Museum, Questacon, National Museum, CSIRO Discovery Centre)

## Units of Competence

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITXWHS001 | Participate in safe work practises | Core |
| SITXCCS003 | Interact with customers | Core |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5). A ‘Pass’ grade is awarded for successful completion of at least one competency. A ‘Participated’ grade is awarded if the student is deemed not yet competent.

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence may also be collected through supervisor’s reports, third party, peer and client reports.

Evidence of SWL assessment must be kept for Moderation.

## Structured Workplace Learning Assessment

Refer to page 26.

## Competency Based Assessment

Refer to page 25.

# SWL - Tourism 2 Value 0.5

## Prerequisites

Structured Workplace Learning can be undertaken on successful completion of at least one standard unit.

## Duplication of Content Rules

Refer to page 13.

### Specific Unit Goals

This unit should enable students to:

* consolidate learning and demonstrate competence in an industry environment
* provide evidence that can contribute to competencies identified for this placement
* Identify and access sources of information on the relevant sectors of the tourism industry

## Examples of SWL Tourism Placements

* Travel agent
* Travel team in a government department
* Hotel management
* Event management (e.g. Folk Festival, Floriade, Career Expo)
* Tour guide (e.g. Old Parliament House, Questacon)
* Tourist information centres
* Working at a tourist attraction (e.g. National Zoo and Aquarium, Cockington Green, Dinosaur Museum, Questacon, National Museum, CSIRO Discovery Centre)

## Units of Competence

Competence must be demonstrated over time and in the full range of Tourism Industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from SIT Tourism, Travel and Hospitality Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| SITTIND001 | Source and use information on the tourism and travel industry | Core |

Refer to the Training Package for elements of competence, performance criteria, range statements, evidence guide, assessment contexts and required skills and knowledge.

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5). A ‘Pass’ grade is awarded for successful completion of at least one competency. A ‘Participated’ grade is awarded if the student is deemed not yet competent.

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.

Evidence of SWL assessment must be kept for Moderation.

## Structured Workplace Learning Assessment

Refer to page 26.

## Competency Based Assessment

Refer to page 25.

1. Registered Training Organisation (RTO) [↑](#footnote-ref-1)