Tourism, Travel and Hospitality Industry Recommendations for implementing the SIT12 Tourism, Travel and Hospitality Training Package

Skilling people for the industry
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The purpose of this guide

This User Guide has been developed by Service Skills Australia (SSA) to support registered training organisations (RTOs) to achieve quality skills outcomes for the tourism, travel and hospitality industries. It should be used in conjunction with the endorsed SIT12 Tourism, Travel and Hospitality Training Package.

This User Guide provides RTOs with key messages and objectives from industry for skills and knowledge development and also covers a series of key topics which complement the endorsed components of the SIT12 Tourism, Travel and Hospitality Training Package.

This User Guide has three objectives:

• To clearly explain industry’s objectives and priorities for skills development specifically linked to the SIT12 Tourism, Travel and Hospitality Training Package, which include:
  – Training by industry demand
  – Training that fits current practice
  – Developing a skilled and employable person
• To suggest ideas and provide links to a range of tools that will support RTOs, assessors and trainers to work with the Training Package and employers to develop job ready graduates.
• To demonstrate how the SIT12 Tourism, Travel and Hospitality Training Package should be interpreted and used in practice. The following topics are covered:
  – SIT12 Units of Competency
  – SIT12 Qualifications
  – SIT12 Assessment Guidelines
  – Quality Training and Assessment Practices
  – Additional Advice for Training Package Users
Training driven by industry demand

The tourism, travel and hospitality industries need the skills profile of people completing training to match the jobs on offer. Industry demand for qualified employees is more complex than a simple numbers game. It is about the right people, with the right skills for the right jobs at the right time. It is as much about existing employees as it is about new entrants. It is about balancing present workforce needs with future directions.

The delivery of training should not be driven solely by a RTO’s commercial preferences or their leaning towards certain qualifications and units of competency because they have a history of resourcing that delivery.

Industry plays a key role in the development of Training Packages by defining the specific skills and knowledge required for various job roles, however local operators have their own part to play in ensuring quality outcomes and effective skills development. Local operators are encouraged to facilitate work placement and also pro-actively work with RTOs to develop and improve training programs. In producing this guide, the key message from industry is this:

“This is what the tourism, travel and hospitality industries believe about quality training and assessment, here are some tools to help the training system – and now let’s all work together to achieve the outcomes to which we all aspire.”

John Hart
Chair of the Tourism, Travel and Hospitality Industry Advisory Committee

Meeting industry’s skill needs

RTO’s can use the following ideas to ensure they are offering training which is responsive to industry’s skill needs:

- **Conduct research**
  - Identify skill shortages for the local area
  - Identify business needs and skills gaps for local operators
  - Access current market intelligence through industry associations
  - Access environmental scans from Service Skills Australia and government and consultancy reports e.g. Deloitte Access Economics Report for Tourism 2020

- **Develop partnerships**
  - Use local operators to gather research information
  - Consult with local operators to identify the skills needs
  - Utilise an advisory group to assist with qualification structures and to review training materials

- **Market to and recruit students according to the identified skills need**
  - Design promotional materials which relate to job outcomes and those jobs which local operators find hard to fill
  - Provide career and job guides developed by SSA or local skills councils, to potential students
  - Encourage potential students to enrol in courses most likely to lead to immediate employment
  - Make more places available in courses which provide job skills which are in short supply

*Continued overleaf*
Tailoring qualifications to local operator needs

Every tourism, travel and hospitality qualification provides examples of how the qualification might be tailored to different needs through the selection of different elective units. Industry encourages RTOs to formalise their relationships with local operators so qualifications can be appropriately tailored to meet local needs.

It is a fundamental principle that the tourism, travel and hospitality industries need the skills profile of people exiting training to match the jobs on offer.

“The challenge is greater than finding sufficient people to meet a growing market. An increasingly demanding customer will expect higher service levels.”

Workforce Development Strategy – Attracting and Keeping Good People in the Tourism and Hospitality Industry,

Priority areas and skills shortages

“The Deloitte Access Economics Report for Tourism 2020 found that there was a shortage of 35,000 adequately trained staff in tourism and hospitality with by far the majority of this shortage in the ranks of waiters, cooks, chefs and restaurant managers”.

Restaurant and Catering Australia

Industry values all of the qualifications in the Training Package, though at any one time there are areas of priority demand. Industry emphasises that despite the Federal Government’s focus on training at higher levels, such as at the Diploma and Advanced Diploma level, careful consideration should be given to the level that is required for the available jobs in the tourism, travel and hospitality industries.

Research undertaken by Deloitte Access Economics in 2010 found that, between 2012 and 2015, there will be demand for an additional 56,676 tourism and hospitality employees. Of these additional employees demanded, it is forecast that there will be a shortfall of 15,033.

For some time, there has been a shortage of skilled cooks. Recent research conducted by the Department of Education, Employment and Workplace Relations (DEEWR) has shown that there are recruitment difficulties among waiters, bar attendants and pastry cooks. Industry reports shortages of cafe and restaurant managers.
Upskilling existing employees

For many years, the tourism, travel and hospitality industries have called for a greater focus on skills development and recognition for existing employees.

It is essential that RTOs work collaboratively with local operators to achieve quality outcomes for both new entrants to the workforce and for existing employees seeking to upgrade their skills.

The tourism, travel and hospitality industries encourage those who have significant operational experience to undertake training to:

- develop more complex competencies required by more technically proficient senior employees
- supervise staff and monitor operational efficiency and service levels
- develop financial literacy skills.

This can be achieved by completing Certificate IV qualifications.

Industry encourages those who have significant experience in senior or supervisory roles to undertake training to:

- develop a broad range of managerial skills to make a range of operational business decisions
- develop specialised managerial skills required to make a range of strategic business decisions.

This can be achieved by completing Diploma and Advanced Diploma qualifications.

It is essential for the progression and profitability of the tourism, travel and hospitality industries that existing employees are progressed so that the labour force is trained in high order technical, innovation and business management skills.

Progressing existing employees through skills recognition

RTOs can play a key role in recognising and upskilling existing employees by:

- Providing effective and efficient recognition processes so that employees existing skills can be recognised, allowing entry to higher level qualifications.
- Providing effective training for existing employees in a whole range of advanced technical and business skills that are a priority for the industry’s prosperity.

This opportunity calls for creative, innovative approaches by RTOs that move beyond the way training has traditionally been provided. Industry believes that candidates entering into Diplomas or Advanced Diplomas should have significant and relevant experience.
Case Study

The Business:
ClubsNSW is the peak industry association for over 1400 registered clubs in New South Wales. With 92% of all clubs in the state registered with ClubsNSW, their role is to assist in the day-to-day business environment of clubs, including education, training, and the development of prosperous businesses for the registered clubs community.

The Need:
ClubsNSW identified two main factors that influenced the need for better development of the club workforce:

- ClubsNSW recognised the need for club managers to be leaders and advocates for the industry as a whole, and to do this managers need the skills to be confident in articulating what it means to be a club and represent their business and community accordingly.
- Members actively telling ClubsNSW there wasn’t a program that offered training that was specific to their clubs needs.

The Action:
ClubsNSW, together with its long-term training partner Barringtons, customised the Diploma in Hospitality qualification to address the particular needs of the club industry.

The Future Club Leaders program is supported by a rigorous skills recognition process and delivers on ClubsNSW’s commitment to members by covering the following business components:

- Improving and monitoring the business
- Managing finances within a budget
- Managing workplace diversity
- Establishing and maintaining a WHS System
- Creating excellence in customer service
- Building positive relationships with business, community and the media
- Legal knowledge for business compliance.

Working with SSA and the NWDF, sixty managers from different clubs across NSW have enrolled in the Future Club Leaders program with the vision that training one person in each club can make a real difference to the industry.

The Future Club Leaders program is run over four separate two-day workshops, where managers gain operational knowledge and skills in workforce planning, implementing WHS systems, leadership and managing performance.

The Goal:
ClubsNSW wants to provide managers with skills to empower them to be innovative and confident within their roles and equip them to encourage new ideas and interactions between members, patrons, the media and government.

ClubsNSW wants future leaders to provide inspirational leadership in challenging times, and see the Future Club Leaders program as an opportunity to improve the industry.

ClubsNSW views this as a long-term commitment and want to model the concept that one skilled person can make a material difference to the bottom line of a business.

Through the enhanced skills and knowledge gained from the Future Club Leaders program, managers will pass on knowledge and create a better workplace environment internally and better relationships with external stakeholders.

Key Lessons from the Field
At this early stage in the project the following lessons are emerging:

- It’s important that the training provided meets the needs of the current business environment.
- Training one person in each club can make a real difference to the future of an entire industry.
- Certificate IV in Hospitality has been identified as a stepping-stone to the Future Club Leaders diploma qualification.
- Skill sets could be an important consideration to provide further targeted support.

“We’re proud to be developing future leaders who will influence and guide the club industry,”

Anne Fitzgerald
Executive Manager
Member Services & Marketing ClubsNSW.
A self-assessment tool for RTOs

Here is a simple self-evaluation tool to understand how well your organisation responds to local demand and identifies improvements.

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<thead>
<tr>
<th>Name of RTO:</th>
<th>Date assessment completed:</th>
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<tbody>
<tr>
<td>Completed by:</td>
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**Do we...?**

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<tr>
<td>Conduct research to know which skills are really in demand?</td>
<td>Y/N</td>
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<tr>
<td>Develop partnerships to identify local skills needs and tailor qualifications in response?</td>
<td>Y/N</td>
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<tr>
<td>Market to and recruit students according to the identified need?</td>
<td>Y/N</td>
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<td>Use the expertise of current practitioners in training &amp; assessment design &amp; activities?</td>
<td>Y/N</td>
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<tr>
<td>Make training meaningful by customising it to the needs of local operators?</td>
<td>Y/N</td>
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<td>Assist in upskilling existing employees through effective RPL &amp; tailored training?</td>
<td>Y/N</td>
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Training that fits current practice

Innovation and responsiveness

Technologies change, new markets emerge, and different business models are created. This represents a real challenge for RTo’s and requires constant monitoring to ensure training keeps up with current practice.

Some of the things that are considered vital for RTOs to achieve responsive training that fits current practice are:

- An ability and willingness to adjust programs quickly, and have the systems in place to support this, for example: frequent systemic checks for currency of competency and teacher professional development.
- Innovative ways of providing student access to the latest technologies, for example: catering systems, new travel administration software.
- Regular and frequent updating of learning and assessment resources.
- Regular contact with and involvement in the activities of key industry associations and local tourism, travel and hospitality businesses. These sources are able to provide ‘on-the-ground’ intelligence about changing trends and needs.

Currency of skills and knowledge provided to students is crucial to the success of the tourism, travel and hospitality industries. It means that students can transition from a training environment and immediately be a useful employee.

There is an expectation that RTOs will use:

- trainers and assessors with current technical skills and knowledge
- appropriate facilities with equipment that is typically available in a modern service environment used to provide high level service to customers
- effective training and assessment resources that make reference to current practices, use correct and current terminology for such things as workplace activities, business interactions and equipment.

SSA not only develops a suite of Training Packages but also has a role in their quality implementation.

The Right Way program is part of SSA’s strategic work to achieve quality skills outcomes throughout the service industries. It is a national accreditation program, linked directly to Training Package requirements, designed to promote best practice for training within service organisations.

Vocationally current trainers and assessors

The V in VET is vocational and, in the context of the training system, it takes on the most basic definition. A vocation simply means a particular occupation, business, or profession – a job.

Vocational training involves teaching people how to do a job.

Industry holds a view that a trainer’s ability to train and an assessor’s ability to assess is directly linked to their vocational competence – they must have had experience in a job in order to teach someone else how to do it and to assess that they are doing it properly.

The tourism, travel and hospitality industries define a vocationally competent trainer and assessor as one who has:

- actually worked in a role where they would have applied the particular SIT12 Tourism, Travel and Hospitality Training Package competencies that they will use in training and assessment activities
- sufficient breadth, depth and length of experience in their field of industry operation
- experience that is specifically relevant to their current role in training and assessment. For example, working as a restaurant manager may not be useful if delivering and assessing in the field of accommodation services.
- comprehensive current knowledge of the industry and current practices.

This is reflected in the Assessment Guidelines which prescribes assessors’ vocational competence requirements for the assessment of SIT12 units of competency.
“As a teacher in an RTO, you are always under scrutiny and expected to upgrade your skills and maintain continuous improvement. By going through the Right Way process, your employer has evidence that you are a quality educator.”

Tracey Bruce
Right Way Accredited Trainer and Assessor

“By gaining Right Way accreditation as a trainer and assessor I have been able to prove my competency and commitment to quality training and professionalism. It demonstrates on-going improvement of my skills to deliver a high standard of service and ethical practice.”

Stephen Neale
Right Way Accredited Trainer and Assessor

Realistic operational training environments

The delivery of training within a realistic operational environment plays an important role in skills development and produces graduates that should be immediately useful and competent in a service environment. The SIT12 Training Package has specific requirements for the assessment environment; however industry also has an expectation that the delivery of competency standards should also be conducted in an operational environment as it better prepares students for assessment.

Within each Evidence Guide there is a section entitled: “Context of and specific resources for assessment.” This section of the competency standard outlines the environment i.e. the physical context in which RTOs must train and assess to prepare students to easily transition to a workplace environment, should they not already be training in a workplace. For example, an operational commercial kitchen, a tourism office, an operational bar.

The units also prescribe:

- equipment which is used on a day to day basis in the workplace and, therefore, RTOs must have available when preparing students for a job role e.g. a commercial oven
- the types of documentation that people use in the workplace and, therefore, RTOs must have available when preparing students for a job role e.g. product manuals and price lists which people use to sell various tourism products and services.
“Being the first NSW hospitality RTO to be Right Way accredited is a huge achievement. It demonstrates our commitment to maintaining the highest standards for our training facilities. Evolution has fantastic facilities, so we are delighted they have been recognised by industry experts. For us this is a real marketing advantage. As an added bonus, it also helps us meet our compliance requirements under the national code.”

Stuart Page
General Manager Evolution Hospitality Institute – Right Way Accredited Training Facility

Right Way Accreditation – Quality Facilities

Right Way promotes and ensures the widespread use of assessment environments which are as operationally realistic as possible with equipment currently used by modern service industry businesses. RTOs who adhere to the environmental and resource requirements prescribed within the SIT12 Tourism, Travel and Hospitality Training Package can achieve industry recognition of their training facilities.

Effective training and assessment resources

The use of effective training and assessment resources which are directly based on and linked to Training Package competency standards is key in driving higher skills capability in those undertaking training to work in the service industries.

Effective training and assessment resources make reference to current practices, use correct and current terminology for such things as workplace activities, business interactions and equipment.

All student activities, should relate directly to workplace activities that service industry employees would be currently engaged in.
Developing a Skilled and Employable Person

What makes people employable in the tourism, travel and hospitality industries?

All employers want people with great technical and customer service or sales skills, people who can think for themselves and solve problems while still following the key rules and procedures, people who can work quickly and efficiently – and of course, people who can keep learning and developing with the business.

It is industry’s view that employable people can only come from training and assessment that occurs in a context that reflects the workplace. This requires:

- Training and assessing in the appropriate physical environment.
- Adequate up to date equipment and technology to reflect current practices.
- Speed and timing for tasks typical for a commercial operation.
- Productivity which reflects workplace expectations.
- Integration of multiple tasks and application of multiple competencies simultaneously.
- Dealing with multiple and varied customers and team members.
- Interruptions to work typical of the workplace.
- Dealing with multiple and varied problems in given timeframes.
- Integration of health and safety issues, employability skills and compliance demands.
- Sufficient customer traffic that accurately reflects the complexity of the role.

All of these requirements are clearly articulated in the Training Package.

‘Tom comes looking for a job in our restaurant. He has a qualification that says he is ready to work, and we think he’ll fit nicely into our kitchen team. After one week it is clear to us that Tom actually doesn’t have the skills he needs and we have to tell him this. Even though we may offer to keep training Tom, it’s an incredibly demoralising and demotivating thing to hear. For every Tom that takes it on the chin and says ‘yes I accept what you’re saying, and I want to keep going’ there are two more who become totally disillusioned, walk out the door and probably out of the industry. So in the end, everybody loses.’

Mark Scanlan, Garfish Restaurants

Practical work placements

Industry wants job ready graduates, but also consistent quality training and assessment that reflect workplace standards. This benefits both industry and the student.

Overwhelmingly, employers and training organisations agree that providing students with the opportunity to practise their skills in the workplace gives them a better insight to the industry.

Practical placements are very commonly used within the hospitality industry, however it is also very true that practical placement in travel and tourism is not very widely used. The industry is characterised by its high number of small businesses and often does not have the capacity to support students in the workplace.

As a first practical step towards promoting and supporting practical placement, SSA has developed a range of practical placement guides for students, RTOs and employers, which are located on SSA’s website: http://www.serviceskills.com.au/tourism-travel-and-hospitality-training-package-resources

These resources provide guidance, including checklists for establishing a successful and meaningful work placement.
Industry preferred delivery pathways

It is impossible to generalise about preferred delivery pathways across the diverse sectors of the tourism, travel and hospitality industries. On-the-job training is not always possible or desirable for certain components of qualifications. In some sectors, virtually all training is in a pre-employment context. However:

- Across all sectors, industry has a clear expectation that students in institutional programs are provided with access to workplace experience directly related to the skills contained in the qualification for which they are studying.
- Industry’s strongly preferred delivery pathway for all qualifications in Kitchen Operations and Commercial Cookery is via a workplace-based apprenticeship.

‘Restaurant and Catering Australia believes that the best employment outcomes for entry level occupations, are achieved from training that is a mix of on and off the job training, structured and administered through a contract of training’


Training the right people for the right jobs

Employers need to recruit staff suited to particular job roles, the culture of their business and to the industry more broadly. There is an expectation that RTOs will enrol students with the personal attributes to be successful in the service industries. While a ‘pre-training’ evaluation of a person may be considered unfair, RTOs should consider utilising a tool to assist to select appropriate students.

There is an industry expectation that the training system will:

- Provide appropriate counselling to prospective students to guide them towards programs that maximise their chances of success.
- Have in place a range of customised selection tools and processes that reflect the needs of particular industry sectors.
- Provide an accurate picture of the industry and its working conditions to assist potential students in making informed choices.

Effective selection processes will mean that RTOs are more likely to achieve successful outcomes for the student and their subsequent employer because they enrol students with:

- the general attributes and attitudes needed to work in tourism, travel or hospitality. For example, interpersonal communication skills for frontline service roles
- the appropriate level of qualification, in particular acknowledging when students might not be ready to undertake higher-level qualifications
- the requisite life experience and or maturity (not always related to age) to take on the particular role reflected in the qualification. For example, a tour guide must have the maturity to take responsibility for looking after large groups of people
- the required level of language and literacy skills, not just to do the job, but also to undertake the required learning
Using the SIT12 Training Package

It is critical that Training Package users read and understand the structure and function of each of the three endorsed components. These are the:

- Units of competency
- Qualifications
- Assessment guidelines.

These are the source documents. They must be available to and understood by all levels of training and assessment staff within RTOs.

They may be used by different people for different purposes. For example, an instructional designer may develop assessment activities and tools and create a mapping document that shows full coverage of units of competency. The mapping may be provided to auditors to prove that the RTO’s assessments are compliant.

The tools would be used regularly by assessors but the mapping itself would have limited use. The unit of competency from the Training Package would provide precise information about the skills and knowledge to be assessed and the required assessment conditions and should not be ignored.

The three components of the Training Package are explored in full detail.

Each of these components prescribes mandatory requirements for RTOs and assessors:

- Assessments must cover all components of the units of competency; skills and knowledge
- Assessments must be conducted in accordance with the mandatory requirements described in the Evidence Guide for each unit
- Qualifications must be designed according to the packaging rules
- Assessments must be conducted according to the rules outlined in the Assessment Guidelines, including requirements for assessors and within the prescribed environments using the resources listed.
SIT12 Units of Competency

Units of competency describe job tasks. They do not describe how people learn to be competent and build their skills; rather they describe the skill itself. The development of a skill can be the outcome of a range of learning pathways including learning on the job or in a training institute. RTOs take responsibility for designing and implementing learning strategies.

Units of competency are statements about the skills and knowledge that people need to effectively perform their jobs to the required standard. They are the nationally agreed benchmarks for effective workplace performance in an occupation. Put simply, they describe what people do on a day to day basis, in their jobs.

Employability skills

The eight employability skills are those generic workplace skills that apply to all businesses and industries:

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<tr>
<th>Employability Skill</th>
<th>Contextualised example from Performance Criteria</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Use interpretive and presentation techniques to combine entertainment and learning and enhance the customer experience. (Guiding unit)</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>Recognise and act upon opportunities to deliver additional levels of service beyond the customer’s immediate request. (Customer Service unit)</td>
</tr>
<tr>
<td>Learning</td>
<td>Provide assistance with staging requirements and take opportunities to acquire new skills. (Event unit)</td>
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<tr>
<td>Planning and organising</td>
<td>Sort and assemble ingredients according to the sequencing of food production. (Patisserie unit)</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Identify obstacles or hazards and remove or avoid. (Venue and Facilities unit)</td>
</tr>
<tr>
<td>Self management</td>
<td>Assess and maintain ongoing compliance with WHS legislation and regulatory requirements, standards and codes. (WHS unit)</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Conduct a handover to incoming bar staff and share relevant information. (Food and Beverage unit)</td>
</tr>
<tr>
<td>Technology</td>
<td>Operate laundry equipment according to manufacturer instructions. (Accommodation Services unit)</td>
</tr>
</tbody>
</table>

These skills are explicitly embedded within units of competency but not every unit of competency will contain every employability skill. RTOs must ensure that these skills are robustly assessed as part of an integrated assessment with other skills described within units. It does not matter that the student is not currently employed; they must be employable after achieving qualifications. They must be able to work in teams, solve problems, plan and organise work activities and communicate at a level expected by their eventual employer. The complexity of the employability skill will be self-evident in individual units as for the above examples.
Sustainability skills

Like employability skills, sustainability skills are now explicitly embedded in units of competency and must be assessed. Not every unit of competency will contain every sustainability skill. The National Skills Agreement definition is:

“Skills for sustainability, also known as green skills, are the technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community.”
The following table shows the various facets of each of the three sustainability skills. People working at different levels require different sustainability skills. For example, a restaurant manager might be involved in planning, managing and monitoring resource usage whereas a kitchen hand might only be involved in correctly using resources and disposing of waste.

**SOCIAL OUTCOMES**

Skills for social sustainably should support people to meet their fundamental human needs in our workplace and society.

What are we trying to sustain?
- social wellbeing of the workforce
- social wellbeing of the community in general.

**Social issues – service industries’ skills facets**
- planning facilities, products and operations to meet the needs of those with a disability and those with specific social and cultural needs
- pro-actively contributing to social improvements for the broader community
- interacting with customers and colleagues with social & cultural sensitivity
- meeting the needs of different social and cultural groups both customer and employee based.

**ECONOMIC OUTCOMES**

Skills for economic sustainably should support employees to contribute to the profitable and financial success of the organisation for which they work, and in turn, their local and national economy.

What are we trying to sustain?
- the economic wellbeing and growth of an individual operating as sole trader
- the economic wellbeing and growth of any business of any size
- the economic wellbeing and growth of the local, state and national economy.

**Economic issues – service industries’ skills facets**
- business, marketing and financial planning
- managing, monitoring and evaluating financial operations
- managing financial risk
- pro-actively contributing to economic improvements for the broader community
- contributing to business profitability.

**ENVIRONMENTAL OUTCOMES**

Skills for environmental sustainably should support employees in their efforts to reduce negative environmental impacts on the environment.

What are we trying to sustain?
- the health and safety of the environment

**Environmental issues – service industries’ skills facets**
- planning minimal impact facilities and operations
- planning, managing and monitoring resource usage and waste to reduce negative environmental impacts
- pro-actively contributing to environmental improvements
- choosing materials, products and packaging to reduce negative environmental impacts
- correctly using resources and disposing of waste to reduce negative environmental impacts.
Unpacking a unit of competency – introductory information

RTOs, trainers and assessors must be able to interpret and work with all the components within units of competency in order to design quality learning and assessment. The following de-constructed sample unit of competency from the SIT12 Tourism, Travel and Hospitality Training Package explains the structure of units and the purpose of each component.

Each SIT12 unit of competency contains the following introductory information:

**SITHFAB303**

**PREPARE AND SERVE COCKTAILS**

- **SI** = Service Industries
- **T** = TP identifier
- **H** = sector (hospitality)
- **FAB** = competency field (Food and Beverage)
- **3** = first packaged in a Certificate III
- **03** = third in sequence of FAB units

- **Unit descriptor**
  - This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of organisational and traditional specific cocktails. It requires the ability to promote, prepare and present attractive cocktails and experiment with ideas to develop new cocktail recipes.
  - *A succinct description of what the unit covers; a summary of the content.*

- **Employability skills**
  - This unit contains employability skills.
  - *Employability skills are explicitly embedded throughout all sections of the units.*

- **Prerequisite units**
  - This unit must be assessed after the following prerequisite units:
    - **SITHFAB201** | Provide responsible service of alcohol
    - **SITXFSA101** | Use hygienic practices for food safety
  - *Prerequisite units contain skills & knowledge that a person must have in order to perform the function described in this unit.*

- **Application of the unit**
  - This unit applies to any hospitality organisation which operates a cocktail bar including hotels, restaurants and clubs. The preparation of cocktails is a high order technical bar attendant skill used by experienced beverage attendants who operate independently or with limited guidance from others.
  - *A brief description of where the unit is practically applied in the industry.*
  - Describes the level at which people work.
  - The nomination of typical job titles clarifies the unit’s applicability.
Licensing/ Regulatory Information
The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB201 Provide responsible service of alcohol.

- Describes any occupational licensing or certification requirements for the person who uses this skill; sometimes describes business licensing related to the unit e.g. travel agent’s licence or specific laws that the person must adhere to e.g. Tourism Services Act (QLD).

<table>
<thead>
<tr>
<th>Competency field</th>
<th>Food and Beverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit sector</td>
<td>Hospitality</td>
</tr>
</tbody>
</table>

Unpacking a unit of competency – things that employees must do and know

From a workplace perspective each unit of competency identifies a discrete workplace skill, for example Prepare and serve cocktails, and the knowledge a person must have. This is described in the “front end” of the unit within the:

- Elements
- Performance Criteria
- Required Skills
- Required Knowledge
- These parts of the unit describe required:
  - technical or functional skills
  - literacy skills
  - numeracy skills
  - employability skills (generic work skills)
  - breadth and depth of knowledge of sustainability skills
  - work health and safety skills
Sample Skills and Knowledge for Prepare and serve cocktails

All skills and knowledge included in this section of the unit must be assessed.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</td>
</tr>
</tbody>
</table>
| Promote cocktails to customers. | 1.1. Use *display materials* to promote cocktails.  
1.2. Offer customers accurate information about the style and *range of cocktails* available and encourage their purchase. *(explicitly embedded employability skill – communication)*  
1.3. Check and identify *specific customer preferences and take orders.*  
1.4. Make recommendations and suggestions to assist customers with drink selection, and promote or up sell products. *(explicitly embedded employability skill – initiative and enterprise)* |
| Prepare cocktails. | 2.1. Select appropriate cocktail glassware and *equipment* and use them according to organisational and traditional industry standards.  
2.2. Make cocktails correctly and efficiently according to organisational and traditional *recipes*. *(requires literacy to read and interpret recipes; requires numeracy to calculate and measure ingredients)*  
2.3. Consider eye appeal, texture, flavour and required temperature in preparing cocktails.  
2.4. Evaluate presentation of cocktails and make adjustments before serving.  
2.5. Experiment with creative and complementary combinations of *alcoholic* and *non alcoholic* ingredients to develop new cocktails. |
| Present cocktails. | 3.1. Present cocktails attractively and maximise eye appeal.  
3.2. Use garnishes and decorations according to organisational and traditional standards.  
3.3. Avoid wastage and spillage during service. *(economic sustainability skill – contributing to business profitability)* |
REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

In order for people to perform the function described by the unit, they must be able to apply other skills to this situation. Literacy for reading & writing, numeracy and employability skills are covered in this section. The statements are specific to each unit by explaining what the person is doing with that skill in the context of the unit function. For example, what specific literacy skill is required to prepare and serve cocktails? The statements also provide guidance on the level of skills required.

- Communication skills (employability skill) including active listening and open and closed probe questioning to:
  - interact with customers in a polite and friendly manner
  - determine customer preferences and offer suitable products
  - provide clear and accurate information tailored to the customer
- Initiative and enterprise skills to promote and upsell products and to develop new and appealing cocktails (employability skill)
- Literacy skills to:
  - read and interpret cocktail menus, brochures, price lists, promotional materials and organisational and traditional recipes (This statement provides details about the types of documents that a bar attendant would read to prepare cocktails, provides guidance on the complexity of written materials and level of literacy required.)
  - Write recipes for newly developed cocktails
- Numeracy skills to:
  - calculate ingredient quantities for the preparation of cocktails
  - accurately measure standard drink ingredients
- Planning and organising skills to sequence the preparation of cocktails to efficiently serve customers (Employability skill)
- Problem-solving skills to identify deficiencies in cocktail quality and make adjustments to ensure a quality product (Employability skill)
- Self-management skills to manage own speed, timing and productivity (Employability skill)
- Technology skills to use cocktail preparation equipment. (Employability skill)
### REQUIRED SKILLS AND KNOWLEDGE

**Required knowledge**

In order for people to perform the function described by the unit, they must know certain things. The statements provide guidance on the breadth and depth of knowledge required.

- Major types of alcoholic ingredients, their characteristics and origins (stating what they must know about these ingredients describes depth of required knowledge) including:
  - spirits and liqueurs
  - vermouths, bitters and fortified wines
- Major types of cocktails and their characteristics, preparation techniques and service (stating what they must know about these types of cocktails describes depth of required knowledge) including:
  - blended
  - built
  - floated
  - muddled
  - shaken
  - stirred (listing types of cocktails provides breadth of required knowledge)
- Traditional recipes and preparation methods for popular cocktails including:
  - Bloody Mary
  - Brandy Alexander
  - Champagne Cocktail
  - Daiquiri
  - Margarita
  - Martini
  - Piña Colada
  - Screwdriver
  - Tom Collins
  - Whisky Sour
- Recipes, preparation methods and presentation standards for organisation specific cocktails
- Organisational and traditional industry standards for:
  - glassware used for cocktail presentation
  - garnishes and decorations used to enhance cocktails
- Operational features and uses for cocktail making equipment.
### RANGE STATEMENT

The range statement allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below.

Because units can cover a range of industry, sectors and environments the elements and PCs are written broadly so they can apply to all circumstances. Not all workplaces are the same and we cannot force all variable circumstances into the elements and PCs otherwise people would be disadvantaged during assessment. The lists are not intended to cover all circumstances and others can be added during training and assessment, as required.

<table>
<thead>
<tr>
<th><strong>Display materials</strong> include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• brochures</td>
<td></td>
</tr>
<tr>
<td>• cards</td>
<td></td>
</tr>
<tr>
<td>• descriptive menus</td>
<td></td>
</tr>
<tr>
<td>• lists</td>
<td></td>
</tr>
<tr>
<td>• photographs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Recipes</strong> include those developed by the organisation as well as traditional recipes such as:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Black Velvet</td>
<td></td>
</tr>
<tr>
<td>• Bloody Mary</td>
<td></td>
</tr>
<tr>
<td>• Brandy Alexander</td>
<td></td>
</tr>
<tr>
<td>• Brandy Crusta</td>
<td></td>
</tr>
<tr>
<td>• Champagne Cocktail</td>
<td></td>
</tr>
<tr>
<td>• Daiquiri</td>
<td></td>
</tr>
<tr>
<td>• Grasshopper</td>
<td></td>
</tr>
<tr>
<td>• Margarita</td>
<td></td>
</tr>
<tr>
<td>• Martini</td>
<td></td>
</tr>
<tr>
<td>• Piña Colada</td>
<td></td>
</tr>
<tr>
<td>• Screwdriver</td>
<td></td>
</tr>
<tr>
<td>• Tequila Sunrise</td>
<td></td>
</tr>
<tr>
<td>• Tom Collins</td>
<td></td>
</tr>
<tr>
<td>• Whisky Sour</td>
<td></td>
</tr>
<tr>
<td>• White Russian</td>
<td></td>
</tr>
</tbody>
</table>

#### Unpacking a unit of competency – things that assessors must do

Units of competency contain a section called the “Evidence Guide” to instruct the assessor to collect mandatory evidence when making decisions about a student’s competence. This “back end” of each unit prescribes the conditions for assessment. It is also used by RTOs to plan the resourcing of training and assessment activities.
Sample Evidence Guide for Prepare and serve cocktails

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

The Evidence Guide provides prescriptive assessment instructions for the assessor. (However, methods are only suggested). RTOs must comply with these mandatory requirements. It describes the essential assessment conditions to ensure rigour and industry’s acceptance that formal certification truly means that a student is competent.

Overview of assessment

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Evidence of the ability to:</th>
</tr>
</thead>
</table>
| • prepare and present a diverse range of cocktails, using organisational and traditional recipes, to meet diverse customer requests including these types:  
  – blended  
  – built  
  – floated  
  – muddled  
  – shaken  
  – stirred  
  • present multiple cocktails, accompaniments and garnishes attractively and decoratively that are consistent in quality, volume and appearance  
  • use the correct equipment, ingredients and standard measures to prepare cocktails  
  • prepare and present cocktails over multiple service periods  
  • work with speed and efficiency to deal with numerous service tasks simultaneously  
  • integrate knowledge of:  
    – major types of cocktails and their characteristics  
    – traditional and organisation recipes and preparation methods for popular cocktails  
    – organisational and traditional industry standards for presentation. |

Critical Aspects Statements describe:

• the absolute essence of a rigorous assessment  
• what is absolutely critical and essential knowledge and performance to ensure that the candidate is competent  
• a requirement for multiple assessments, coverage of diverse products and range of complexities so that evidence of consistency and transferability of skill across products and circumstances is collected  
• a requirement for time efficiency during assessment  

These statements sometimes nominate:

• a number of occurrences that a skill is required to be demonstrated e.g. a person is required to complete 48 complete service periods  
• the scope of methods to be used e.g. a prescribed range of cookery methods  
• the scope of products to be produced e.g. a prescribed range of dishes to be cooked  
• that the person must be assessed over a specific period of time in order to implement a plan e.g. over a budgetary life cycle
## EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must ensure use of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• an operational bar with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for preparing cocktails; this may be a:</td>
</tr>
<tr>
<td></td>
<td>- real industry workplace</td>
</tr>
<tr>
<td></td>
<td>- simulated industry environment such as a training bar servicing customers</td>
</tr>
<tr>
<td></td>
<td>• industry realistic ratios of bar staff to customers</td>
</tr>
<tr>
<td></td>
<td>• commercial cocktail bar menus, brochures, price lists and promotional materials currently used by the hospitality industry</td>
</tr>
<tr>
<td></td>
<td>• traditional recipes, preparation methods and presentation standards for cocktails</td>
</tr>
<tr>
<td></td>
<td>• a wide commercial range of cocktail bar stock including spirits, fortified wines, liqueurs and non-alcoholic ingredients.</td>
</tr>
</tbody>
</table>

This section mandates the assessment environment and the equipment and resources which must be used for assessment.

- Describes where the assessment must take place – the physical environment
- Describes if other people must be present during assessment e.g. customers
- Describes what equipment must be provided for assessment. *(The Assessment Guidelines document provides specific lists of equipment for the environment, in this case an operational bar.)*
- Prescribes what workplace documentation must be provided or must have been accessed by the candidate during formative assessment *(ongoing assessment is so often undertaken as part of the training process)*
- Describes what types of consumable resources must be provided for assessment.

## Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the individual preparing and serving cocktails at a fully equipped commercial cocktail bar
- evaluation of the taste and visual appeal of cocktails produced by the individual
- evaluation of new cocktails developed by the individual
- project activities which allow assessment of the individual’s ability to operate cocktail service for a themed event function or meeting
- written or oral questioning to assess knowledge of:
  - major types of cocktails and their characteristics
  - organisational and traditional recipes and preparation methods for popular cocktails
  - traditional industry and organisational standards for presentation
- review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

- **Suggested methods of assessment which are tailored to the specific function of unit.**
- **Provides sensible and good examples of practical methods to judge competency.**
## EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Guidance information for assessment</th>
<th>The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SITHFAB101</td>
</tr>
<tr>
<td></td>
<td>SITHFAB202</td>
</tr>
<tr>
<td></td>
<td>SITXCCS303</td>
</tr>
<tr>
<td></td>
<td>SITXFIN201</td>
</tr>
</tbody>
</table>

- Holistic assessment is always advisable. Related units are listed which have clear linkages to the skills and knowledge described in this unit. The choice reflects the natural integration of activities in the workplace.
- Does not repeat pre-requisite units.
SIT12 Qualifications

Qualifications have been designed to ensure they are increasingly flexible to meet the diverse needs of the tourism, travel and hospitality industries including the need for multi-skilled employees.

Key industry principles for the design of qualifications

The packaging of tourism, travel and hospitality national qualifications is based on two key industry principles:

• Qualifications represent key functions directly related to occupational positions in the industry.
• Qualification structures must be designed by RTOs to achieve the skills and knowledge that industry employers expect employees to have when they transition to the workplace in a specified job role.

Each qualification is a framework, not a course in the same way that units of competency are not curriculum documents. The qualifications combine groups of competencies which represent a range of job outcomes in tourism, travel and hospitality workplaces at each qualification level. They do not require people to achieve extra units of competency which are not always needed in every workplace. This is why a choice of electives is allowed – RTOs can use their professional judgement and industry consultation processes to customise qualifications and subsequently design training programs that suit the needs of both local operators and students.

Features of SIT12 qualifications

• Each qualification is made up of core and elective units; the specified core units for each qualification ensure the integrity of the qualification and the choice from a wide range of elective units provides flexibility to meet the needs of differing industry sectors, business localities, size and type of operation.
• Each qualification is introduced by a statement that clearly outlines its applicability to common job functions within the tourism, travel and hospitality industries and to different industry business types and environments.
• An employability skills summary is provided for each qualification to provide holistic guidance to trainers and assessors and to assist employers to understand the generic skills delivered by the qualification.
• There is a clear progression from entry level to more senior, supervisory and management job roles:
  − The entry level skills packaged at Certificates I and II level lead to more complex technical skills at the Certificate III level which reflects the role of a skilled tourism, travel or hospitality employee.
  − The Certificate IV qualifications vary across sectors but all contain more complex competencies required by those who are further progressing their career to a more technically proficient senior person. Many contain supervisory skills or provide, through the selection of appropriate elective units, competencies to supervise staff.
  − The Diploma qualifications provide competencies for departmental, operational or small business managers. Higher order sales, marketing and product development skills can be developed through selection of appropriate electives to suit specialist job roles.
  − The Advanced Diplomas package strategic business management competencies required by senior managers.
Technical skills required by supervisors and managers

In the tourism, travel and hospitality industries, supervisors and managers regularly undertake operational duties. Executive Chefs in restaurants, clubs and even hotel environments still cook; Retail Travel Agency Managers sell and quote on travel products on a daily basis; Holiday Park Managers will regularly take reservations and check guests in.

Industry, therefore, has designed higher level qualifications that include a range of technical or operational competencies. The inclusion of these units at Certificate IV, Diploma and Advanced Diploma is in keeping with tourism, travel and hospitality job outcomes at supervisory and management levels.

The hospitality industry takes a different approach to that of the tourism, travel and holiday parks and resorts industries. Both approaches provide the same outcome:

**When a person graduates with a Certificate IV, Diploma or Advanced Diploma, industry is assured that the person has both the required technical and higher order skills required to work at a senior, supervisory or management level.**

Hospitality qualifications allow direct entry

The Hospitality industry prefers qualification rules that allow direct entry to all qualifications. Students may not have already completed a Certificate III providing the required technical skills still used in supervisory or management jobs covered by higher level qualifications. For this reason, technical skills that are included in lower level qualifications are brought forward to higher level qualifications. For example:
**Technical Core units common to both Certificates III & IV in Commercial Cookery**

<table>
<thead>
<tr>
<th>Certificate III in Commercial Cookery</th>
<th>Certificate IV in Commercial Cookery</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTFA311A Apply first aid</td>
<td>HLTFA311A Apply first aid</td>
</tr>
<tr>
<td>SITHCCC101 Use food preparation equipment</td>
<td>SITHCCC101 Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC201 Produce dishes using basic methods of cookery</td>
<td>SITHCCC201 Produce dishes using basic methods of cookery</td>
</tr>
<tr>
<td>SITHCCC202 Produce appetisers and salads</td>
<td>SITHCCC202 Produce appetisers and salads</td>
</tr>
<tr>
<td>SITHCCC203 Produce stocks, sauces and soups</td>
<td>SITHCCC203 Produce stocks, sauces and soups</td>
</tr>
<tr>
<td>SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes</td>
<td>SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes</td>
</tr>
<tr>
<td>SITHCCC301 Produce poultry dishes</td>
<td>SITHCCC301 Produce poultry dishes</td>
</tr>
<tr>
<td>SITHCCC302 Produce seafood dishes</td>
<td>SITHCCC302 Produce seafood dishes</td>
</tr>
<tr>
<td>SITHCCC303 Produce meat dishes</td>
<td>SITHCCC303 Produce meat dishes</td>
</tr>
<tr>
<td>SITHCCC307 Prepare food to meet special dietary requirements</td>
<td>SITHCCC307 Prepare food to meet special dietary requirements</td>
</tr>
<tr>
<td>SITHCCC308 Produce cakes, pastries and breads</td>
<td>SITHCCC308 Produce cakes, pastries and breads</td>
</tr>
<tr>
<td>SITHCCC309 Work effectively as a cook</td>
<td>SITHCCC309 Work effectively as a cook</td>
</tr>
<tr>
<td>SITHKOP302 Plan and cost basic menus</td>
<td>SITHKOP302 Plan and cost basic menus</td>
</tr>
<tr>
<td>SITHPAT306 Produce desserts</td>
<td>SITHPAT306 Produce desserts</td>
</tr>
<tr>
<td>SITXFS1011 Use hygienic practices for food safety</td>
<td>SITXFS1011 Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXFS201 Participate in safe food handling practices</td>
<td>SITXFS201 Participate in safe food handling practices</td>
</tr>
<tr>
<td>SITXHRM301 Coach others in job skills</td>
<td>SITXHRM301 Coach others in job skills</td>
</tr>
<tr>
<td>SITXINV202 Maintain the quality of perishable supplies *</td>
<td>SITXINV202 Maintain the quality of perishable supplies *</td>
</tr>
</tbody>
</table>

**A range of elective units are also common to both qualifications**

Some additional supervisory skills included in the Certificate IV are:

- SITKOP402 Develop menus for special dietary requirements
- SITKOP403 Coordinate cooking operations
- SITXCOM401 Manage conflict
- SITXF1N402 Manage finances within a budget
- SITXHRM402 Lead and manage people
- SITXMGT401 Monitor work operations
Tourism, travel and holiday parks and resorts qualifications have entry requirements

These industries prefer to use entry requirements to bring forward the technical skills required by supervisors and managers. This ensures those who enrol in Certificate IV and higher qualifications have already achieved the operational skills required of them in the workplace. For example, students who enrol in a Certificate IV in Travel and Tourism must either:

- Be formally assessed through a training program or recognition process, against a cluster of technical units
- Have relevant tourism and travel employment experience using a cluster of technical skills.

If the student had already achieved a Certificate III in Tourism specialising in Inbound tour wholesaling or if they had worked as an Inbound Tour Coordinator, they would have achieved these units which make up the entry requirement (one of the nominated clusters):

- SITTIND201 | Source and use information on the tourism and travel industry
- SITTTSL202 | Access and interpret product information
- SITTTSL302 | Provide advice on Australian destinations
- SITTTSL303 | Sell tourism products and services
- SITTTSL304 | Prepare quotations
- SITTTSL306 | Book supplier services
- SITTTSL307 | Process travel-related documentation
- SITTTSL308 | Use a computerised reservations or operations system
- SITXCCS303 | Provide service to customers
- SITXCOM201 | Show social and cultural sensitivity
- SITXWHS101 | Participate in safe work practices

They then proceed in the Certificate IV to pick up additional and more complex core competencies:

- SITXCCS401 | Enhance the customer service experience
- SITXCOM401 | Manage conflict
- SITXFIN401 | Interpret financial information
- SITXHRM301 | Coach others in job skills
- SITXWHS301 | Identify hazards, assess and control safety risks

Evaluating skills required to enter higher qualifications

- Option 1: The Entrant has a qualification or Statements of Attainment
  - RTOs would instigate their credit transfer process and recognise units of competency formally achieved through study or an RPL process.
- Option 2: The Entrant has relevant employment experience
  - RTOs would evaluate the skills used in the workplace against the units of competency listed as an entry requirement. This does not need to be a formal RPL assessment process and it is not necessary for the RTO to issue Statements of Attainment or a qualification.

It would, most likely, involve the entrant producing a portfolio of evidence. Key features would be current work samples and letters of endorsement by current and past employers.

Customising the qualifications to meet different needs

It is critical that Training Package users, particularly trainers and assessors read and understand the packaging rules for each of the qualifications in SIT12 that they are delivering. The flexible structures enable RTOs to meet the needs of their two major clients:

- The student to whom they have an obligation to provide relevant training so that they can transition from a training environment into a job with ease or extend their career path through the selection of appropriate elective competencies
• The pool of employers who have an expectation that RTOs will provide graduates who have the relevant skills for the workplace. This is only achievable if the elective competencies have been chosen to meet local business needs.

It is important that both students and employers needs are met through appropriate selection of qualifications and the elective units within those qualifications.

**Step by step approach for choosing and customising a qualification**

For the delivery SIT12 qualifications consider the steps outlined below:

1. **Seek local operator input** into which qualifications tourism, travel and hospitality businesses need to be delivered now and into the immediate future. Discuss various job outcomes and the job roles for which operators seek qualified people. Determine the skills and knowledge that employers in your area seek when recruiting applicants. Refer to earlier information within this User Guide for guidance on engaging local operators and seeking their input.

2. Read the **qualification descriptor** to select the qualification that matches the desired job outcome.

3. Read and clearly interpret the **qualifications rules** relating to:
   - the total number of all units (core + electives) to be completed
   - how many core units must be completed
   - how many elective units must be completed and the rules relating to their selection

4. Select the **elective units** to meet local operator training and assessment requirements for job outcomes. Use professional judgement to ensure that electives chosen are appropriate for the Australian Qualification Framework (AQF) level of the qualification

5. Where there is a particular trainee or apprentice student involved, electives should be negotiated with the employer

6. People who are already working in industry may wish to progress their career through new study. RTOs should negotiate the electives with that individual.

7. Check the **entry requirements** to establish any conditions that must be met by applicants.

**How does it work in practice?**

In the following scenario a qualification is unpacked and relevant units are selected to meet the needs of an individual student and the business he works in.

---

After completing secondary school James completed a Certificate II in Tourism. He didn’t enrol in the Certificate III because, at the time, James was unsure if tourism was the career for him. Shortly after receiving his qualification, James found a job. He’s now worked there for three years. Martin, his employer and the owner of the business, was always impressed with James’s skills and enthusiastic attitude. Over the years, Martin progressively gave James more and more sales and operational duties and James has lots of customer contact, both with agents and direct customers.

James is ambitious and Martin is considering creating a new job – Operations Supervisor. Martin has asked if James would be interested in this role and James was keen to progress his career. Trouble is that James doesn’t have any supervisory skills. Martin has always felt comfortable training James on the job but doesn’t have the time or expertise to provide training in more complex skills. Martin has asked James to complete a higher level tourism qualification and has agreed to promote him when he completes it. It will be good for the business if James can implement some good business practices. James is happy because he will learn some new skills and have a more responsible job.
The RTO's input into qualification and elective choice

Martin contacted a local RTO and discussed what he wanted from James's training. The RTO showed Martin the qualification descriptor for the Certificate III in Tourism:

“This qualification reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills. They use discretion and judgement and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members”.

After considering the descriptor and looking at the core units and a range of electives, Martin and the RTO agreed that James already had these skills. What Martin and James were seeking were supervisory skills.

The RTO showed Martin the qualification descriptor for the Certificate IV in Travel and Tourism:

“This qualification reflects the role of individuals who use a broad range of sales and marketing or operational skills combined with sound knowledge of industry operations. They operate independently or with limited guidance from others and use discretion to solve non-routine problems. Many people have supervisory responsibilities and plan, monitor and evaluate the work of team members”.

This was a perfect fit for the job role Martin was to create; a mix of operational and supervisory duties.

Entry Requirements

At first James and Martin were disappointed because they both thought that James would have to complete a Certificate III in Tourism to progress to a Certificate IV. When they looked at the Certificate III, they both agreed that James already has the relevant skills because he has learnt them over the years on the job and didn’t want to waste time repeating things he already knew and could do.

The RTO explained the entry requirements for the Certificate IV in Travel and Tourism and they were both pleased to see that James could enter the Certificate IV in Travel and Tourism because of his employment experience:

Entry to this qualification is open to individuals who are able to demonstrate tourism and travel industry knowledge, customer service and operational skills. The individual must either:

• Be formally assessed through a training program or recognition process, against one of the unit clusters below.

OR

• Have relevant tourism and travel industry employment experience. A job that has involved the application of skills described in one of the unit clusters would be a satisfactory indicator for entry. A determination need not involve a formal process of measuring, evaluating or recording performance against the units of competency.

James had all the skills described in the Tourism operations (office-based pathway):

- SITTIND201 | Source and use information on the tourism and travel industry
- SITTTSL201 | Operate an online information system
- SITTTSL202 | Access and interpret product information
- SITTTSL306 | Book supplier services
- SITTTSL307 | Process travel-related documentation
- SITTTSL308 | Use a computerised reservations or operations system
- SITXCCS303 | Provide service to customers
- SITXCOM201 | Show social and cultural sensitivity
- SITXWHS101 | Participate in safe work practices

The RTO worked through these units with Martin and James. James provided work samples. The RTO asked James a range of questions about his knowledge. Martin endorsed his ability to perform all the job tasks described in the units and vouched for his knowledge.
Choosing Electives

The core units covered just the type of skills Martin was looking to develop in James:

<table>
<thead>
<tr>
<th>Core units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXCCS401</td>
<td>Enhance the customer service experience</td>
</tr>
<tr>
<td>SITXCOM401</td>
<td>Manage conflict</td>
</tr>
<tr>
<td>SITXFIN401</td>
<td>Interpret financial information</td>
</tr>
<tr>
<td>SITXHRM301</td>
<td>Coach others in job skills</td>
</tr>
<tr>
<td>SITXWHS301</td>
<td>Identify hazards, assess and control safety risks</td>
</tr>
</tbody>
</table>

Martin and James now had to choose 5 elective units to suit the Operations Supervisor job outcome:

- 2 units from Group A
- 1 unit from Group B
- 2 additional units from Group A, Group B, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.

The RTO discussed suitable units and together they decided the best units for James and for Martin’s business. The availability of units about WHS and environmental sustainability were particularly important to Martin, as he had only done a small amount of work in these areas.

<table>
<thead>
<tr>
<th>Elective units</th>
<th>Group A</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SITXHRM402</td>
<td>Lead and manage people</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SITXMTG401</td>
<td>Monitor work operations</td>
</tr>
<tr>
<td></td>
<td>Work Health and Safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SITXWHS401</td>
<td>Implement and monitor work health and safety practices</td>
</tr>
</tbody>
</table>

|                | Group B           | Description                                                                 |
|                | Environmental Sustainability |                                                                                         |
|                | BSBSUS301A        | Implement and monitor environmentally sustainable work practices                |
|                | Finance           |                                                                                         |
|                | BSBFIA401A        | Prepare financial reports                                                       |
Qualifications suited to Vet in Schools delivery

In some industries, Certificate I and Certificate II qualifications are regarded as ‘pathway’ qualifications or as preparatory study and all stakeholders accept that those qualifications do not reflect particular job outcomes.

In the tourism, travel and hospitality industries, a Certificate I and II qualifications are about real job outcomes in both back of house and frontline service roles. Employers expect students with these qualifications to be ready to work and to be competent in the required skills. Schools, therefore, must comply, in the same way as any other RTO, with the requirements outlined in the training package.

Industry strongly encourages any school considering delivery of vocational qualifications to carefully assess its human and physical resource capacity to provide the outcomes employers need.

Industry does not support the delivery of qualifications above Certificate II level in schools or as a part-time school based traineeship or apprenticeship.

Employability Skills Qualification Summaries

RTOs must ensure that graduates of each qualification are able to apply the relevant generic workplace skills, to the level of complexity described in the employability skills summary for each qualification. These summaries provide practical descriptions of the application of employability skills.

Not every unit of competency will contain every employability skill. However, the full range will be covered within each qualification. By the time a student has been assessed against all the units required for a qualification, they will have demonstrated all of the employability skills which are embedded in the relevant units.

The summaries assist RTOs to design learning and assessment strategies which integrate these skills across the units delivered.

The following table contains a summary of the employability skills required by the travel and tourism industry for SIT40212 Certificate IV in Travel and Tourism.

The employability skills facets described here are broad industry requirements they may vary depending on qualification packaging options.
### EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Providing briefings to operational staff; seeking feedback from colleagues and customers on sales, operational and service issues; anticipating and determining customer preferences and expectations to provide professional and personalised customer service experiences, managing team member and customer conflict sensitively, courteously and discreetly; empathising and negotiating acceptable solutions to team member and customer problems and complaints.</td>
</tr>
<tr>
<td><strong>Initiative and enterprise</strong></td>
<td>Proactively consulting with colleagues about ways to improve sales, operational and service efficiency; providing feedback to managers to inform future planning; participating in continuous improvement by reporting success or deficiencies of travel and tourism products and services; suggesting ideas for new or improved products and increased profitability.</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Knowing sources of new information on the travel and tourism industry; being aware of opportunities to learn and participating in travel and tourism industry professional development activities; supporting team members to learn.</td>
</tr>
<tr>
<td><strong>Planning and organising</strong></td>
<td>Monitoring operational efficiency and service levels through close contact with day to day work operations; assessing current team member workloads and scheduling work to maximise operational efficiency and customer service quality; assessing operational and service workflow and assisting team members to prioritise workload to deliver a positive service outcome for travel and tourism customers.</td>
</tr>
<tr>
<td><strong>Problem-solving</strong></td>
<td>Identifying and assessing sales, operational and service issues, discussing and suggesting solutions with managers; initiating short term action to resolve immediate sales, operational or service problems; taking responsibility for resolving escalated customer complaints or requesting assistance from managers to resolve issues; using discretion and judgement as well as predetermined policies and procedures to guide solutions to sales, operational and service problems.</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td>Understanding legal compliance issues and providing advice to team members; organising and self directing own work priorities to deliver travel and tourism sales and service; taking responsibility for implementing predetermined policies and procedures for a range of practices including conflict management, customer service, workplace health and safety; leading and managing a team of individuals, monitoring workplace operations and service delivery; proactively seeking feedback and advice on improving team leader skills.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Motivating and leading teams; providing instructions, support and coaching; planning work operations to take account of team member strengths; proactively sharing information, knowledge and experiences with team members.</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Understanding the operating capability of, selecting and using equipment, computer systems, software and information systems that assist in travel and tourism sales, operational and service activities.</td>
</tr>
</tbody>
</table>
SIT12 Assessment Guidelines

The Assessment Guidelines document is an endorsed component of the SIT12 Tourism, Travel and Hospitality Training Package. It describes both mandatory assessment requirements and provides guidance on quality assessment practice. The guidelines should be read and used by all RTOs and individual assessors in conjunction with competency standards and qualifications.

RTO registration audits are conducted against current standards for registration and the Training Package contents, including the Assessment Guidelines document. The three important sections which prescribe mandatory requirements are:

- Requirements for Assessors
- Assessment Environment, Equipment and Resources
- Customers

Requirements for assessors

To satisfy registration standards for RTOs:

Training and assessment is delivered by trainers and assessors who:

a. Have the necessary training and assessment competencies as determined by the National Quality Council or its successors*;

b. Have the relevant vocational competencies at least to the level being delivered or assessed;

c. Can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and

d. Continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.

*Now the National Skills Standards Council (NSSC)

The NSSC is, at time of publication, responsible for setting the competency standards required by VET trainers and assessors who deliver nationally recognised training and assessment services. NSSC requirements are subject to change and RTOs and assessors are encouraged to check current requirements by visiting the NSSC website:


Training and assessment competencies required

The NSSC has determined that from 1 July 2013:

i. Trainers Must:
   - Hold the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Assessment Training Package as a minimum qualification or be able to demonstrate equivalence of competencies;
   - Be able to demonstrate vocational competencies at least to the level being delivered and assessed; and
   - Be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and trainer/assessor competence.

ii. Persons delivering training under the supervision of a trainer must:
   - Work under the supervision of a trainer with the TAE40110 Certificate IV in Training and Assessment or of a person who has demonstrated equivalence of competencies;
   - Hold the TAE10 Enterprise Trainer Skill Set or be able to demonstrate equivalence of competencies within two years of commencing to deliver training while under supervision; and
   - Be able to demonstrate vocational competencies at least to the level being delivered and assessed as well as maintaining their industry currency.

ii. Assessors must:
   - Hold the TAE10 Assessor Skill Set or be able to demonstrate equivalence of competencies;
   - Be able to demonstrate vocational competencies at least to the level being assessed; and
   - Be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

Note: If a person does not have all the assessment competencies as defined in (i), (ii) and (iii) then one or more persons with the combined expertise in (i), (ii) and (iii) may work together to conduct the assessment.
These requirements ensure that trainers and assessors have achieved a qualification in training and or assessment and have the planning, communication, competency based training delivery and assessment skills to effectively participate in the VET system.

**Vocational competency requirements for SIT12 assessors**

As described above, to satisfy the requirements for RTO registration, assessors must have the relevant vocational competencies for the units of competency they are assessing.

For the tourism, travel and hospitality industries assessors, or at least one person in the assessment team, must satisfy two vocational competency requirements:

• Have employment experience in the specific units of competency they are assessing. This industry experience must be relevant to the job role/s for which performance is being assessed. Supervisory and or managerial experience and a qualification in the industry field would be of benefit.

• Have comprehensive current knowledge of the industry, current industry practices and the job role for which performance is being assessed. This current knowledge may be developed and demonstrated through:
  − recent and relevant work experience in a commercial environment
  − participation in relevant industry professional development activities
  − conduct of relevant industry projects and research activities
  − involvement in professional industry networks and memberships
  − participation in assessment and or training activities conducted in the workplace.

Currency of vocational competence is crucial to the success of assessment outcomes for the tourism, travel and hospitality industries so that assessments reflect up to date workplace practice. It ensures that those involved in assessment processes have current industry knowledge, expertise in current operational practice and knowledge of what workplace equipment, software packages and workplace documents are currently used.

**Vocational competency – assessors for Certificates III and IV in Commercial Cookery**

Assessors for the Certificate III or IV qualification in Commercial Cookery must hold a commercial cookery qualification and have postqualification work experience in a commercial kitchen.

**Options for satisfying vocational competency requirements**

At least one person involved in the assessment must have vocational competency. Assessment can be conducted by:

• A single assessor – an individual assessor with vocational competency conducts the assessment

• A partnership arrangement - an assessor works with a technical expert to conduct the assessment

• An assessment team or panel – a team works together to conduct the assessment

Industry has clear expectations and requirements about the qualifications and experience of assessors and expects that auditors and others involved in the quality assurance of RTOs will respect and adhere to these requirements.

**Assessment environment, equipment and resources**

Access to a realistic operational environment plays an important role in skills development and provides graduates that should be immediately useful and competent in a service environment.

SIT12 outlines stringent assessment requirements which have been determined through the input of industry practitioners. These are outlined at unit of competency level and within the Assessment Guidelines document. It is an industry quality assurance requirement that RTOs assess units of competency:

• In the prescribed physical environment

• Using the defined workplace based large and small equipment

• Using the types of workplace documents currently used in modern service environment

• Using interaction with customers and team members.
Only by meeting these mandatory training package requirements can the tourism, travel and hospitality industries be assured that practical assessment of skills and knowledge is conducted either in the workplace or in a simulated environment which is as operationally realistic as possible.

Contextualised requirements are prescribed in the ‘Context of and specific resources’ section for each unit of competency. It is not, however, always possible to provide extensive lists of large and small equipment at unit level. Here is an example from a cookery unit:

Assessment must ensure use of:

- an operational commercial kitchen with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines; this can be a:
  - real industry workplace
  - simulated industry environment such as a training kitchen servicing customers

The Assessment Guidelines provide comprehensive information about specific environments, and the equipment and workplace documents which must be available.

There are clear definitions and specifications in the Assessment Guidelines for SIT12 for the following environments:

- Accommodation
- Front office
- Events
- Office environment (for tourism, travel and events)
- Operational commercial bar
- Operational commercial cellar
- Operational commercial kitchen; mainstream and asian
- Operational food preparation area
- Operational pastry kitchen
- Operational restaurant or food and beverage outlet
- Touring environment.

Each environment specification describes generic equipment required for all units within a competency field e.g. an operational pastry kitchen for units coded PAT. This is divided into:

- Fixtures and large equipment
- Small and electronic equipment
- Stock
- Cleaning equipment and materials
- Workplace documentation.

Specialist equipment required for particular units of competency is then listed e.g. specific equipment for producing chocolate confectionery.

Customers

People working in the tourism, travel and hospitality industries have daily contact with customers which can be face-to-face, via the telephone or electronic communication. All people working in the service industries must be able to interact with business to business or direct customers. Industry sets high standards for quality customer service and this is reflected throughout the units of competency.

Units describe situations, like these examples below, where employees are required to:

- Provide professional and personalised customer service experiences to meet and exceed the expectations of a variety of customers
- Communicate with a diverse range of customers to provide a total quality service experience
- Resolve difficult customer service situations and complaints
- Demonstrate professional behaviour and accepted service standards
- Complete service within commercial time constraints and designated response times so that all customers are served effectively.

It is vital, and therefore a requirement of many units, that people in a training and assessment environment have access to customers with whom they can interact.
Customers in workplaces

Wherever assessments are conducted in the workplace, customers must participate in the selling and or delivery of the product or service. They would, by nature, be paying for the product or service provided by a commercial business.

Customers in simulated environments

Units allow for simulated situations including the involvement of customers.

For this training package a customer being served in a simulated environment such as a training bar or restaurant is defined as follows:

A customer is a person or organisation who utilises a product or service and expects the product and service to be of equivalent standard to that provided in a commercial business. They may be paying for the product or service or be invited to participate as a guest.

Customers must participate in the sale and or delivery of the product or service. There must be sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tourism, hospitality or events sales, service or operational tasks simultaneously.

Assessors are required to use professional judgement based on their industry experience to make determinations on how best to involve customers.

Some examples of how customers can be involved:

- In a training restaurant, a customer can be a person who either pays for, or is invited to consume, a meal prepared, cooked and served by trainees.
- Event participant customers can be invitees to student, college or external events coordinated and staged by the trainees.
- Passengers can be paying or invited guests on a day or extended tour coordinated, delivered and guided by trainees with other students (not necessarily from the tourism faculty) as their customers.
- Practice retail travel agencies can be set up with trainee travel consultants providing information on destinations to other students, even if money is not transacted for an actual sale.
- Colleges can divide students into wholesale and retail groups with retailers acting as business to business customers.
Quality Training and Assessment Practices

Industry’s view

The SIT12 Tourism, Travel and Hospitality Training Package outlines, through industry input, just how robust assessments must be. The rigour of all assessment processes is critical in determining whether an individual is truly competent and ready to transition to a working role. The provision of rigorous training is equally important to industry.

Industry has clearly articulated its requirements for quality training and assessment, both in individual units of competency and in the Assessment Guidelines. This section of the User Guide provides industry’s expectations of best practice implementation of those requirements.

Contextualised training and assessment practice

The tourism, travel and hospitality industries are extremely diverse. Markets, service styles, business models and modes of operation are manifold. The Training Package reflects this diversity:

- Units of competency are written to allow for application in a range of contexts. Example: the tourism sales and office operations units are written broadly enough to apply to sectors as diverse as retail travel, tour wholesaling, inbound tour operation, events and visitor information services; cookery units are applicable to stand-alone restaurants or those located in hotels and clubs.

- Cross-sector units of competency apply to the tourism, travel, hospitality, events and holiday parks and resorts industries. The intent of these units is that they be delivered and assessed according to the industry context as well as the specific industry sector e.g. tourism – guiding, tourism – retail travel, hospitality – clubs, hospitality – restaurants etc.

- Generic business units have been imported because of their applicability to the tourism, travel and hospitality industries. It is critical that training and assessment is contextualised to meet the requirements of individual industry sectors. For example when completing the unit, BSBMGT617A Develop and implement a business plan, students must be given the opportunity to write a plan that is specific, not only to the tourism industry but also to a specific sector such as tour operations and then to a specific business type such as a day cruise operator.

This diversity and flexibility brings with it the need for clever and responsible RTOs that are able to interpret and adapt the Training Package to meet particular individual industry needs.

Providing context in pre-employment institutional training

The application of context within training delivery and assessment is absolutely essential to ensure relevance to the job outcomes covered by various qualifications. In a pre-employment training course, RTOs would be expected to provide a range of contexts to provide students with broad vocational outcomes. For example, in a generic Diploma of Hospitality RTOs would be expected to include content and activities relating to various managerial job outcomes - executive housekeeper, front office manager, restaurant manager, sous chef. For Diploma of Tourism, inbound groups manager, retail travel agency manager, tour operations manager.

A key question to be answered is the extent to which pre-employment delivery and assessment might cover a range of contexts, or be highly tailored to a particular outcome. For example the potential to provide students with transferable skills:

- By looking at the reservations process or marketing and distribution chain from the perspective of a retail, wholesale or inbound travel consultant.

- Setting dining tables in different styles and for different levels of formality; a casual dining setting and a fine dining restaurant.

- Considering the selling processes described in the unit Sell tourism products and services from different perspectives such as hotel reservationists, tour guides and visitor information officers.
When an RTO selects a qualification with a particular vocational outcome, for example, a Certificate III in Tourism, delivery and assessment must still support that vocational outcome. The traditional focus of training in the tourism sectors has been in retail travel and there has been a tendency to deliver in a retail only context even when awarding other qualifications. This is not appropriate.

Training and assessment methods

‘Old-style’ chalk and talk training with a focus on written tests to assess knowledge does not meet industry requirements for competent work ready graduates. This does not allow students to develop practical skills. Setting endless written tests does not allow the assessor to judge whether a person can use all the technical skills required of them.

Assessment that focuses only on what you can see a person do is also not appropriate, for example assessment checklists that only include elements and performance criteria do not provide effective assessment of knowledge. A key component of competency is knowledge - understanding why it is important to wash your hands, or the reason there is a need to record changes to bookings.

All knowledge and skills in a unit must be covered in training and fully assessed using appropriate methods.

All units of competency identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, review of completed workplace documents, projects and role-plays.

These methods can easily be applied to training activities. The outcome of many training activities can be, in any case, part of a formative assessment.

Here’s an example of the suggested methods of assessment for the unit SITXWHS601 Establish and maintain a work health and safety system

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a portfolio, prepared by the student, which incorporates an entire written work health and safety system for an organisation, including:
  - policies and procedures
  - hazard identification and risk assessment template documents
  - information fact sheets for employees
  - job descriptions incorporating work health and safety roles
  - training plans
  - consultation strategy

- evaluation of reports, prepared by the student:
  - how work health and safety policies, systems and procedures were tailored to suit the characteristics and needs of an organisation
  - evaluation of the effectiveness of work health and safety management practices

- use of case studies and problem solving exercises so the student can suggest appropriate WH&S systems, policies and procedures for different workplace sizes and types

- written or oral questioning to assess knowledge of:
  - relevant OH&S or WHS law
  - methods for conducting ongoing work health and safety consultation
  - methods for evaluating the effectiveness of work health and safety management practices

- review of portfolios of evidence and third party workplace reports of on the job performance by the student.

Job roles over ticks, flicks and atoms

Industry believes that quality assessment relies on qualified assessors making professional judgements about the ability of a student to undertake a job role.

From an industry perspective, this approach is much more effective than assessment processes which place too much focus on checklists and specified quantities of evidence for individual elements or performance criteria. Industry’s expectation is that knowledge and skills should be integrated throughout the delivery of units and assessment should be conducted throughout the course of learning, rather than sighted and signed off in one event.
Consistent performance

Industry believes that for valid and reliable assessment, evidence should be gathered through a range of methods, on multiple occasions and over a period of time; cover a diversity of products and circumstances to indicate a student’s consistent performance and ability to respond to different situations and requirements. These requirements are included in Critical aspects for assessment statements for each unit of competency.

This is particularly relevant when using direct observation as a method. Workplace managers, supervisors, mentors or coaches can work in partnership with any off-site assessor to ensure that evidence of consistent demonstration of competency is collected.

Integrated (holistic) training and assessment

Within each qualification there are units of competency which describe individual skills which do not exist in isolation. In the workplace, people always combine the skills described in different units to do their jobs:

- A travel consultant sells, prepares quotations, provides destination advice and makes reservations all at the same time.
- A waiter provides advice on food, serves drinks and interacts with customers simultaneously.
- In the lead up to an event, an event manager combines specialist skills in event staging and venue management with broader project management and financial skills.

Holistic training and assessment brings together a number of units of competency, relevant to the industry sector, workplace and job role, to reflect actual workplace practices. Trainers and assessors should design integrated training and assessment activities to collect evidence for a number of units together.

All units, in the ‘Guidance information for assessment’ section, recommend a range of related units which can be grouped together for a logical integrated assessment. These groupings would be equally appropriate for training delivery. Any units that relate to a job function can be identified and combined by trainers and assessors to support the needs of industry businesses and job functions.

Industry has an expectation that RTOs will cross the boundaries of individual units of competency to structure learning and assessment in ways that enable students to practice skills as they actually occur in the workplace.

Assessing employability skills

Employability skills are integral to effective performance in the workplace. How these skills are applied varies between occupations and qualifications due to the different work functions and their complexity.

Employability skills embedded in each unit should be assessed holistically with other relevant skills and knowledge that make up the unit. They should be assessed in the context of the particular qualification and in the context of the job role.

The complexity of each employability skill will be apparent because the skill and the complexity of the skill is explicitly expressed within individual units.

The breadth and depth of various employability skills grows and is applied to different workplace functions as a person progresses in their training and career path.

Simulated assessment environments and activities

Industry highly values graduates who are ready to work in their businesses because they have been exposed to industry conditions. It is industry’s view that employable people can only come from training and assessment that actually reflects the workplace.

Industry strongly encourages practical assessment of skills and knowledge in the workplace and encourages on-the-job assessment, mentoring and coaching. However, assessment in the workplace is not always possible.

It may also be the case that the assessment can, in fact, be conducted in the workplace environment but cannot happen on-the-job (as part of the normal operation of the business) so that a simulated activity is undertaken, for example, providing responsible service of alcohol.
Wherever a simulated assessment is conducted it is vital that the assessment environment is as realistic as possible. It is essential that assessment is conducted using suitable resources and equipment and under industry-relevant conditions as close to a real work situation as possible. This involves:

- appropriate environments as prescribed in the ‘Context of and specific resources for assessment’ section within each unit of competency
- adequate numbers of up-to-date equipment and technology that is currently used within industry and would be generally available in a modern tourism, hospitality or events business
- workplace documents which are currently used in industry and would generally be available in a modern tourism, hospitality or events business
- a diverse, comprehensive and commercially realistic product range of food and beverage ingredients, and touring and event supplies
- sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tourism, hospitality or events sales, service or operational tasks simultaneously
- working with multiple and varied team members, supervisors, managers and customers, including difficult ones
- speed, timing and productivity for tasks typical of a commercial operation
- dealing with multiple and varied problems and prioritising competing tasks in given timeframes
- interruptions to work typical of the workplace
- integration of multiple competencies which a student would naturally complete simultaneously as part of their job function.

Work Placements

Institutional training prior to employment is the most common model of training across many sectors of tourism, travel and hospitality. This is true at every level of qualification with large numbers of full time students even at Diploma and Advanced Diploma level. It is not the industry-preferred model, particularly in commercial cookery, or for other hospitality outcomes where traineeships and apprenticeships are preferred and strongly supported.

The overarching industry view remains – Across all sectors, industry has a clear expectation that students in institutional programs are provided with access to workplace experience directly related to the skills contained in the qualification for which they are studying.

The same requirements apply on or off the job

Where a RTO conducts all or part of its delivery in an industry setting; the RTO must ensure that all stated criteria are met in order to satisfy the assessment requirements of the Training Package.

RTOs should always provide business owners or managers with support material to assist in structured, demonstrable training for the student. They should be aware of the performance already achieved by the student and their level of proficiency.

Employers should be aware of the RTO’s expectations about the type of tasks a student would be undertaking as part of their training. It is recognised that students placed in workplace environments as part of their training benefit most when:

1. the skills to be learned are clearly specified and agreed to in writing
2. a workplace supervisor is assigned to guide and oversee student’s progress.

For each placement, RTOs should:

- provide employers with the specific performance outcomes that are expected from the workplace training
- provide students with a clear understanding of the on the job training they will receive and the expectations of the employer
- review the plan regularly in conjunction with the business and the student to determine the student’s progress and to identify any issues which may impact on successful delivery of the qualification.
Additional Advice for Training Package Users

Nominal hours

Nominal hours of training are allocated to individual units of competency and to qualifications in purchasing or implementation guides developed by some State Training Authorities. Nominal hours are not always the same across jurisdictions. Most jurisdictions use nominal hours as a tool to purchase government subsidised training from RTOs.

Nominal hours represent the hours that will be publically funded:
- for a unit of competency they indicate the maximum hours of funding
- for a qualification they indicate the minimum and maximum hours of funding giving consideration to the range of units of competency that can be selected as electives.

Fee for service providers are able to extend those hours if they choose.

Funding models versus industry expectations – achieving competency takes time

Industry has some particular views about nominal hours and their interpretation:
- while acknowledging the funding implications of nominal hours for RTOs, the focus for employers is wholly on the outcomes of training
- competency cannot be achieved without an holistic work integrated approach to learning and assessment, along with sufficient practice and workplace application – well outside the strictures of nominal hours
- attempting to achieve outcomes for institutional students, without effective work integration strategies and the proper allocation of time for workplace practice is not realistic.

Meeting language literacy and numeracy requirements

Language (or verbal communication), literacy for reading and writing, and numeracy skills are covered in the required skills section of each unit of competency.

The statements describe what specific language, literacy and numeracy (LLN) skills are required in the workplace to perform the function described by each unit. They explain what the person is doing with those skills and also provide guidance on the level of skills required.
Providing language literacy and numeracy support

The LLN statements within each unit of competency describe, like other parts of the unit, the skills and level of skill required to do a job. In the examples provided, the LLN skills required in the workplace to perform event and exhibition coordination functions. They do not describe a training pathway for those people who don’t have the required LLN skills, to achieve the level required in the workplace.

They do not describe a measurement system that can be used by specialist practitioners to determine a person’s LLN starting point.

It is the role of trainers, assessors and RTOs to determine the level of LLN that a student holds and whether they can work in industry by doing the things required of them, as described within each unit.

Some aspects that should be considered include:
- Can they verbally discuss any problems associated with the operation of the registration desk with venue personnel well enough to resolve any issues?
- Can they read and properly interpret complex exhibition planning documents so they can establish floor plans to meet different exhibitor requirements?
- Can they input accurate customer details into a computerised system to issue on-site registration documents for customers; write clear notes to assist customers at the event?
- Can they write, what might be, complex criteria to allocate exhibition space to meet the objectives of the exhibition?
- Can they correctly and accurately calculate event costs, interpret invoices and payments to determine under or over payments when checking an attendee’s details before admission?
- Do they have the ability to calculate floor space in order to plan exhibition layouts to maximise exhibitor space?

If the answer is no, then the student will require appropriate support in order to meet industry’s literacy requirements. The SIT12 Tourism, Travel and Hospitality Training Package does not describe how this is done. RTOs, trainers and assessors use their expertise and resources to ensure that the student can achieve the level of literacy required so they can easily transition to a working role in the tourism, travel and hospitality industries.
Language, literacy and numeracy resources

Select from the following useful links for further information and strategies regarding providing LLN support to students.

**Taking the Lead**  

The one stop shop for information and advice on developing LLN skills in the service industries.

**The Australian Core Skills Framework (ACSF)**  

The Australian Core Skills Framework (ACSF) is a tool that describes and measures those LLN skills needed by individuals in a variety of contexts including those required to learn and work. It underpins the management of the Australian Government’s LLN programs and is a key support tool for improving adult learning.

It is primarily a tool for specialist LLN practitioners. The ACSF can, however, be used for a broad range of purposes by non LLN specialists in the VET sector. For example, it can be used to:

- benchmark an student’s performance in any of the core skills; to identify their strengths and needs so that training can be targeted to meet those needs
- map core skills within training courses
- tailor curriculum, materials and methodologies to course requirements and student needs

**Literacynet**  

Literacynet provides a diverse range of links to other sites for supporting literacy and learning needs. Links are included to sites relating to Indigenous training, adult literacy, young people’s needs, supporting people with a disability Adult Education Resource and Information Service (ARIS).