



TRAINING AND ASSESSMENT STRATEGY FEE FOR SERVICE STUDENTS

SIT30616 CERTIFICATE III IN HOSPITALITY

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INTRODUCTION

Acronyms you will find in this document.

Acronym	Definition
ACPET	Australian Council for Private Education & Training
AQF	Australian Quality Framework
ASQA	Australian Skills Quality Authority
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard.
CT	Credit Transfer
CTC	Careers Training Centre
NVR	National VET Regulator
QID	Quality Indicator Data
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
VET	Vocational Education and Training
The Act	National Vocational Education and Training Regulator Act 2011
The Standards	Standards for Registered Training Organisations (RTOs) 2015
USI	Unique Student Identifier

Definitions

Training and assessment strategy means a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process.¹

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace. This is expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.¹

¹ Source: Standards for Registered Training Organisations (RTOs) 2015

TRAINING AND ASSESSMENT STRATEGY

Code:	SIT30616	Title:	Certificate III in Hospitality		
Release:	3	Release status:	Current	Usage recommendation:	Current
Parent training package:	SIT - Tourism, Travel and Hospitality Training Package				

Career Prospects

This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

Possible job titles include:

- espresso coffee machine operator
- food and beverage attendant
- front desk receptionist
- front office assistant
- function attendant
- function host
- gaming attendant
- guest service agent
- housekeeper
- restaurant host
- senior bar attendant
- waiter.

Visit <http://www.discovertourism.com.au/where-can-it-take-me/career-paths/> for more information on careers within hospitality and tourism.

Articulation

Students who successfully complete the Certificate III in Hospitality can gain credits for subjects included in the Certificate IV in Hospitality and the Diploma of Hospitality Management if they decide to continue their studies. Under the Australian Qualifications Framework (AQF) Certificate III is AQF Level III.

AQF1 Certificate I

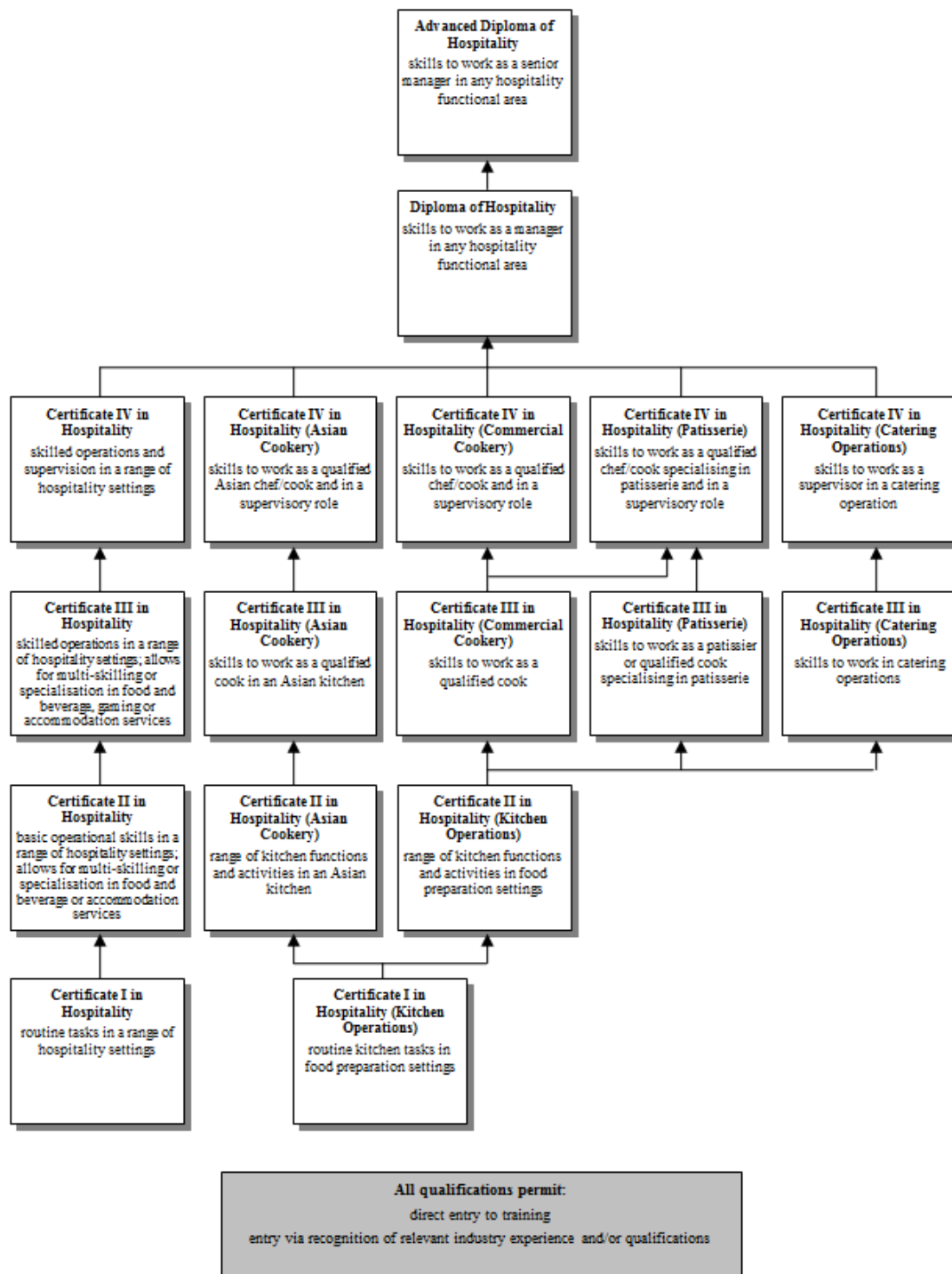
AQF2 Certificate II

AQF3 Certificate III

AQF4 Certificate IV

AQF5 Diploma

AQF6 Advance Diploma



ref: www.training.gov.au – SIT training package

It is recognised that typical career paths are not always linear. The qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including via relevant industry experience or qualifications. They enable significant credit transfer between qualifications, including from related industry area

Award

Upon successful completion of all units of competencies in the course, students will be issued with a SIT30616 Certificate III in Hospitality. Should a student not complete the entire course, then a Statement of Attainment will be given for the units successfully completed.

Entry Requirements

There is no age limit, but applicants should have successfully completed year 10. Mature age and students with prior learning and experience should also apply.

Access & Equity

Careers Training Centre (CTC) believes that everyone deserves to have the opportunity to successfully gain skills, knowledge and experience through vocational education and training. This policy has been developed to address the particular requirements of potential students, existing students, CTC staff and other clients.

Careers Training Centre is responsible for fulfilling its commitment to access and equity by ensuring continued participation of target groups in VET programs.

These target groups include:

- Women
- Aboriginal and Torres Strait Islander peoples
- People from non-English speaking backgrounds
- People with a disability
- Rural and regionally isolated communities
- People in transition and other special groups (i.e. people re-entering the workforce, sole parents, people with literacy issues and the long-term unemployed)

Careers Training Centre follows the Disability Standards for Education 2017, The Anti-Discrimination Act 1991 and the Disability Discrimination Act (DDA) 2010. Courses are discussed individually with students in a pre-enrolment interview with clear expectations, course outline and requirements, and Workplace Health & Safety requirements given to the individual including:

- Clear course information highlighting core or inherent requirements for the student to make an informed decision
- Enrolment choice and processes discussed
- Once disability is disclosed a meeting is set to explore whether any adjustments could be made or an alternative to course/competencies are possible

These conversations are ongoing during a student's enrolment and all reasonable adjustment is considered. For further information, please refer to the Student Handbook.

Language, Literacy and Numeracy Support

All students will be assessed on their Language, Literacy and Numeracy (LL&N) skills on enrollment. This assessment allows CTC to assess the student's competency with literacy and numeracy standards, to then design assessment tasks that support the student learning style, as well as offering ongoing mentoring and support services when required. If assistance is required in any of these areas, this will be discussed with you and one-on-one assistance will be arranged to suit your needs. For further information, please refer to the Student Handbook and support services available.

Unique Student Identifier (USI)

As of the 1st January 2015, any student who is undertaking Nationally Accredited Training with a Registered Training Organisation (RTO) will need to have a Unique Student Identifier (USI).

At your induction, Careers Training Centre will give you the '**Australian Government – Department of Industries Skills Fact Sheet**'. This will explain what the USI is, how to obtain one and what it is used for.

For further information, go to www.usi.gov.au.

DELIVERY OF THE COURSE

The Certificate III in Hospitality is delivered by on-the-job training, off-the-job training, and by the 'self-paced' method of learning, which allows you greater flexibility in choosing the times you study and the time it takes you to complete the course.

Students are able to request tutorials and one on one tutoring and /or mentoring by discussing their needs with a trainer or assessor. Times and location for accessing these services will be by mutual agreement and allows students to balance their personal commitments with their study and training needs.

Some units have pre-requisites that must be completed prior to the undertaking of another unit. The course outline indicates which units have pre-requisites and the trainer and assessor will place these in the training sequence on the students training plan and record book.

Assessment Strategy

Assessment in this course will be competency based, in that the student will be required to demonstrate competency in a range of tasks. The assessment coding which will apply is either C or NYC, where C is Competent and NYC is Not Yet Competent. Assessment procedures are transparent and address the key assessment principles of being valid, reliable, flexible, fair and cost effective. Assessment strategies encompass a range of techniques, which include, but are not limited to the use of:

- ✓ Direct observation of performance
- ✓ Simulations of workplace activities
- ✓ Role plays and scenarios
- ✓ Oral questioning
- ✓ Practical exercises
- ✓ Video evidence of practical skills
- ✓ Projects/assignments
- ✓ Work portfolios
- ✓ Verbal questioning

Duration: The expected completion time is 52 weeks, with training 3 hours weekly

Volume of learning 1200 - 2400 hours over 1 -2 year

Evidence of 36 shifts completed within the Hospitality workplace environment is essential to the completion of this certificate

Australian Apprenticeships

For information on the Australian Apprenticeships Incentives Program, please visit www.australianapprenticeships.gov.au or call the Australian Apprenticeships Referral Line on 13 38 73

Services

As part of our ongoing commitment to provide advice and support services we provide to all our clients/students the following services upon request.

- welfare and guidance services
- appeals and complaints procedures
- disciplinary procedures
- staff responsibilities for access and equity
- Recognition Prior Learning (RPL) & Credit Transfer arrangements
- Mentoring
- Tutorials
- course information including content and vocational outcomes
- client selection, enrolment and induction/orientation procedures
- fees/charges, including refund policy and exemptions (where applicable)
- provision for language, literacy and numeracy assessment
- client support, including any external support the RTO has arranged for clients flexible learning and assessment procedures

FOUNDATION SKILLS SUMMARY

The following table contains a summary of the foundation skills required by the hospitality industry for this qualification. The foundation skills described here are broad industry requirements that may vary depending on qualification packaging options.

Writing	Level 1
Vocabulary	<p>Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available</p> <p>Uses vocabulary with increasing precision to show how words carry particular shades of meaning</p> <p>Uses an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank</p> <p>Uses some familiar acronyms</p> <p>– Where appropriate to task or context, uses some common idioms</p>
Grammar	<p>Uses introductory phrases which indicate that an opinion, or a fact, is being offered</p> <p>Uses some complex and compound sentences</p> <p>Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints</p> <p>Uses dependent clauses introduced by words such as <i>although, when, if, while</i></p> <p>Uses a range of tenses</p>
Punctuation	Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks
Spelling	<p>Uses a spell checker with increasing understanding, independence and awareness of its limitations</p> <p>Spells with reasonable accuracy</p> <p>Attempts to spell unfamiliar words, using a range of strategies, including phonic and visual letter patterns, syllabification and word origin</p>
Legibility	Uses a legible handwriting style or a computer font appropriate to the audience and purpose
Learning	
Locating, evaluating and organising information	<p>Poses some who/what/why questions to help focus an information search</p> <p>Independently searches the internet, using key words, simple questions and 'trial and error' approaches</p> <p>Evaluates the reliability of sources in familiar contexts on the basis of a small set of criteria, e.g. directly relevant to purpose or opinion/factual</p> <p>Begins to consider the validity of a source, e.g. an opinion or factual text on the internet</p> <p>Uses some personal and/or workplace designed systems for ordering, classifying and storing familiar reference materials for easy retrieval, e.g. naming and dating, or version control</p>
Reading	
Complexity	<p>Understands familiar texts of limited complexity that may incorporate graphs, tables and charts</p> <p>Understands texts requiring integration of a number of ideas and pieces of information and some inference</p> <p>Identifies the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and may involve the use of some abstract language and use of the passive voice</p> <p>Understands texts on familiar subjects that incorporate some abstract language and use of the passive voice</p>
Prediction and prior knowledge	<p>Draws on prior knowledge of familiar topics and text structures to read ahead</p> <p>Integrates new ideas and information with existing understanding</p>
Writing	
Range	Produces a range of text types (familiar and some unfamiliar), with appropriate structures
Structure and cohesion	<p>Sequences writing to produce cohesive text</p> <p>Interrelates ideas and information and some support material when writing about familiar topics</p> <p>Uses layout consistent with text type</p>
Oral communication Speaking	
Range and context	Uses structure and register appropriate for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving, and exploring issues in everyday situations
Audience and purpose	Demonstrates an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose
Cohesion and structure	Identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
Pronunciation and fluency	<p>Refines intended meaning, varying speed and changing tone or emphasis when speaking</p> <p>Uses pronunciation, stress patterns and intonation which do not obscure meaning but may require occasional clarification</p> <p>Uses speech that may be characterised by uneven flow, with some repetition, especially in longer utterances</p>
Non-verbal communication	Uses interactional strategies such as non-verbal feedback in order to support effective communication
Oral communication Listening	
Range and context	Derives meaning from language used for a range of purposes, including exchanging or obtaining goods and services,

	gathering or providing information, establishing, maintaining and developing relationships, problem solving and exploring issues in everyday situations Identifies gist of oral texts with some unfamiliar elements, e.g. movies or presentations
Structure and grammar	Recognises introductory phrases which indicate that an opinion or a fact is being offered Comprehends dependent clauses introduced by words such as <i>although, when, if, while</i> Identifies cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate Follows the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions or viewpoints Understands a range of tenses
Comprehension	Comprehends longer oral texts with limited complexity Listens for relevant information in order to make notes from oral texts on a range of everyday topics
Non-verbal communication	Provides non-verbal feedback in order to show interest or attitude

EMPLOYABILITY SKILLS SUMMARY

The following table contains a summary of the employability skills required by the hospitality industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	Communicating with colleagues and customers to determine their specific needs; interpreting verbal and written information on customer requirements to ensure efficient service delivery; determining and interpreting customer preferences to sell proactively and persuasively; negotiating acceptable solutions to customer problems and complaints; interpreting and providing clear and accurate information to customers in a culturally appropriate way to ensure a positive hospitality experience.
Initiative and enterprise	Identifying and suggesting ways to improve operational and service efficiency; generating and suggesting ideas for new or improved products.
Learning	Knowing own product knowledge and service skill strengths and weaknesses, being aware of opportunities to learn and participating in hospitality industry professional development activities; seeking and sharing information with colleagues on new hospitality trends, products, services and suppliers; coaching others in job skills.
Planning and organising	Collecting, analysing and organising customer, product and procedural information to efficiently plan and deliver hospitality products and services; collecting and analysing information to meet the specific needs of the customer group; pacing the delivery of service to meet operational and customer requirements; setting timelines, planning and organising own work flow to coordinate the delivery of a positive service outcome for hospitality customers.
Problem-solving	Anticipating problems that may arise with operational and service activities; mitigating problems by planning operational and service activities; identifying and clarifying the extent of problems; taking responsibility for solving operational and service issues; referring high-level problems to supervisors and participating in the solution; using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems.
Self-management	Understanding and following policies and procedures for legal compliance; organising own work priorities to deliver hospitality products and services; taking responsibility for own job role in servicing the hospitality customer and for resolving service difficulties; thinking about own work performance and seeking feedback and guidance on success in effectively servicing the needs of customers.
Teamwork	Working as a skilled team member to deliver the quality service goals of the hospitality business; taking responsibility for own role in servicing the needs of customers; working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members; providing guidance and instruction to assistant or trainee team members; showing social and cultural sensitivity to team members.
Technology	Understanding the operating capability of, selecting and using tools, equipment, computer systems, software and information systems that assist in hospitality sales and service activities; selecting and using the right personal protective equipment to manage personal safety in the workplace.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the hospitality industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

QUALIFICATION RULES

To achieve a Certificate III in Hospitality, 15 units must be completed:

- 7 core units
- 8 elective units, consisting of:
 - 1 unit from Group A
 - 5 units from Group B
 - 2 units from Group B, Group C, elsewhere in SIT Training Package, or any other current Training Package or accredited course.

For this qualification, electives may be selected to meet either a specialist or multi-skilled job outcome. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification.

CORE UNITS:			
UNIT CODE	UNIT NAME	PRE REQUISITES	NOMINAL HOURS
BSBWOR203	Work effectively with others	Nil	40
SITHIND002	Source and use information on the hospitality industry	Nil	25
SITHIND004	Work effectively in hospitality service	Nil	110
SITXCCS006	Provide service to customers	Nil	25
SITXCOM002	Show social and cultural sensitivity	Nil	20
SITXHRM001	Coach others in job skills	Nil	20
SITXWHS001	Participate in safe work practices	Nil	12
GROUP A - ELECTIVE UNITS: (CHOOSE MINIMUM 1)			
UNIT CODE	UNIT NAME	PRE REQUISITES	NOMINAL HOURS
SITHIND001	Use Hygienic practice for hospitality service	Nil	10
SITXFSA001	Use hygiene practices for food safety	Nil	25
GROUP B - ELECTIVE UNITS: (CHOOSE MINIMUM 5)			
UNIT CODE	UNIT NAME	PRE REQUISITES	NOMINAL HOURS
SITHACS001	Clean premises and equipment	Nil	45
SITTTSL007	Process reservations	Nil	30
SITXCCS002	Provide visitor information	Nil	35
SITXFIN001	Process financial transactions	Nil	20
SITHFAB001	Clean and tidy bar areas	SITXFSA101*	10
SITHFAB002	Provide responsible service of alcohol	Nil	10
SITHFAB003	Operate a bar	SITXFSA101* & SITHFAB201*	30
SITHFAB004	Prepare and serve non-alcoholic beverages	SITXFSA101*	15
SITHFAB005	Prepare & serve espresso coffee	SITXFSA101*	30
SITXFSA001	Use hygiene practices for food safety	Nil	25
SITXFSA002	Participate in safe food handling practices	Nil	40
SITHIND001	Use hygienic practices for hospitality service	Nil	10
SITXCCS004	Provide lost and found services	Nil	2
SITHFAB007	Serve food and beverage	SITXFSA001*	80
GROUP C - ELECTIVE UNITS: (CHOOSE MINIMUM 2)			
UNIT CODE	UNIT NAME	PRE REQUISITES	NOMINAL HOURS
BSBCM211	Apply communication skills	Nil	40
SITXCOM001	Source and present information	Nil	10
BSBSUS211	Participate in environmentally sustainable work practices	Nil	20
HLTAID011	Provide first aid	Nil	18
SITXINV001	Receive and store stock	Nil	10

SITXWHS002	Identify hazards, assess and control safety risks	Nil	30
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*All pre-requisites for accredited units must be trained and assessed prior to the start of training for the required unit. Students must gain competency in the pre-requisite unit prior to the start of training for the unit with the pre-requisite.

This qualification can be applied to students who are unable to access a workplace but 36 shifts are required to be completed within a hospitality industry based workplace to gain the Certificate III in Hospitality. The training and assessment environment where access to specific resources and operations is not available to the student, the delivery and assessment will be in a simulated work or vocational work placement of a hospitality industry environment with a high degree of supervision. Vocational work placements will be found for the required and essential industry based experience. The units are suitable for the assessor to contextualise to local industry activities so that vocational work placements link to units of study.

Careers Training Centre has established agreements with local industry to host training and assessments for students so that they gain the required skill and knowledge with the required resources, in a practical manner and meet the requirements under the training and assessment Vocational Education and Training packing rules.

Businesses who have agreed to allow the businesses to be used for training and assessment are:

- Rainforestation Nature Park, Kuranda
- The Wildlife Habitat, Port Douglas

TRAINING AND ASSESSMENT ARRANGEMENTS

Duration: The expected completion time is 52 weeks, with training 3 hours weekly

Volume of learning 1200 - 2400 hours over 1 -2 year

Evidence of 36 shifts completed within the Hospitality workplace environment is essential to the completion of this certificate

Assessments will be conducted by Careers Training Centre at the vocational workplace of the student after discussion with their host employer and the student, to set a mutually agreed date and time. Some assessments may be assessed in a simulated work environment, on excursions, in role plays and/or scenarios or any combination of these. Trainers will meet with trainees and employers to negotiate choice of electives and delivery schedule to match units to workplace activities, contextualising the delivery to the learner / workplace.

To ensure consistency in a student's performance, competency will be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances and where possible, over a number of assessment activities. A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Activities in simulated work environments
- Work placements – experience in local industry environments, Minimum of 36 shift required to be completed within the hospitality workplace. Work placements will be under The Vocational Education, Training and Employment Act 2000. The object of the placement is to give the student practical training and experience that is required under, and is an assessable part of, the student's course.
- Trainers will work with the student's host employer to ensure that training and the duties undertaken in the workplace support the learning process.
- Tutorials are available for student

- Careers Training Centre utilizes the services of an Indigenous Mentor to work with any student who requires the assistance of a mentor.

Careers Training Centre will ensure student have every reasonable opportunity to complete their training program.

Course structure

Careers Training Centre will integrate the activities, bringing together a number of units that reflect real industry outcomes and processes. Trainers will meet with trainees and employers to negotiate choice of electives and delivery schedule to match units to workplace activities, contextualising the delivery to the learner / workplace.

Set out below are a series of defined activities that a team of participants and individuals achieve in a simulated work environment, providing the framework for industry-relevant learning. This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program.

Some units have pre-requisites that must be trained and assessed prior to the start of training for another required unit. Students must gain competency in the pre-requisite unit prior to the start of training for the unit with the pre-requisite. These units are marked with * to indicate one or more pre-requisites apply.

Time Required	Topic Theme / Guidelines	Unit of Competency	
17 weeks	Theme: Local area Hospitality Focus: <ul style="list-style-type: none"> • The hospitality experience • Sources of information about hospitality and hospitality products • Careers in Hospitality • Roles and functions • Cultural understanding and expectations • Legal requirements 	BSBWOR203 SITHIND002 SITXCOM002 SITXCOM001 SITXFSA001 SITXWHS001 SITXCCS002 SITHFAB002	
17 weeks	Theme: The Service Experience Focus: <ul style="list-style-type: none"> • Standards of the industry • Communication • Service Cycle • Quality Customer Service • Legal requirements 	SITXCCS006 SITHACS001 SITHFAB001* SITHFAB003* SITXFSA002 SITHFAB002	SITHFAB005* SITHFAB004* BSBCMM211 SITHIND001 SITXCCS004 *Pre-requisite/s applies
11 weeks	Theme: Product Knowledge Focus: <ul style="list-style-type: none"> • Technical knowledge • Operational Knowledge • Changes and Trends in the Industry • Presentation • 	SITXINV001 SITXFIN001 SITTTSL007	HLTAID011 SITXWHS002
7 weeks	Theme: Operating a Hospitality Business Focus: <ul style="list-style-type: none"> • Benefits and costs • Legislative requirements • Working as a Team • Promotion and up-selling • Complaints and Conflict • Marketing 	SITXHRM001 BSBSUS211 SITXFIN001 SITHIND004	

Student Progress

Trainers and assessors provide student progress information to the administration coordinator and government regulators as required, and monthly / quarterly / yearly verify that accurate and up-to-date information is recorded.

- Data is provided - for input only - after training has begun.
- A start date and anticipated end date is provided for each unit of competency.
- A list of units of competency in which the student is enrolled is also provided.
- Before each data submission information is reviewed and updated as required.
- Data is provided to the administration coordinator on hard copy each time competencies are achieved by students and when students have achieved the qualification.
- After data entry a printout from the management system is provided to the trainer/assessor for checking, and returned with any corrections to the administration coordinator. This printout is signed and dated by the trainers and assessor as accurate.
- After adjustments or corrections, the administration coordinator operator provides an updated printout for the trainer/assessor.
- On completion of the course, unit outcomes are checked by the assessor to confirm outcomes and whether a certificate or a statement of attainment will be issued.
- The administration coordinator will check to indicate partial completion or successful completion of the qualification.
- The administration coordinator will provide the assessor with a final printout of results.

Student Records

Students are able to access their student records at any time by contacting their trainer / assessor or by contacting Careers Training Centre on E:training@careerstrainingcentre.com or T:(07) 40419 454. Careers Training Centre will be able to supply details of completed accredited units, statements of attainments, copies of training plans and record books and feedback on student progress.

All current students will be updated every three months with a copy of their progress but are welcome to request information at any time. Statements of Attainment will be issued at no cost on request by students who are **currently enrolled** with Career Training Centre.

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. If the provider that originally issued your qualification or statement of attainment has closed, ASQA may hold the student records.

Additional Fees

Students who have completed their study/ training with Careers Training Centre (CTC) will be charged \$35 for the reissue of a Certificate or Statement of Attainment. Students will need to complete an application form to request a copy of their Student Record by Email: training@careerstrainingcentre.com or down loading the forms from Website: www.careerstrainingcentre.com or contacting Tel: (07) 4041 9454 Fax: (07) 4041 9499

Training and assessment techniques or tools used to gather evidence assessment.

Throughout training, students will develop new skills and knowledge. Combined with the workplace placement, students, over time thus gain recognition of the skills they use with confidence in the work place.

All pre-requisites for accredited units must be trained and assessed prior to the start of training for the required unit. Students must gain competency in the pre-requisite unit prior to the start of training for the unit with the pre-requisite.

Assessors have flexibility (according to the requirements of the Training Package and units of competency) in selecting which techniques or tools they will use to gather sufficient evidence, in a range of contexts, to make a decision (including RPL).

Note: this is a guide only and further detail can be found in the Staff Assessment Guidelines:

An assessment tool includes the following components:

- The context and conditions for the assessment.
- The tasks to be administered to the candidate,
- An outline of the evidence to be gathered from the candidate
- The evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).
- The administration, recording and reporting requirements.

The following matrix gives a general overview of some of the techniques or tools that will be used to gather evidence towards competency to enable judgments to be made about students' competency in each unit.

Key to techniques or

1. Demonstration / Stimulation / Observation
2. Project / Research
3. Case Studies
4. Written Question & Answer
5. Third Party

Unit of competency	Unit Name	Check (x) technique that applies				
		1	2	3	4	5
BSBWOR203	Work effectively with others	X			X	X
SITHIND002	Source and use information on the hospitality industry	X			X	X
SITHIND004	Work effectively in hospitality service	X	X		X	X
SITXCCS006	Provide service to customers	X		X	X	X
SITXCOM002	Show social and cultural sensitivity	X	X		X	X
SITXHRM001	Coach others in job skills	X	X		X	X
SITXWHS001	Participate in safe work practices	X			X	X
SITHIND001	Use Hygienic practice for hospitality service	X		X	X	X
SITXFSA001	Use hygiene practices for food safety	X		X	X	X
SITHACS001	Clean premises and equipment	X			X	X
SITTSL007	Process reservations	X		X	X	X
SITXCCS002	Provide visitor information	X			X	X
SITXFIN001	Process financial transactions	X			X	
SITHFAB001	Clean and tidy bar areas	X		X	X	X
SITHFAB002	Provide responsible service of alcohol	X	X		X	
SITHFAB003	Operate a bar	X	X		X	X
SITHFAB004	Prepare and serve non-alcoholic beverages	X	X		X	
SITHFAB005	Prepare & serve espresso coffee	X			X	X

SITXFSA002	Participate in safe food handling practices	X	X		X	X
BSBCM211	Apply communication skills	X			X	X
SITXCOM001	Source and present information					
BSBSUS211	Participate in environmentally sustainable work practices	X	X	X	X	X
HLTAID011	Provide first aid	Delivery by Qualified RTO				
SITXINV001	Receive and store stock	X	X		X	X
SITXWHS002	Identify hazards, assess and control safety risks	X	X		X	X
SITXCCS004	Provide lost and found services	X	X		X	X
SITHFAB007	Serve food and beverage	X			X	X

Credit Transfer (CT)

Credit Transfer is supplying the documentation to support the skill and knowledge you have previously gain in transfer of supported documentation means that you don't have to complete a competency again, if you have already completed it previously.

Trainers will need to review if your accredited qualification or recognised units are still within a current training package or are equivalent to the current training package or units. Discuss your previous educational qualifications with your trainer to see if this is a possibility for you.

If you have completed an accredited qualification or recognised units of study with a Registered Training Organisation, you may be eligible for a credit transfer.

Note: this is a guide only. Further detail can be found in the Student Information Handbook.

Recognition of Prior Learning (RPL)

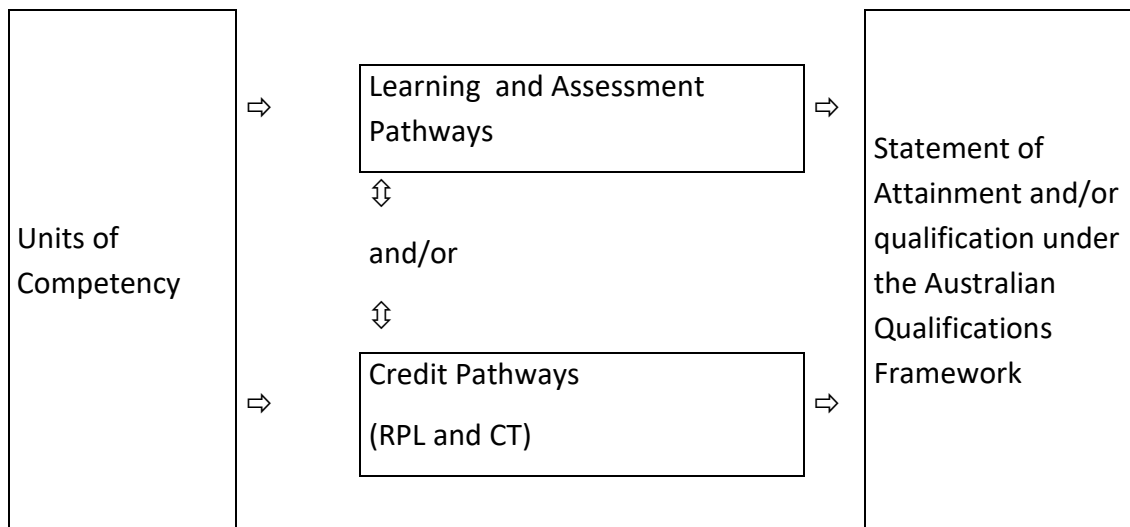
The objective of the Recognition of Prior Learning (RPL) for the Vocational Education and Training system is to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

RPL assessment collects evidence of learning that has occurred outside the formal education and training system. The RPL process is a more personal process involving the assessor collecting evidence and aligning the evidence to the requirements of the accredited course or training package qualification. Students may request an RPL Application Form for more than one unit.

Note: this is a guide only. Further detail can be found in the Student Information Handbook.

What RPL is Not!

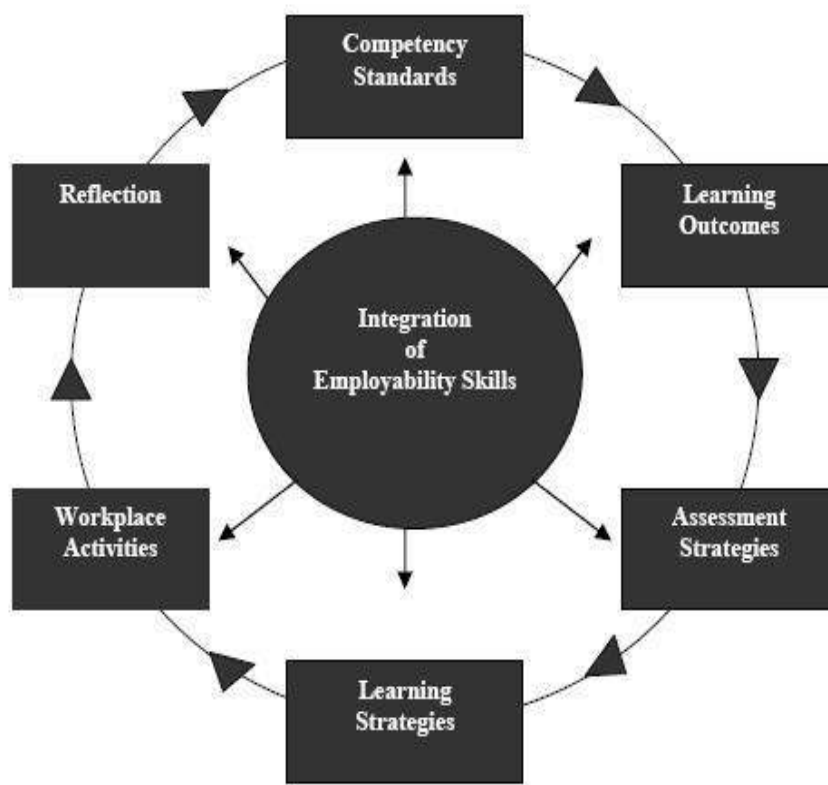
Using the RPL process is not an easy way to get a qualification. It is not a matter of time served or amounts of experience but the specific and relevant learning which is assessed according to the prescribed Competency Standards. Applicants need to be committed to supporting their case by locating and providing suitable evidence and documentation as required by the Careers Training Centre.



ref: www.training.gov.au – SIT training package

Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Employability skills are integral to achieving workplace competency. Delivery and assessment of the training and assessment will be undertaken in an integrated and holistic way, as represented diagrammatically below.



ref: www.training.gov.au – SIT training package

TRAINING AND STAFF

Trainers and assessors are qualified, and have a minimum of 5 years industry experience, Minimum TAE40110 Certificate IV in Training and Assessment, Current Blue Card and have completed a Fit and Proper Person Form. All experience and qualifications are verified and copied on their staff files. A staff profile and units of competency are reviewed annually to assess skills and knowledge to ensure it remains current and accurate. Professional development to maintain currency in training and assessment as well as industry experience is planned and regularly scheduled with all staff.

Units of competency	Training arrangements	Staff		
		Technical advisor	Qualified assessor	Qualified trainer
BSBWOR203 Work effectively with others	<p>Penny Cleland (PC) has a diverse background in Tourism and Hospitality with experience in both Front Line and Senior Management. During her career, she completed 10 years working for Power Brewing, 6 years working for Fosters and 4 Years with Raging Thunder, 2 of which were spent living and working on Fitzroy Island. During her career, Penny spent 10 years living and working in Weipa and became heavily involved in several community projects and committees. In 2015 Penny completed a Diploma of Training Design and Development TAE50211 and a Diploma of Vocational Education and Training TAE50111 where completed as part of CTC's continuous professional development plan and to ensure quality training products and services continued to be delivered to students. Penny has also completed:</p> <ul style="list-style-type: none"> - Certificate IV in Training and Assessment TAE40110 - Diploma of Human Resources BSB50607 - Diploma of Management BSB51107 - Certificate IV in Hospitality THH 42497 - Diploma of Hospitality Management SIT50416 - Diploma of Travel & Tourism Management SIT50116 - Blue card for Child Related Employment 	<p>General Managers, Duty Managers and Supervisors at business sites of the CaPTA Group, Rainforestation Nature Park, The Wildlife Habitat, Cairns Travel Centre, Cairns Wildlife Dome and the Australian Butterfly Sanctuary, Tropic Wings Coach Tours.</p> <p>Management staff will advise of industry trends, changes to legislation and the practical application into industry including industry benchmarks, timeframes and standards</p>	PC, MvdB, PG	PC, MvdB, PG
SITHIND002 Source and use information on the hospitality industry			PC, MvdB, PG	PC, MvdB, PG
SITHIND004 Work effectively in hospitality service			PC, PG	PC, PG
SITXCCS006 Provide service to customers			PC, MvdB, PG	PC, MvdB, PG
SITXCOM002 Show social and cultural sensitivity			PC, MvdB, PG	PC, MvdB, PG
SITXHRM001 Coach others in job skills			PC, MvdB, PG	PC, MvdB, PG
SITXWHS001 Participate in safe work practices			PC, MvdB, PG	PC, MvdB, PG
SITHIND001 Use hygienic practices for hospitality service			PC, MvdB, PG	PC, MvdB, PG
SITXFSA001 Use hygiene practices for food safety			PC, MvdB, PG	PC, MvdB, PG
SITHACS001 Clean premises and equipment			PC, MvdB, PG	PC, MvdB, PG
SITTTSL007 Process reservations	PC,	PC,		
SITXCCS002	PC, MvdB, PG	PC, MvdB, PG		

Provide visitor information	<ul style="list-style-type: none"> - Blue card for Child Related Employment - HTLAID003 Provide First Aid <p>Melissa also has a Statement of Attainment for the Wet Tropic World Heritage Tour Guide Skill Set for the units:</p> <ul style="list-style-type: none"> - SITTDGE006A – Prepare and present tour commentaries or activities - SITTGDE008A – Research and share general information on Australian Indigenous Culture - SITTGDE010A – Prepare specialised interpretive content on flora, fauna and landscape <p>From 1995 Melissa has worked in the Tourism industry working as a guide and from 2000 in a Captive Animal environment and was the Wildlife Supervisor for the Cairns ZOOM & Wildlife Dome for 9 years. Melissa meets regularly with the wildlife parks and staff including Rainforestation, Wildlife Habitat, Cairns ZOOM & Wildlife Dome and Australian Butterfly Sanctuary,</p> <p>Paolo Gambino (PG) is a true North Queenslander – born and raised in Ingham. He attended Gilroy Santa Maria College and Ingham State High School and finalized his formal schooling completing a Bachelor of Education Degree in Secondary School Teaching focusing on Italian and Japanese.</p> <p>Paolo lived and worked as an English teacher in Tokushima, Japan for 3 years before returning to live in Cairns embarking on his career in Hospitality at the Pacific International Hotel where he worked in reception, F&B, Guest Liaison Officer and Director of sales. After 7 years with the Kamsler family, he went on to work with Daikyo as Director of Sales and Marketing with Great Adventures and Green Island Resort for 3 years and then Quicksilver for a further 18months.</p> <p>He then went on to Cairns Colonial Club Resort and Palm Royale Cairns for a further 3 years where he worked as Director of Sales & Marketing. Paolo then went on to Cairns Plaza Hotel as General Manager and then moved to Darwin where he worked with H Hotel and Oaks Hotel Darwin in an effort to gain exposure to the Corporate market.</p> <p>He then moved to Albury where he worked as the General Manager of Mantra Albury Hotel</p> <p>Bachelor of Education (Secondary) James Cook University, QLD 1990 Certificate IV in Training and Assessment TAE40116 Certificate III in Tourism SIT30116 Certificate III in Hospitality SIT3016 Diploma of Hospitality Management SIT50416 First Aid HLTAID011 Blue Card</p>			
SITXFIN001 Process financial transactions		PC, MvdB,	PC, MvdB,	
SITHFAB001 Clean and tidy bar areas		PC,	PC,	
SITHFAB002 Provide responsible service of alcohol		PC, PG	PC, PG	
SITHFAB003 Operate a bar		PC,	PC,	
SITHFAB004 Prepare and serve non-alcoholic beverages		PC,	PC,	
SITHFAB005 Prepare & serve espresso coffee		PC,	PC,	
SITXFSA002 Participate in safe food handling practices		PC, PG	PC, PG	
SITXCCS004 Provide lost and found services		PC, MvdB, PG	PC, MvdB, PG	
SITHFAB007 Serve food and beverage		PC, MvdB, PG	PC, MvdB, PG	
BSBCMM211 Apply communication skills		PC, MvdB, PG	PC, MvdB, PG	
SITXCOM001 Source and present information		PC, MvdB, PG	PC, MvdB, PG	
BSBSUS211 Participate in environmentally sustainable work practices		PC, MvdB, PG	PC, MvdB, PG	
HLTAID011 Provide first aid		OUT SOURCED	OUT SOURCED	
SITXINV001 Receive and store stock	PC, MvdB,	PC, MvdB,		
SITXWHS002 Identify hazards, assess and control safety risks	PC, MvdB, PG	PC, MvdB, PG		

ENVIRONMENT AND RESOURCES

Some units within the Certificate III in Hospitality will require specific resources and environments for training and assessment.

The following list details the requirements of the resources and equipment for each of the assessment environments specified within each unit of competency. Additional resource requirements may apply for specific units of competency; these are listed within the assessment unit of each student.

Requirements for the following environments are detailed below:

- Operational commercial kitchen
- Kitchen storage area
- Food preparation area
- Operational bar
- Operational restaurant or dining area
- Accommodation environment
- Accommodation front office environment
- Tourism office

Vocational Placements

Vocational placements are required under the Vocational Education, Training and Employment Act 2000, and allows a student to be placed in a work environment to provide the student with practical training and experience that is required under, and is an assessable part of, the student's course. A vocational placement is generally an appropriate option for students who would not otherwise have sufficient access to the facilities, equipment and range of work necessary to develop and consolidate their skills to the level required of the course/qualification, for example, students not employed in the vocational area in which they are studying and students undertaking their course/qualification through an institutional pathway.

All students are required to attend vocational work placements if not engaged as an employee, within a variety of local tourism and hospitality related businesses that support vocational placements for students.

Businesses that support vocational placements for Careers Training Centre:

- Rainforestation Nature Park, Kuranda
- The Wildlife Habitat, Port Douglas
- The Cairns ZOOM & Wildlife Dome, Cairns
- Tropic Wings Cairns Tours

All trainers and assessors have access to the units of competency, assessment guidelines and qualification packaging rules from the training package at web site: <http://training.gov.au/>

Careers Training Centre has the resources of the CaPTA Group of Companies to draw upon as a major local employer and industry tourism leader.

Resources required for a Hospitality environment

Operational commercial kitchen

Fixtures and large equipment:

- Stainless steel benches (1.5 m/person) or equivalent benches that comply with health department standards
- Microwave
- Salamander or other form of griller (one per 4 persons)
- Commercial dishwasher
- Bain marie or hot box
- Double sink
- Slicing machine
- Commercial oven (1 per 2 persons)
- Commercial refrigeration unit with shelving
- Burners (2 burners per 1 person)
- Freezer unit
- Deep-fryer
- Commercial mixer
- Hot plate, grill or griddle
- Food processor and accessories
- Garbage area

Small equipment:

- Appropriate cutlery and crockery
- Storage facilities and containers for hot and cold storage
- Colour-coded cutting boards, in material other than wood
- Moulds and forms
- Baking sheets and trays
- Assorted pans and frypans, including stainless steel, cast iron, iron and non-stick
- Assorted stainless steel mixing bowls
- Scales
- Sharpening steel and assorted cooks knives, including boning, utility, filleting, carving and bread
- Wooden spoons, scrapers and spatulas
- Serving spoons, ladles and measuring spoons
- Tongs and serving utensils
- Small utensils, including pastry brush, fruit corers, cooking thermometer, vegetable peelers and graters
- Whisks, including fine and coarse stainless steel wire
- First aid kit and manual
- Ordering and docketing system
- Fire blanket and extinguishers
- Personal protective clothing, including cook's uniform and food handler's gloves

Cleaning materials and equipment:

- Detergents
- Tea towels
- Sponges, brushes and scourers
- Hand towel dispenser
- Garbage bins and bags
- Separate hand basin and soap dispenser

Kitchen storage area:

- Disinfectant
- Designated storage areas (dry and dairy)
- Nominated delivery area
- Scales, including scales for weighing large quantities
- Temperature probe/thermometer
- Cleaning materials and separate storage
- Freezer
- Appropriate recording systems, such as colour-coded food labels
- Storage trays and equipment
- Suitable storage shelves
- Scissors or secateurs
- Lifting and transporting equipment, such as trolleys

Food preparation area

Fixtures and large equipment:

- Stainless steel benches (1.5 m/person) or equivalent benches that comply with health department standards
- Sink
- Refrigeration unit with shelving
- Storage facilities
- Burner

Small equipment:

- Griller
- Slicing machine
- Assorted pots and pans
- Sharpening steel and assorted cook's knives, including utility and bread
- Small utensils, including fruit corers, vegetable peelers and graters
- Sandwich cutting templates and guides
- Appropriate receptacles for presentation and display purposes
- Platters, boards and trolley for presentation where required
- Tongs and serving utensils
- Colour-coded cutting boards in a material other than wood
- Can opener
- Cling film and aluminium foil
- Packaging materials
- Containers for hot and cold storage
- Appropriate crockery
- Ordering/docketing system
- Personal protective clothing, including food handler's gloves

Cleaning materials and equipment:

- Sponges, brushes and scourers
- Hand towel dispenser
- Disinfectant and detergents
- Separate hand basin and soap dispenser
- Garbage bins and bags

Operational bar

Fixtures and large equipment:

- Bar service area
- Beer reticulation system
- Ice machine
- Post-mix system or bottled mixes
- Storage area for glassware and drinks
- Coffee and tea-making facilities
- Cashiering facilities, such as electric cash register, credit

Small equipment:

- Glass washer card and EFTPOS facilities
- Refrigeration
- Range of glassware, including:
- Variety of glasses, including red wine, white wine, champagne flute, brandy, sherry and port
- Variety of beer glasses
- Highball glasses
- Water glasses
- Old fashioned glasses
- Various cocktail glasses
- Liqueur and liqueur coffee glasses
- Range of liqueurs, juices and soft drinks
- Range of bottled and canned beers
- Full range of basic spirits e.g. rum, gin, brandy, scotch, vodka
- Range of wines and wine lists
- Blenders
- Cocktail shaker
- Hawthorn strainer
- Mixing glass
- Variety of pourers, including speed, optic, inverted optic and nip measures
- Cutting board to HACCP specifications
- Small knives and tongs
- Straws, swizzle sticks and coasters that comply with food safety requirements
- Service trays and liners
- Garnishes and garnish containers
- Order pads/dockets
- Coffee and tea serviceware
- Cleaning equipment – wet and dry cloths, disinfectants, mops and buckets
- Ice bucket and ice

Operational restaurant or dining area

Fixtures and large equipment:

- Minimum of 5 tables (small 2s or 4s)
- Minimum of 15 chairs
- Waiter's station or equivalent
- 2 sideboards (or table substitutes)
- Point-of-sale system, including credit card and EFTPOS facilities
- Access to a bar

Small equipment:

- Tablecloths and selected linen or serviettes
- Crockery, including side plates, main plates, dessert bowls, coupes, entrée plates and soup bowls
- Cruets and pepper mills
- Cutlery, including main and entrée knives and forks, soup and dessert spoons, teaspoons, side knives and specialised cutlery or equipment in line with menu

- Milk and sugar containers
- Butter dishes and curlers
- Coffee and tea pots
- Water jugs
- Bread baskets
- Menus and wine lists
- Cleaning equipment
- Docket books or computerised ordering system
- Standard range of glassware for the service of:
- Wine: red, white, sparkling and fortified
- Cocktails
- Soft drinks and water
- Spirits
- Beer

For beverage service:

- Post-mix system
- Glass washer
- Ice making facilities
- Refrigeration unit
- Wine, spirit and beer cellar or storage
- Small cocktail making equipment
- Drink trays for table service
- Spirit dispensing system
- Bar with washable work benches with sink and hot and cold water
- Ice buckets, wine stands or alternative
- Waiter's cloths or alternative
- Appropriate wines
- Waiter's friend

Accommodation environment

Fixtures and room equipment:

- Various guest rooms with different sized beds e.g. twin, king-size, double, queen-size, family and suite
- Dressing tables
- Bed linen and pillows
- Stocked mini bar or refrigerator
- Telephone
- Chairs
- Toilet
- Vanity unit and hand basin
- Towels and bathrobes
- Toilet rolls and tissues
- Iron and ironing board
- Air conditioner or ceiling fan
- Wardrobe and coat hangers
- Wall mirrors
- Tea and coffee making facilities.
- Glasses, crockery and cutlery
- Television and VCR (or DVD)
- Lamps and light fittings
- Radio or alarm clock
- Shower, bath or spa

Fixtures and room equipment:

- Toiletries, such as soap, hand lotion, shampoo and shower cap
- Promotional and guest material, including brochures
- Fire extinguishers
- Door signage and door stoppers
- Hair dryer
- Compendium, stationery and pens
- Laundry bags and lists
- Guest literature, such as directory of services, menus, information guide, street directory, television and movie guides, and mini bar list
- Waste paper bin and liners

Cleaning equipment:

- Vacuum cleaner
- Appropriate cleaning chemicals, detergents, deodorisers, polishes and sanitisers
- Specific cleaners, including, glass, multi-surface, cream and acid
- Range of cloths, including dry, wet, lint-free and dusting
- Toilet brush and toilet cleaning cloth
- Protective gloves
- Bucket, mop and floor rags

Accommodation front office environment

- Chemical hazard charts and material safety data sheets
- Reception desk or sales counter
- Filing or storage cabinets
- Brochure display racks and product displays
- Computers, monitors, keyboards, mouse and mouse pads
- Storage for computer data – hard disc, CDs and memory sticks
- Printers and scanners, printer ink or toner
- Telephone lines and equipment, including answering machine or voicemail
- Access to the internet and email
- Photocopier
- Facsimile machine or computer-based equivalent
- Computer software and applications, including:
 - Computer operating system
 - Word processing
 - Spreadsheets
 - Databases
 - Electronic presentation, such as PowerPoint
 - Specialist software, such as for computerised reservations
- Accounting and bookkeeping

Tourism environments

Tourism office:

- Desk and chair
- Filing or storage cabinets
- Brochure display racks and product displays
- Computers, monitors, keyboards, mouse and mouse pads
- Storage for computer data – hard disc, CDs and memory sticks
- Printers and scanners, printer ink or toner

- Telephone lines and equipment, including answering machine or voicemail
- Access to the internet and email
- Photocopier
- Facsimile machine or computer-based equivalent
- Computer software and applications, including:
 - Computer operating system
 - Word processing
 - Spreadsheets
 - Databases
 - Electronic presentation, such as PowerPoint
 - Specialist software, such as for computerised reservations
 - Accounting and bookkeeping

ORGANISATION POLICY, PROCEDURES MANUAL

Refer to the following Policy and Procedure Documents:

- CTC Student Handbook
- CTC Staff Policy and Procedure Handbook
- CaPTA Policy and Procedures
- Industry association information, codes of conduct and accreditation information.
- Documents that describe key tourism and hospitality and general workplace legislation (in plain English).
- Current tourism and hospitality information (hard copy and electronic) such as sales kits, brochures, timetables, tour schedules, product manuals, supplier or destination marketing information kits, information databases and computerised reservations systems.
- Specific per-person equipment ratios specified in the following lists relate to the availability of these resources for the purposes of assessment. It is assumed that the same piece of equipment may be accessed by multiple candidates at different times.

These are links to real website resources.

<http://toolboxes.flexiblelearning.net.au/>

<http://www.industry.gov.au/SKILLS/RESOURCESANDPUBLICATIONS/Pages/default.aspx>

<http://www.myfuture.edu.au/>

isc.org.au

<http://www.australianapprenticeships.gov.au/>

CONTINUOUS IMPROVEMENT

Continuous improvement is based upon assessment validation as per Standards for Registered Training Organisations (RTOs) 2015.

Internal review procedure

Student feedback is collected and analysed and information reported to the Management Team. Feedback forms are analysed monthly and yearly and reported to the Chairman as part of the monthly reporting structure. This feedback is reported back to trainers and assessors as part of the continuous improvement process monthly and used in the annual performance review for all Careers Training Centre trainers and assessors.

- Feedback is ongoing and consistent and students are encouraged to also
- Student career pathways are documented in the Student Handbook

Student Data Storage and Security

All information is managed and held by Careers Training Centre and no third party has access to student information unless the student authorizes the release of this information, or the information is released under legislative requirements as advised in student hand book and sign up procedures.

Information is secured by password security and backup information is stored in an encrypted format for student protection.

Student Feedback

Your Feedback is really important to us!

We really appreciate your feedback. Let us know what is important to you. We have two (2) feedback forms to be completed by students:

1. AQF Survey

On completion or withdrawal from your Certificate III in Captive Animals, Careers Training Centre has an online link for students and employers to complete their AQTF surveys. You may enter your feedback through this link. <http://mastersit.com.au/vidatek/wp/index.php/learner/rto/capta>. You can also contact us on Email careers@capta.com.au or on our Website and download a feedback form: www.careerstrainingcentre.com

2. CTC Student Feedback

You can complete this feedback form online through this link https://docs.google.com/forms/d/1oLZWCCN_XN_NuoQj-jJ18YWWmAIV3adnQv9nBWxXilc/viewform?c=0&w=1

If you are concerned about something or wish to identify things we can change or improve a feedback form or questionnaire can be completed. We will ask you several times during the time you spend completing training with us to give us formal feedback. What was good / what was not? Feedback and questionnaires are part of maintaining consistency and best practices for us, so we take them very seriously. We encourage all students to provide feedback and have feedback forms available for students and employers to complete.

What is assessment validation?

Assessment validation involves 'reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards'

What are the benefits

Assessment validation facilitates processes leading to consistent and valid assessment. In particular, validation activities:

- Ensure that assessment strategies meet the needs of clients;
- Facilitate the professional development of assessors;
- Enable enterprises and other stakeholders to contribute to assessment processes;
- Provide a means of gathering feedback and identifying ways of improving assessment processes;
- Facilitate consistent interpretation of competency standards;
- Foster the development of informal networks and provide assessors with access to up-to-date information about what is happening in their industry;
- Help assessors working across the industry to apply consistent standards and make consistent judgements.

These processes build assessors' confidence and industry acceptance of the outcomes of the national training system.

Validation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and / or outcomes. (Source: The Standards for Registered Training Organisations (RTOs) 2015)

Assessment validation includes, but goes beyond, assessment moderation and includes Industry Consultation.

Industry consultation

Those consulted must be current in the industry and the consultation should have a clear impact on the strategy for training and assessment

Validation process

Training and assessment strategies and assessment items are reviewed annually by industry personnel as well as other stakeholders, including other trainers and assessors and comments for continual improvements are noted.

ASSESSMENT Validation Process			
<p>Training and assessment strategies and assessment items are reviewed annually by industry as well as other trainers and assessors for continual improvements.</p> <p>Industry representatives consulted in developing the training and assessment strategy. Careers Training Centre ensures that industry representatives are current within the industry and that the consultation has formed part of the development of the strategy for training and assessment.</p>			
Date of Consultation	Business Name	Contact Person	Contact Details
			Mobile:
			Telephone:
			Email:
			Web:
			Mobile:
			Telephone:
			Email:
			Web:
			Mobile:
			Telephone:
			Email:
			Web:
<p>The units selected combined with the required industry based practical skills together provide a good basis for entry into the industry.</p> <p>The simulated workplace environment allows for realistic situations, particularly regarding multiple tasks and meeting deadlines and industry time frames within the work placement further enhances this.</p>			

Moderation

At Careers Training Centre, moderation is a quality assurance process directed at ensuring that assessments are marked with accuracy, consistency and fairness. Moderation can be effected through several methods and is part of the Quality Assessment Cycle. It includes the entire assessment event, including the design and post-event analysis of the fitness of the assessment of student learning.

Moderation is required for every assessment which involves a degree of subjectivity.

Assessments are designed so that they are clearly linked to the intended learning outcomes;

Pre-marking meetings or other activities are undertaken to ensure that assessors are able to clarify their understanding of the assessment criteria;

Assessment criteria are clearly communicated to students, both in the pre-assessment phase and also when providing feedback; and

Assessments are subject to regular review: their frequency, style and the relative success rate of students are appraised as a regular part of the improvement cycle.

Moderation of Assessment			
Moderation is conducted annually with other trainers and assessors as part of the moderation process. All assessment instruments are reviewed to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables and evidence guide.			
Date of review	Business Name	Contact Person	Contact Details
			Mobile Telephone Email: Web:
			Mobile Telephone Email: Web:
			Mobile Telephone Email: Web:
The units selected combined with the required industry based practical skills together provide a good basis for entry into the industry. The simulated workplace environment allows for realistic situations, particularly regarding multiple tasks and meeting deadlines and industry time frames within the work placement further enhances this.			

Useful Contacts -

Service Skills Australia	www.serviceskills.com.au/tourism-hospitality-events-training-package
Tourism Queensland	www.teq.queensland.com
Office of Liquor and Gaming Registration (OLGR) Queensland	www.business.qld.gov.au/industry/liquor-gaming
Workplace Health and Safety Queensland	https://www.worksafe.qld.gov.au/
QTIC	https://www.qtic.com.au/
Food safety standards and regulations	https://www.business.qld.gov.au/industry
Queensland Hotels Association	http://www.queenslandhotels.com.au/
Australian Hotels Association	http://aha.org.au/
QSA VET	http://www.qcaa.qld.edu.au/576.html
QSA Training and Assessment information	http://www.qcaa.qld.edu.au/14793.html
QSA Tourism resources	http://www.qcaa.qld.edu.au/10846.html
Service Skills Australia	http://www.serviceskills.com.au/
Queensland holidays	www.queensland.com.au
Tourism Support Network	http://www.tourism.australia.com/
TVET products	http://www.ivet.com.au/a/185.html
Safework Australia	http://www.safeworkaustralia.gov.au/sites/SWA
Workplace Healthy and Safety Student Program	http://www.deir.qld.gov.au/workplace/pdfs/safetysense/index.htm
Worksafe Smart Move	http://smartmove.safetyline.wa.gov.au/
Australian tourism Data Warehouse	http://www.serviceskills.com.au/tourism-hospitality-events-training-package
Service Skills Australia	www.serviceskills.com.au/tourism-hospitality-events-training-package
Tourism Queensland	www.teq.queensland.com
Office of Liquor and Gaming Registration (OLGR) Queensland	www.business.qld.gov.au/industry/liquor-gaming
Workplace Health and Safety Queensland	https://www.worksafe.qld.gov.au/
QTIC	https://www.qtic.com.au/
Food safety standards and regulations	https://www.business.qld.gov.au/industry