TRAINING AND ASSESSMENT STRATEGY
FEE FOR SERVICE STUDENTS

SIT40116 CERTIFICATE IV IN TRAVEL AND TOURISM

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
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]

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

TRAINING AND ASSESSMENT STRATEGY

Code:	SIT40116	Title:	Certificate IV in Travel and Tourism		
Release:	2	Release status:	Current	Usage recommendation:	Current
Parent training package:		SIT - Tourism, Travel and Hospitality Training Package			

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

Tourism's contribution to the Australian economy is measured by the ABS Australian Tourism Satellite Account, and incorporates statistics on many areas of hospitality provision. The latest statistics available relate to 2004/5 and the following snapshots from the account show the importance of the industry's contribution:

- A total of $75 billion worth of Australian goods and services were consumed by tourists, some 5.4 million international visitors consumed $18.3 billion worth of Australian goods and services; 24% of tourism consumption.
- Domestic tourists consumed $56.4 billion worth of Australian goods and services; 76% of tourism consumption.
- Tourism accounted for almost $32 billion of Australia's total gross domestic product (GDP).
- International tourism exports contributed 11.1% of total exports of goods and services, greater than those of coal, iron, steel and non-ferrous metals combined.
- There were 4.6 million Australian resident departures for travel to international destinations.
- The tourism industry directly employed 550,100 persons, representing 5.6 % of all employment, with retail trade, accommodation and restaurants accounting for half of the employment generated by tourism.

Hospitality is commonly defined as the provision of food, beverage, catering, gaming and accommodation services for the consumer who may be a tourist or a local resident. Whereas accommodation providers are more clearly part of the tourism industry, other hospitality businesses such as restaurants, cafes and clubs are found in disparate locations and, accordingly, the clientele varies. Clearly, there are some areas where tourists provide the main custom for these hospitality providers, for example, in major tourist destinations and in tourist precincts.

This qualification provides the skills and knowledge for an individual to be competent in a defined range of basic tourism technical skills. Work would be undertaken in an office environment where the planning of tourism products and services takes place, in the field where tourism products are delivered or a combination of both. The field includes any destination, local or regional area, tourist precinct, site, attraction or onboard form of transportation.

Career Prospects

This qualification reflects the role of skilled operators who use a broad range of tourism or travel skills and sound knowledge of industry operations to coordinate travel or tourism services. 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 qualification provides a pathway to work in many travel and tourism industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, inbound tour operators, tourist attractions, visitor information centres and other tourism businesses.

Possible job titles include:

- account coordinator
- assistant manager
- marketing coordinator
- operations supervisor
- product coordinator
- promotions officer
- reservations sales or call centre supervisor
- senior operations coordinator
- senior or supervisory retail consultant
- sales coordinator
- sales executive.

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 Tourism can gain credits for subjects included in the Certificate IV in Travel and Tourism and the Diploma of Travel and Tourism 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**

It is recognised that typical career paths are not always linear. The tourism and holiday parks and resorts 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 direct entry at all qualification levels, and enable significant credit transfer between qualifications.
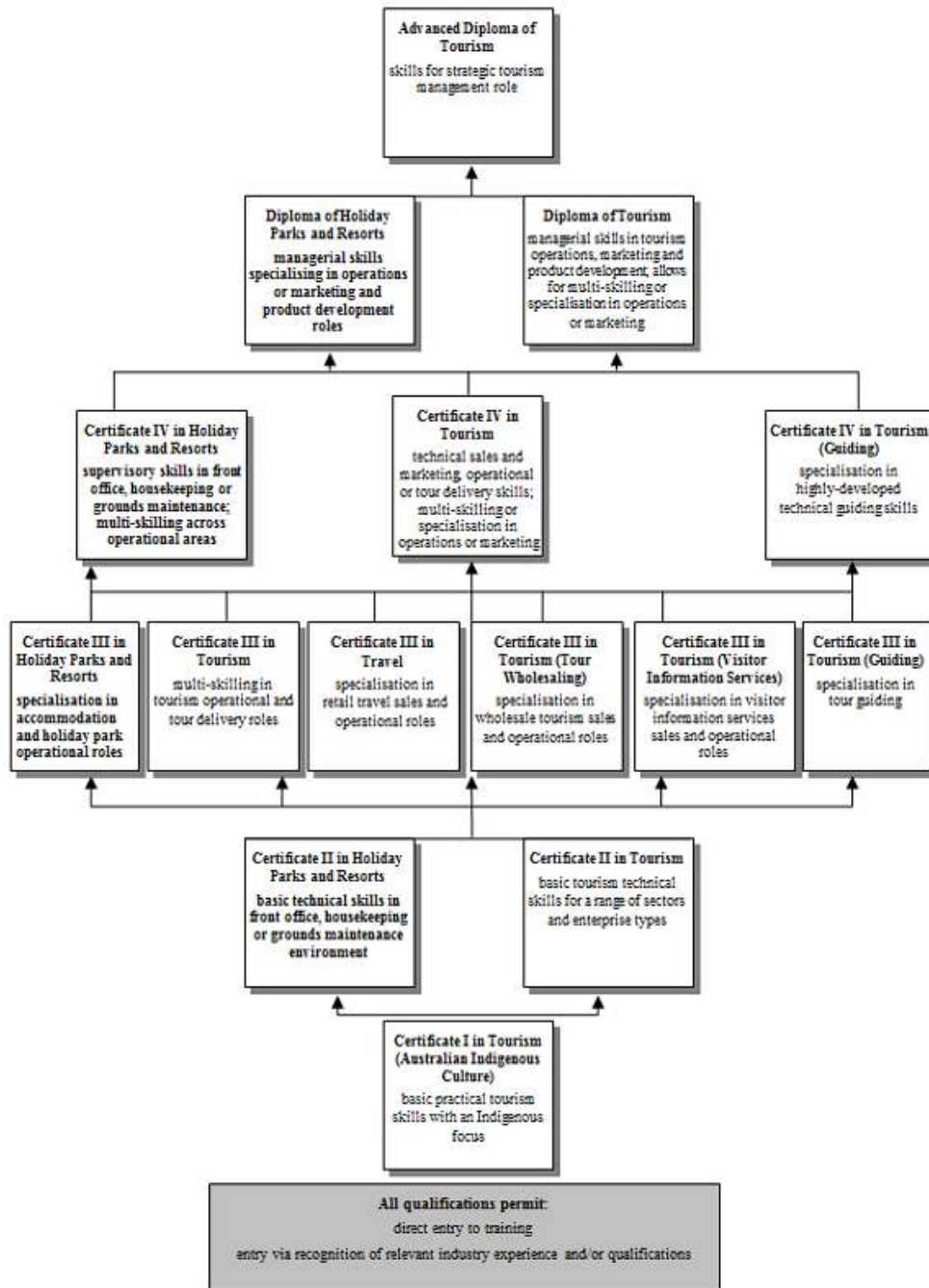
ref: www.training.gov.au – SIT training package

Award

Upon successful completion of all units of competencies in the course, students will be issued with a SIT40116 Certificate IV in Travel and Tourism. 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

Delivery by on-the-job training, off-the-job training, and by the 'self-paced' method of learning, 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 78 weeks, with training 3 hours weekly. Tutorials are available to all students.

Volume of learning   600 - 2400 hours over 0.5 -2 year

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

- ✓ client selection, enrolment and induction/orientation procedures
- ✓ course information including content and vocational outcomes
- ✓ 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 tourism industry for this qualification. The foundation skills described here are broad industry requirements that may vary depending on qualification packaging options.

Writing	Level 4
Vocabulary	Selects vocabulary to create shades of meaning in chosen fields of knowledge or in particular contexts
	Understands and uses vocabulary specific to a topic
Grammar	Uses grammatical structures and vocabulary appropriate to register
	Uses structurally complex sentences
	Demonstrates some understanding of nominalisation and condenses ideas, processes, descriptions and/or explanations into abstract nouns
	Has some control over modality, using modal verbs and other modification devices
Punctuation	Uses punctuation accurately and effectively to convey a range of meanings, e.g. emotions or intentions
Spelling	Uses a range of spelling strategies, e.g. understanding of word usage, visual and phonic patterns, or word derivations and meanings
	Accurately spells frequently used words, including relevant technical terms and specialised vocabulary
Learning	
Locating, evaluating and organising information	Develops a formal set of questions to focus an information search in an unfamiliar field
	Uses some advanced web search queries to filter out irrelevant information
	Considers the reliability of an information source against a range of criteria, e.g. the author's background, the intended audience and purpose, or the date of publication
	Uses manual and/or ICT applications to collect, analyse, store, organise and facilitate ongoing access to information, e.g. systematic filing systems or spreadsheets
Reading	
Complexity	Understands texts with complex syntactic structures that may incorporate some technical specificity and information presented in graphic, diagrammatic or visual form
	Understands texts incorporating some abstract ideas, symbolism and embedded information, in which the relationship between concepts and information is not explicit and requires inference and interpretation
	Synthesises relevant ideas and information from several sources
Prediction and prior knowledge	Integrates prior knowledge with new information to predict, construct, confirm, challenge or extend understanding
Writing	
Range	Constructs meaning by employing a knowledge of principal conventions of a broad range of text types
	Demonstrates control of most distinguishing linguistic structures and features of a range of text types, e.g. reports, discussions, procedures and narratives
Structure and cohesion	Integrates information and ideas from a range of sources, utilising appropriate support materials, e.g. photographs, quotations or flow charts
	Displays logical organisational structure in writing through the use of coherently linked paragraphs
	Uses some references
Oral communication Speaking	
Range and context	Engages in complex oral negotiations, such as exploring issues, problem solving, reconciling points of view or bargaining
Audience and purpose	Reflects on the underlying meaning of the communication and responds appropriately
	Considers aspects of context, purpose and audience when generating oral texts
Cohesion and structure	Relates separate pieces of information within a spoken text, rather than treating them as separate units of information
	Participates effectively in spoken interactions by using strategies to confirm, clarify or repair understanding, and makes constructive additions to what has been said
	Initiates topic shifts and points of clarification, and gives verbal and non-verbal feedback
Pronunciation and fluency	Uses stress, intonation and gesture effectively to convey a range of emotions or intentions
	Uses intelligible pronunciation, and stress and intonation patterns
	Demonstrates generally appropriate flow of speech though may have occasional repetition, hesitation or self correction
Non-verbal communication	Monitors the effectiveness of the interaction by adjusting gestures and other non-verbal features
Oral communication Listening	
Range and context	Uses knowledge of principal conventions of language to assist with constructing meaning from a range of oral text types, including conversations, discussions and negotiations
Structure and grammar	Understands oral texts which use complex syntactic structures
	Follows oral texts which use modal verbs and other modification devices, abstract nouns and some nominalisation
Comprehension	Relates pieces of information within an oral text, rather than treating them as separate units of information

	Reflects on underlying meaning of the communication and responds appropriately
	Listens in order to make notes from oral texts in chosen fields of knowledge
Non-verbal communication	Interprets gestures and other non-verbal features
	Responds to topic shifts and points of clarification, and gives non-verbal feedback

EMPLOYABILITY SKILLS SUMMARY

The following table contains a summary of the employability skills required by the tourism 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	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.
Initiative and enterprise	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.
Learning	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.
Planning and organising	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.
Problem-solving	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.
Self-management	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.
Teamwork	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.
Technology	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.

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 tourism 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 IV in Travel and Tourism 19 units must be completed:

- 7 core units
- 12 elective units, consisting of:

  6 units from Group A
  6 additional units from Group A, Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course

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**
SITTIND001	Source and use information on the tourism and travel industry	Nil	25
SITXCCS007	Enhance customer service experiences	Nil	40
SITXCOM002	Show social and cultural sensitivity	Nil	20
SITXCOM005	Manage conflict	Nil	15
SITXFIN002	Interpret financial information	Nil	60
SITXHRM001	Coach others in job skills	Nil	20
SITXWHS003	Implement and monitor work health and safety practices	Nil	30
GROUP A ELECTIVE UNITS: (MINIMUM OF 6)			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
SITXCCS002	Provide visitor information	Nil	35
SITTTSL002	Access and interpret product information	Nil	60
SITTTSL005	Sell tourism products and services	Nil	45
SITTTSL006	Prepare quotations	Nil	30
SITTTSL007	Process reservations	Nil	30
SITTTSL010	Use a computerised reservations or operations system	Nil	120
SITTGDE004	Lead tour groups	Nil	30
SITTGDE005	Prepare and present tour commentaries or activities	Nil	70
SITTGDE006	Develop and maintain the general and regional knowledge required by guides	Nil	100
GROUP B ELECTIVE UNITS: (MINIMUM OF 6)			
UNIT CODE	**UNIT NAME**	**PRE REQUISITES**	**NOMINAL HOURS**
BSBWRT411	Write complex documents	Nil	50
SITXFIN001	Process financial transactions	Nil	20
SITXFIN003	Manage finances within a budget	Nil	30
HLTAID011	Provide first aid	Nil	18
SITXFSA001	Use hygienic practices for food safety	Nil	25
SITXHRM002	Roster staff	Nil	30
SITXHRM003	Lead and manage people	Nil	60
SITXMGT001	Monitor work operations	Nil	30
SITXWHS002	Identify hazards, assess and control safety risks	Nil	30

This qualification can be applied to students who are unable to assess a workplace. The training and assessment environment where access to normal tourism operations is not available, the delivery and

assessment will be in a simulated work or industry environment. The units are suitable for the assessor to contextualise to local industry activities.

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
- Cairns Zoom and Wildlife Dome, Cairns
- Tropic Wings Cairns Tours, Cairns
- Australian Butterfly Sanctuary, Kuranda

TRAINING AND ASSESSMENT ARRANGEMENTS

Duration: The expected completion time is 78 weeks, with training 3 hours weekly. Tutorials are available to all students.

Volume of learning   600 - 2400 hours over 0.5 -2 year

Assessments will be conducted by Careers Training Centre at the workplace of the student or 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 to negotiate choice of electives and delivery schedule to match units to workplace activities, contextualising the delivery to the learner / workplace.

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.

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. The units are suitable for the assessor to contextualise to local industry activities.

Careers Training Centre has established agreements with the local tourism 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.

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 experience in local tourism industry environments. The object of the work placement is to give the student practical training and experience
- Trainers will work with the student's host employer to ensure that training and the duties undertaken in the workplace support the learning process if applicable.
- 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 learners 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 and will provide regular and ongoing feedback to the student on their progress.

Set out below are a series of defined activities that students will 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
16 weeks	**Theme:** Local area Tourism **Focus:** • The tourism and hospitality experience • Sources of information about Tourism and tourism products • Careers in Tourism and Hospitality • Roles and functions • Cultural understanding and expectations	SITTIND001 SITXCCS007 SITXCOM002 SITXCOM005 SITXFIN002 SITXHRM001 SITXWHS003 SITXWHS002
20 weeks	**Theme:** The Service Experience **Focus:** • Standards of the industry • Communication • Service Cycle • Quality Customer Service • Legal requirements	SITXCCS002 SITTTSL007 SITTTSL010 SITTGDE004 SITTGDE005 SITXFSA001
19 weeks	**Theme:** Product Knowledge **Focus:** • Technical knowledge • Operational Knowledge • Changes and Trends in the Industry • Presentation	SITTTSL002 SITTTSL005 SITTTSL006 SITTGDE006
23 weeks	**Theme:** Operating a Tourism and / or Hospitality business **Focus:** • Benefits and costs • Legislative requirements • Working as a Team • Promotion and up-selling • Complaints and Conflict • Marketing	BSBWRT411 SITXFIN001 SITXFIN003 HLTAID011 SITXHRM002 SITXHRM003 SITXMGT001

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) 4041 9454. 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 any workplace placement undertaken, students over time, will gain recognition of the skills they demonstrate consistently.

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. 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
SITTTIND001	Source and use information on the tourism and travel industry	X	X		X	X
SITXCCS007	Enhance the customer service experience	X	X		X	X
SITXCOM002	Show social and cultural sensitivity	X	X		X	X
SITXCOM005	Manage conflict	X	X		X	X
SITXFIN002	Interpret financial information	X	X		X	X
SITXHRM001	Coach others in job skills	X	X		X	X
SITXWHS003	Implement and monitor work health and safety practices	X			X	X
SITXCCS002	Provide visitor information	X			X	X
SITTTSL002	Access and interpret product information	X	X		X	X
SITTTSL005	Sell tourism products and services	X	X		X	X
SITTTSL006	Prepare quotations	X	X		X	X
SITTTSL007	Process reservations	X		X	X	X
SITTTSL010	Use a computerised reservations or operations system	X	X		X	X
SITTGDE004	Lead tour groups	X	X		X	X
SITTGDE005	Prepare and present tour commentaries or activities	X	X		X	X
SITTGDE006	Develop and maintain the general and regional knowledge required by guides	X	X		X	X
BSBWRT411	Write complex documents	X	X		X	X
SITXFIN001	Process financial transactions	X			X	
SITXFIN003	Manage finances within a budget	X	X		X	X

SITXFSA001	Use hygienic practices for food safety	X		X	X	X
HLTAID011	Provide first aid	Delivery by contacted Qualified RTO				
SITXHRM002	Roster staff	X	X		X	X
SITXHRM003	Lead and manage people	X	X		X	X
SITXMGT001	Monitor work operations	X	X		X	X
SITXWHS002	Identify hazards, assess and control safety risks	X			X	X

Credit Transfer (CT)

Credit Transfer is supplying the documentation to support the skill and knowledge you have previously gained in transfer of supported documentation. This 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 organization you may be eligible for a credit transfer.

Note: this is a guide only and further detail can be found in the Student Information Handbook.
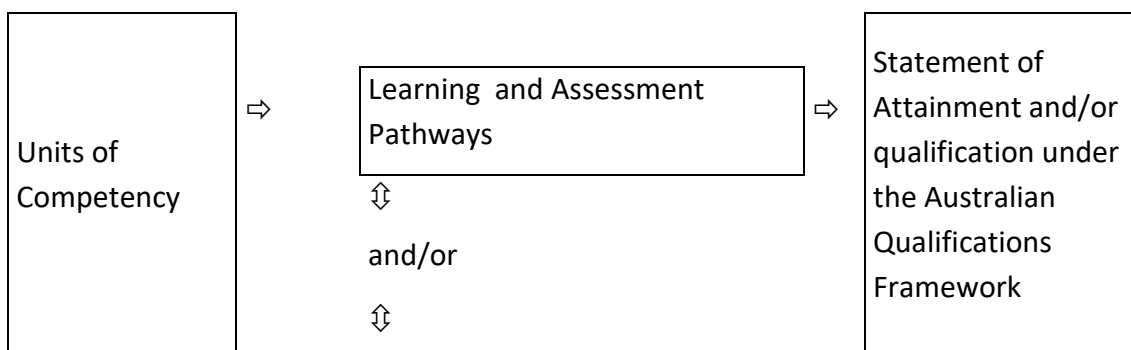
Recognition of Prior Learning (RPL)

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.
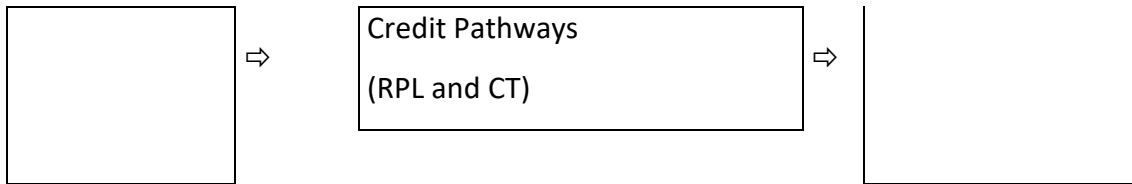
RPL assessment collects evidence of learning that has occurred outside the formal education and training system. The RPL process is a more personal process involving the assessor collecting evidence and aligning the evidence to the requirements of the accredited course or training package qualification. 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.

Units of Competency	⇨	Learning and Assessment Pathways ⇕ and/or ⇕	⇨	Statement of Attainment and/or qualification under the Australian Qualifications Framework

	⇨	Credit Pathways (RPL and CT)	⇨	

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.
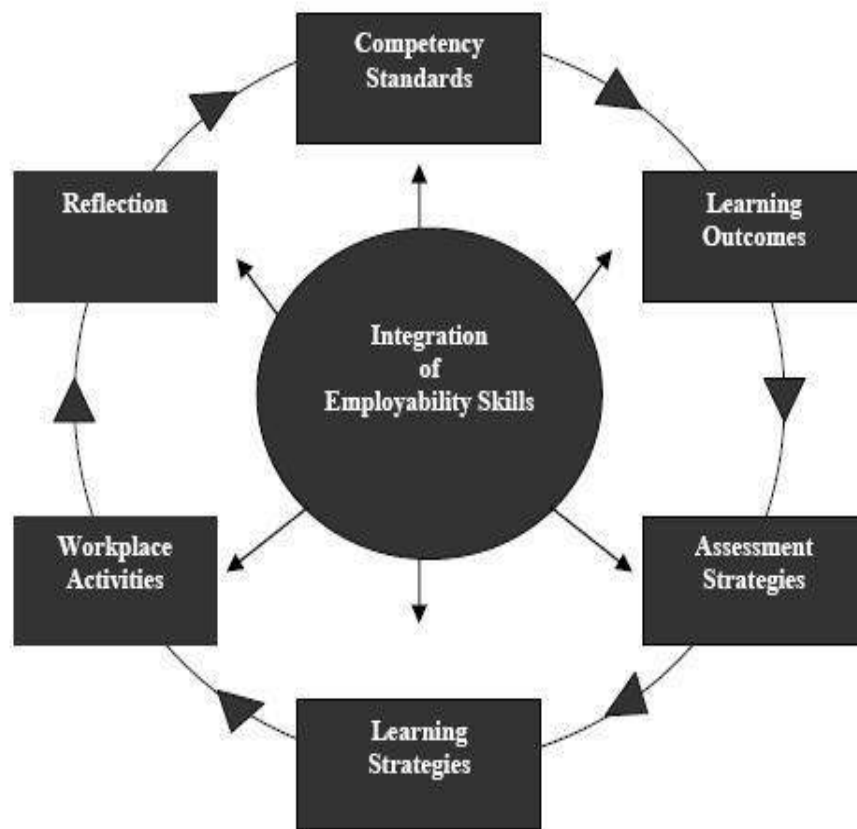
TRAINING AND STAFF

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
SITTIND001 Source and use information on the tourism and travel industry	**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: - 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 **Melissa Van der Boom (MvdB** 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. Melissa has also completed: - BSc Hons Environmental Biology - Certificate IV in Training and Assessment TAE40110 - Certificate II in Animal Studies ACM20117 - Certificate III in Captive Animals ACM30317 - Diploma of Travel and Tourism Management SIT50116 - Certificate III in Tourism SIT30116 - Certificate III in Tour directing and guiding	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. Management staff will advise of industry trends, changes to legislation and the practical application into industry including industry benchmarks, timeframes and standards	PC, MvdB, PG	PC, MvdB, PG
SITXCCS007 Enhance customer service experiences			PC, MvdB, PG	PC, MvdB, PG
SITXCOM002 Show social and cultural sensitivity			PC, MvdB, PG	PC, MvdB, PG
SITXCOM005 Manage Conflict			PC, MvdB, PG	PC, MvdB, PG
SITXFIN002			PC, MvdB,	PC, MvdB,

Units of competency	Training arrangements	Staff		
		Technical advisor	Qualified assessor	Qualified trainer
Interpret financial information	- Blue card for Child Related Employment - HTLAID003 Provide First Aid Melissa also has a Statement of Attainment for the Wet Tropic World Heritage Tour Guide Skill Set for the units: - 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 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, **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. 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. 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. He then moved to Albury where he worked as the General Manager of Mantra Albury Hotel 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			
SITXHRM001 Coach others in job skills			PC, MvdB, PG	PC, MvdB, PG
SITXWHS003 Implement and monitor work health and safety practices			PC, MvdB, PG	PC, MvdB, PG
SITXCCS002 Provide visitor information			PC, MvdB, PG	PC, MvdB, PG
SITTTSL002 Access and interpret product information			PC, MvdB, PG	PC, MvdB, PG
SITTTSL005 Sell tourism products and services			PC, MvdB, PG	PC, MvdB, PG
SITTTSL006 Prepare quotations			PC, MvdB,	PC, MvdB,
SITTTSL007 Process reservations			PC,	PC,
SITTTSL010 Use a computerised reservations or operations system			PC	PC
SITTGDE004 Lead tour groups			MvdB	MvdB
SITTDGE005 Prepare and present tour commentaries or activities			MvdB	MvdB
SITTGDE006 Develop and maintain the general and regional knowledge required by guides			MvdB,	MvdB,
BSBWRT411 Write complex documents			PC, MvdB	PC, MvdB
SITXFIN001 Process financial transactions			PC, MvdB,	PC, MvdB,

Units of competency	Training arrangements	Staff		
		Technical advisor	Qualified assessor	Qualified trainer
SITXFIN003 Manage finances within a budget	Diploma of Hospitality Management SIT50416 First Aid HLTAID011 Blue Card		PC, MvdB, PG	PC, MvdB, PG
HLTAID011 Provide first aid			OUT SOURCED	OUT SOURCED
SITXFSA001 Use hygienic practices for food safety			PC, MvdB, PG	PC, MvdB, PG
SITXHRM003 Lead and manage people			PC, MvdB, PG	PC, MvdB, PG
SITXMGT001 Monitor work operations			PC, MvdB, PG	PC, MvdB, PG
SITXWHS002 Identify hazards, assess and control safety risks			PC, MvdB, PG	PC, MvdB, PG

ENVIRONMENT AND RESOURCES

Some units within the Certificate IV in Tourism 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:

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

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.

Resources required for a Tourism Environment
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

For some students, elective units chosen may include units that require the specific resources of a kitchen for training and assessment.   An example of this would be the unit SITXFSA001 - Use hygienic practices for food safety or SITHFAB005 - Prepare & serve espresso coffee.

Students will be required to complete project or work activities that show the students' ability to apply good hygiene practices on multiple occasions in a range of different operational circumstances to ensure consistency in the application of hygiene procedures and kitchen resources will be required.

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 Careers Training Centre host training and assessments for hospitality units within their businesses are;

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

Listed below are the resources that may be required for units that are hospitality focused that may be found in the tourism industry.

Kitchen storage area:	- 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 - Burner - Griller - Slicing machine - Sink - Refrigeration unit with shelving - Storage facilities
Small equipment:	- 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 - Separate hand basin and soap dispenser / - Hand towel dispenser - Disinfectant and detergents - Garbage bins and bags

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
- 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
- Chemical hazard charts and material safety data sheets

Due to the diverse range of possible touring contexts, general resources and equipment for a touring environment are not identified here. Specific resources are identified within individual units.

As a general rule, a commercially realistic touring environment could include any:

- Destinations and places of general interest within the destinations
- Local or regional areas
- Tourist precincts

- Sites, such as natural, cultural and heritage sites and centres, museums, art galleries, industrial sites and national parks
- Remote area locations
- Attractions, such as theme parks, zoos and wildlife reserves or parks
- Camp sites
- Transportation terminals for air, cruise, rail or coach travel
- Style of tour, including walking, adventure tour, special interest tour, incentive tour, pre or post-conference tour, educational tour, nature-based or eco-tour, group tour, individual tour or extended touring program
- Tour onboard any form of transportation, including coaches, vehicles, vessels and aircraft.

The operational elements of a commercial tour include use of equipment and resources and access to a work placement is 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.

The units selected 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 the work placement further enhances this.

All students will be encouraged to attend work placements if not engaged as an employee, within a variety of local tourism and hospitality related businesses that support vocational placements for students. Business that support vocational placements for Careers Training Centre are:

- Rainforestation Nature Park, Kuranda
- The Wildlife Habitat, Port Douglas
- The Cairns Wildlife Dome, Cairns
- Tropic Wings Cairns Tours, Cairns
- Australian Butterfly Sanctuary, Kuranda

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.

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.

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 analyses 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 all stakeholders students are encouraged to give feedback
- Student career pathways are documented in the Student Handbook

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-jJ18YWWmAlV3adnQv9nBWxXilc/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.

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.

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: 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

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

ASSESSMENT Validation Process

Training and assessment strategies and assessment items are reviewed annually by industry as well as other trainers and assessors for continual improvements.

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.

Date of Consultation	Business Name	Contact Person	Contact Details
			Mobile: N/A
			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.

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:
			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 vocational 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