

Tourism and Hospitality Curriculum Framework

Stage 6 Syllabus

Part A

for implementation from 2000

- Hospitality Operations (120 indicative hours)**
- Hospitality Kitchen Operations (120 indicative hours)**
- Hospitality Operations (240 indicative hours)**
- Hospitality Extension (60 indicative hours)**
- Tourism - Sales/Office Operations (120 indicative hours)**
- Tourism - Sales/Office Operations (240 indicative hours)**

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Contents

1	Introduction to Industry Curriculum Frameworks.....	5
2	Documentation Associated with Industry Curriculum Frameworks.....	6
3	The Higher School Certificate Program of Study	7
4	Vocational Education and Training (VET) in the NSW Higher School Certificate.....	7
4.1	The National Training Framework.....	7
4.2	Industry Curriculum Frameworks.....	8
5	Rationale.....	9
6	Aim	9
7	Tourism and Hospitality Curriculum Framework	9
7.1	Training Package Qualifications.....	9
7.2	Units of Competency Included in the Tourism and Hospitality Curriculum Framework	12
8	Course Structures.....	14
8.1	Courses within the Tourism and Hospitality Curriculum Framework.....	14
8.2	Allocation of Hours for Unit Credit in the HSC.....	15
8.3	Hospitality Operations (120 Indicative Hours).....	16
8.4	Hospitality Kitchen Operations (120 Indicative Hours)	17
8.5	Hospitality Operations (240 Indicative Hours).....	18
8.6	Hospitality Extension (60 Indicative hours).....	21
8.7	Tourism – Sales/Office Operations (120 Indicative Hours).....	22
8.8	Tourism – Sales/Office Operations (240 Indicative Hours).....	23
9	Outcomes and Content	24
9.1	Units of Competency.....	24
9.2	Course Delivery – Training Programs, Learning Materials, Resources and Teacher Qualifications.....	25
10	Work Placement.....	26
11	Assessment Requirements and Advice.....	27
11.1	Competency Based Assessment.....	27
11.2	Training Package Requirements.....	28
11.3	Competency Record Book (Student Log)	29
11.4	HSC Examination – Hospitality Operations (240 Indicative Hours).....	29
11.5	HSC Examination Specifications – Hospitality Operations (240 Indicative Hours).....	29
11.6	HSC Examinations – Tourism (240 Indicative Hours)	31
11.7	HSC Examination Specifications – Tourism (240 Indicative Hours).....	31
12	HSC Requirements and Certification.....	33
12.1	Course Completion Requirements.....	33
12.2	Preliminary and HSC Unit Credit	33

12.3	Higher School Certificate Record of Achievement.....	33
13	Other Information	34
13.1	Providing for all Students.....	34
13.2	Key Competencies.....	35
13.3	Links Between the Tourism and Hospitality Curriculum Framework and Other HSC Courses	36
13.4	Articulation to Further Training.....	36
14	Glossary	37
	Appendix A Units of Competency and Indicative Hours for HSC Credit.....	40

1 Introduction to Industry Curriculum Frameworks

Industry curriculum frameworks have been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework.

Industry curriculum frameworks are based on national training packages. They contain industry developed units of competency from the relevant training packages suitable for the purposes of the Higher School Certificate. They also define how units of competency are arranged into vocational education and training (VET) courses for the purpose of gaining unit credit for the Higher School Certificate. Wherever possible, VET courses in industry curriculum frameworks are aligned to national vocational qualifications.

This industry curriculum framework incorporates all Higher School Certificate Tourism and Hospitality VET courses, including:

- courses delivered by schools
- courses delivered by TAFE colleges
- courses delivered by other Registered Training Organisations (RTOs) on behalf of schools or TAFE colleges.

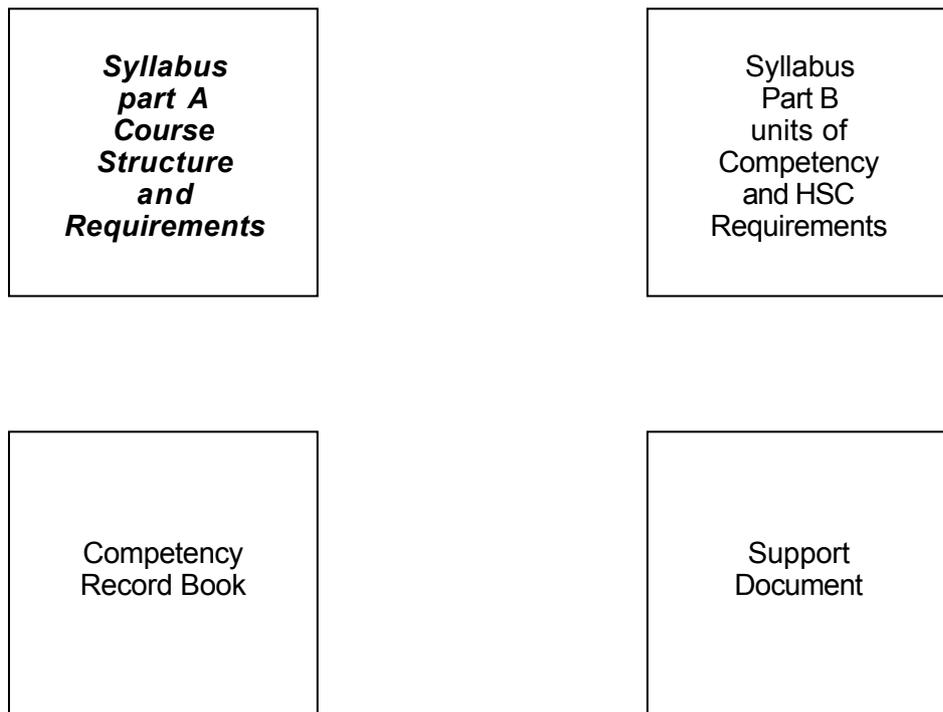
2 Documentation Associated with Industry Curriculum Frameworks

The documentation associated with industry curriculum frameworks has been written to assist teachers and trainers develop teaching and assessment programs and to help in the management of competency achievement of HSC candidates.

The purpose of Part A of the *Tourism and Hospitality Curriculum Framework Stage 6 Syllabus*, is to identify arrangements of units of competency that will enable students to achieve unit credit towards the Higher School Certificate and credit towards a vocational qualification. It contains general advice about this industry curriculum framework and describes course structures and requirements, including work placement. This document should be referred to in the first instance when planning the implementation of VET courses for the Higher School Certificate.

The documentation associated with industry curriculum framework is illustrated in the diagram below.

Industry Curriculum Framework Documentation



3 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

4 Vocational Education and Training (VET) in the NSW Higher School Certificate

4.1 The National Training Framework

All accredited Vocational Education and Training (VET) programs, including those for Higher School Certificate students, must meet the requirements of the National Training Framework (NTF).

The key components of the National Training Framework are:

- **The Australian Qualifications Framework (AQF)**

Under the AQF, VET qualifications in each industry area are standard across Australia. To facilitate this, the award of a particular AQF Diploma, Certificate or Statement of Attainment depends on the person who seeks a qualification meeting specified industry competency standards. Competency standards have been developed by industry to reflect the real requirements for employment and effective work performance in the relevant industry and are expressed in national industry training packages.

- **National Training Packages**

All training packages contain three mandatory or 'endorsed' components:

- units of competency, which express the industry competency standards and include elements of competency, performance criteria, a range of variables and an evidence guide
- assessment guidelines, which set out conditions for establishing that competency has been met
- qualifications explaining each qualification and relationships between them.

Training packages may also contain a range of materials designed to assist with training and assessment. These are not mandatory and are known as 'non-endorsed components'.

- **The Australian Recognition Framework (ARF)**

Because training packages and AQF qualifications are standardised across Australia, they are also recognised in all parts of Australia. This is assured by the ARF, which ensures that the quality of training and assessment is consistent and reliable.

Under the ARF, an organisation wishing to provide training, assess competencies and issue VET qualifications under the AQF, must be a Registered Training Organisation (RTO). It is the responsibility of an RTO, whether it is a school or school system, a TAFE college or other training provider, to ensure that quality assurance requirements are met. These requirements include access to adequate resources and appropriately qualified staff in order to deliver and/or assess training programs that lead to the achievement of qualifications (or individual units of competency) that have been identified in the RTO's scope of registration. As part of its registration, each RTO must agree to recognise AQF qualifications issued by any other RTO.

4.2 Industry Curriculum Frameworks

Industry curriculum frameworks have been developed to satisfy the requirements of the National Training Framework as well as the purposes of the NSW Higher School Certificate.

An industry curriculum framework describes the range of units of competency from the relevant training package that is endorsed by the Board of Studies for inclusion in the NSW Higher School Certificate. It also describes the groupings of units of competency that define specific HSC VET courses. These are determined largely by the qualifications available in the relevant training package and their suitability for school students attempting the Higher School Certificate. An industry curriculum framework must also meet a set of industry and school related criteria developed to promote the strengthening and extension of VET in the Higher School Certificate.

Units of competency are the components against which assessment and reporting occur for the purpose of gaining credit towards an AQF qualification. They are also the focus of courses within an industry curriculum framework. In this sense, the elements of competency, which collectively define the outcomes of each unit of competency, also define the outcomes of HSC VET courses within each framework.

5 Rationale

The tourism and hospitality industry contributes significantly to the Australian economy and employs a large number of people. The industry has an ongoing commitment to training in both customer service and technical areas. The industry employs a large number of young people in full-time and part-time jobs. There are many part-time employment opportunities in this industry, making it particularly attractive to people seeking this mode of employment.

The tourism and hospitality industry has a well established qualifications framework that has been developed around a range of functional areas in the tourism and hospitality sectors.

The Tourism and Hospitality Curriculum Framework has been developed in response to the needs of the industry and to the availability of relevant training and education opportunities. It is based on units of competency in the Tourism Training Package and the Hospitality Training Package. Qualifications available to students who achieve the appropriate units of competency in this industry curriculum framework are AQF Certificates I and II.

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

6 Aim

The Tourism and Hospitality Curriculum Framework is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills valued both within and beyond the workplace as well as underpinning skills and knowledge that can be applied in a range of contexts.

7 Tourism and Hospitality Curriculum Framework

7.1 Training Package Qualifications

The Tourism and Hospitality Curriculum Framework is developed with reference to the training packages in Hospitality (THH97) and Tourism (THT98). Each of these training packages incorporates a range of AQF qualifications ranging from Level I Certificate through to Advanced Diploma.

These qualifications exist at six different levels and there are minimum requirements to achieve a qualification at each level. This means a person needs to be competent in a defined number of units to receive the qualification. Industry has determined what national qualifications should exist in the areas of tourism and hospitality and these qualifications are matched to real job outcomes.

The qualifications in Hospitality, available through the Tourism and Hospitality Curriculum Framework, are Certificates I and II in Hospitality (Operations) and Certificate I in Hospitality (Kitchen Operations).

Hospitality Training Package – Qualifications

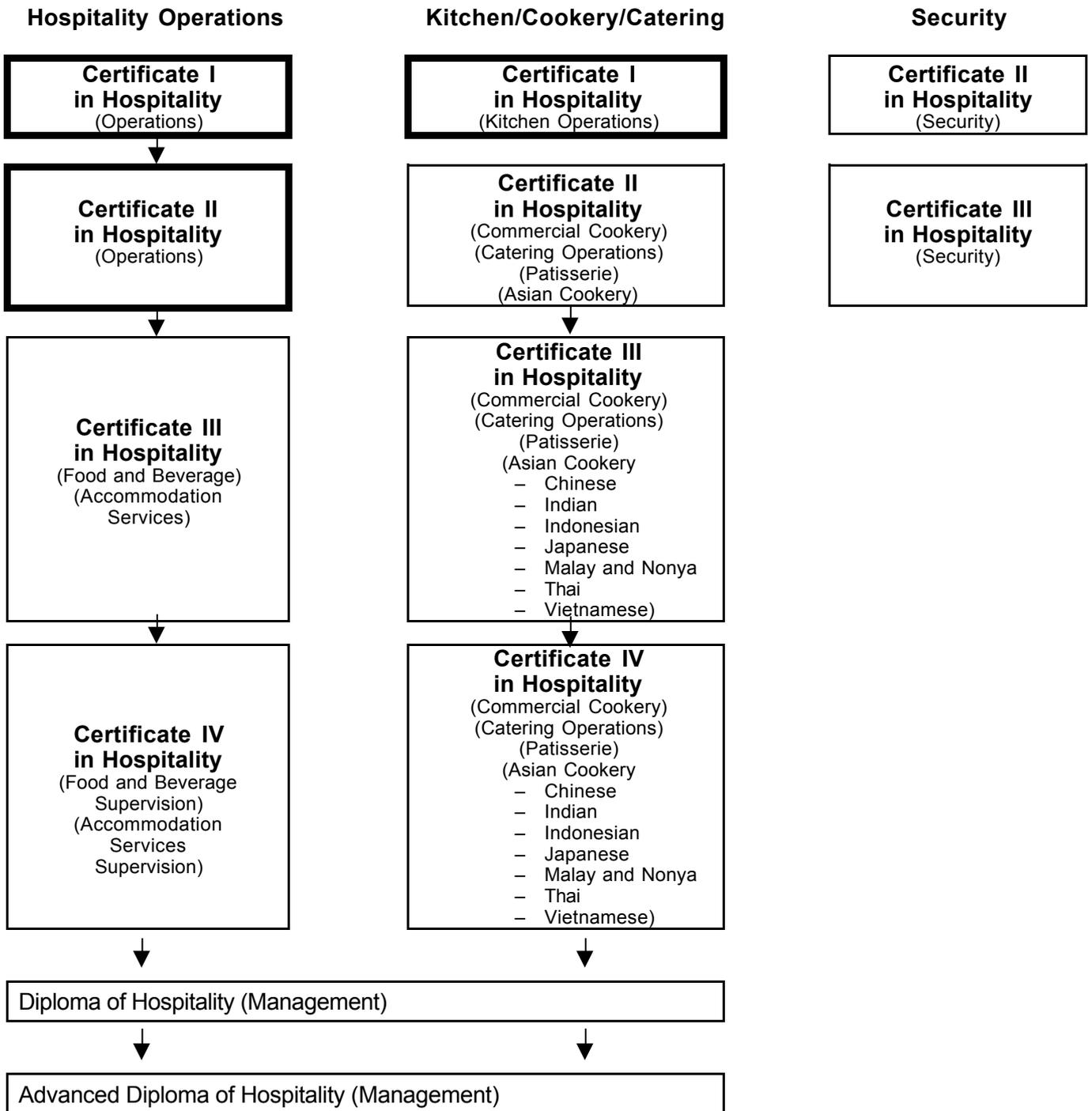


Figure 1 The AQF qualifications in Hospitality. Bold borders indicate those qualifications that can be achieved through this industry curriculum framework

The competency standards are grouped to reflect functional areas within the industry and these combinations are presented to achieve occupational outcomes.

Within Hospitality, there are two main streams or pathways available in the qualifications framework for Certificate Levels I–IV. These streams are:

- **Hospitality Operations**

The Hospitality Operations stream generally covers the functional areas of Food and Beverage, Housekeeping, Front Office and Gaming, with some allowance for the acquisition of kitchen-based skills. This stream allows for the high level of multi-skilling required by the industry.

- **Kitchen/Cookery/Catering**

This stream reflects the skills in areas such as commercial kitchens, catering/function venues, cook-chill, health, defence and community care, patisserie and Asian kitchens.

The qualification in Tourism available through the Tourism and Hospitality Curriculum Framework is Certificate II in Tourism (Sales/Office Operations).

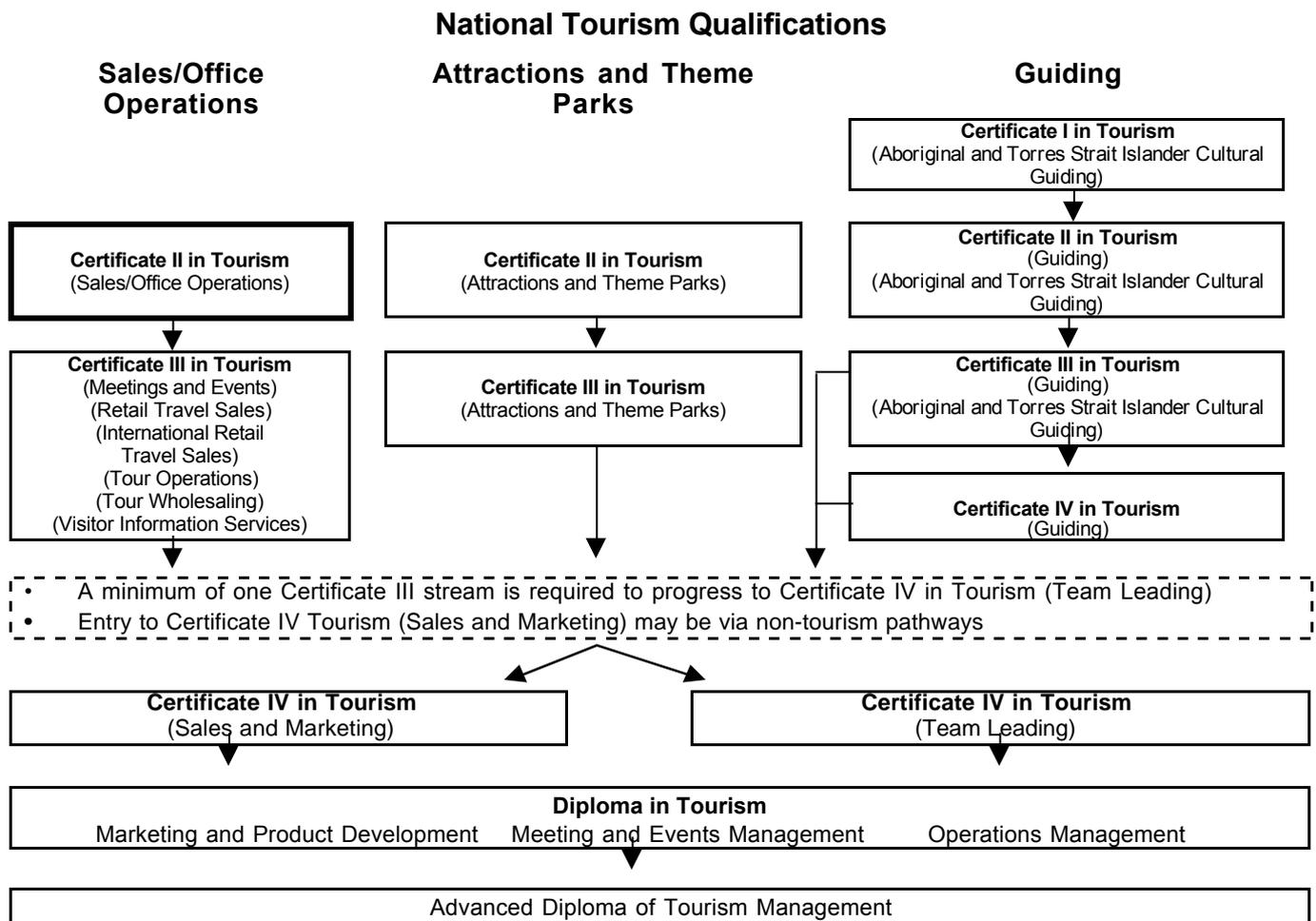


Figure 2 The AQF qualifications in Tourism. Bold borders indicate the qualification that can be achieved through this industry curriculum framework

There are three streams included in the Tourism qualifications framework. Within Tourism, the stream available in this industry curriculum framework is Sales/Office Operations. This stream is available to all industry sectors, reflecting the underpinning nature of skills in this area. This underpinning is reinforced by the frequent movement of people between sectors during their careers.

7.2 Units of Competency Included in the Tourism and Hospitality Curriculum Framework

There are 34 units of competency in the Hospitality Curriculum Framework and 13 units of competency in the Tourism Curriculum Framework. Nine of these units are common to both the Tourism Training Package and the Hospitality Training Package and, as such, should be delivered to reflect the required occupational outcome. These units have been drawn from a range of areas and have been combined in ways that will maximise students' preparation for employment in the industry. Potential VET qualifications are available in AQF Certificates I and II.

Each nationally endorsed unit of competency has been allocated a code. The full code assigned to the units of competency comprises a:

- national identifier — the national identifier for Tourism units is THT and the national identifier for Hospitality units is THH
- unit code corresponding to a pool of:
 - core units
 - functional area units or
 - general units
 summarised in Table 1
- version descriptor to correspond to the version release of the unit.

Core Units		Functional Area Units		General Units	
COR	Common Core	KA	Kitchen Attending	GCS	Customer Service, Sales and Marketing
HCO	Hospitality Core	OC	Commercial Cookery	GHS	Hygiene, Health, Safety and Security
TCO	Tourism Core	CAT	Commercial Catering	GGA	General Administration
		FB	Food and Beverage	GCT	Computer Technology
		FO	Front Office	GFA	Financial Administration
		H	Housekeeping		
		SOP	Sales/Office Operations		

Table 1 Identifiers associated with the units of competency used in this framework.

The full codes associated with the units of competency within this industry curriculum framework are shown in Table 2 and Table 3 on the following page.

Unit Code	Core or Strand Unit	Unit Title
THHBCC01A	A & D	Use basic methods of cookery
THHBCC02A	A & D	Prepare appetisers and salads
THHBCC02aA	A C & D	Prepare sandwiches
THHBCC03A	A	Prepare stocks and sauces
THHBCC03aA	A	Prepare soups
THHBCC04A	A	Prepare vegetables, eggs and farinaceous dishes
THHBCC11A	A	Implement food safety procedures
THHBFB02/3A	C & D	Provide food and beverage service
THHBFB02/3aA	C & D	Provide a link between kitchen & service areas
THHBFB10A	C & D	Prepare and serve non alcoholic beverages
THHBFO01A	B	Receive and process reservations
THHBFO02/3A	B	Provide accommodation reception services
THHBFO10A	B	Provide porter services
THHBH01A	B & C	Provide housekeeping services to guests
THHBH03/4A	B & C	Prepare rooms for guests
THHBH06A	B	Provide valet service
THHBKA01A	A C & D	Organise and prepare food
THHBKA02A	A C & D	Present food
THHBKA04A	A C & D	Clean and maintain premises
THHCOR01A*	Core	Work with colleagues and customers
THHCOR02A*	Core	Work in a socially diverse environment
THHCOR03A*	Core	Follow health, safety and security procedures
THHGCS01A	B	Develop and update local knowledge
THHGCS02A	B C & D	Promote products and services to customers
THHGCT01A*	B	Access and retrieve computer data
THHGCT02A*	B	Produce documents on computer
THHGFA01A*		
THHBFO05A	B	Process financial transactions
THHGFA02A		
THHBFO04A	B	Maintain financial records
THHGGA01A*		
THHBFO07A	Core	Communicate on the telephone
THHGGA02A*		
THHBFO06A	B	Perform clerical procedures
THHGGA06A/		
THHBKA03A	A C & D	Receive and store stock
THHGHS01A	Core	Follow workplace hygiene procedures
THHGHS02A/		
THHBH02A	B & C	Clean premises and equipment
THHCO01A	Core	Develop and update hospitality industry knowledge

Table 2 Hospitality units of competency included in the industry curriculum framework. Units marked with an asterisk (*) indicate those units that contribute to qualifications in Tourism.

Unit Code	Unit Title
THTSOP02A	Source and provide destination information and advice
THTSOP03A	Access and interpret product information
THTSOP09A	Process non air documentation
THTTCO01A	Develop and update tourism industry knowledge

Table 3 Tourism units of competency included in the industry curriculum framework

8 Course Structures

8.1 Courses within the Tourism and Hospitality Curriculum Framework

An industry curriculum framework for the Higher School Certificate describes the range of units of competency that have been identified as being suitable for the purposes of the Higher School Certificate.

Each course within a framework describes how the available units of competency can be grouped to gain units of credit towards the Higher School Certificate.

There are six courses in the Tourism and Hospitality Curriculum Framework, four in Hospitality and two in Tourism. Elective strands are available in the Hospitality courses. The courses are:

- **Hospitality Operations (120 indicative hours)**
 - Food and Beverage Service
 - Housekeeping
- **Hospitality Kitchen Operations (120 indicative hours)**
 - Kitchen Operations
- **Hospitality Operations (240 indicative hours)**
 - Commercial Cookery
 - Accommodation Services
 - Cross-Functional Operations
 - Food and Beverage Service and Kitchen Operations
- **Hospitality Operations Extension (60)**
- **Tourism (120 indicative hours)**
- **Tourism (240 indicative hours)**
 - Sales/Office Operations

The Hospitality course structure is shown in Figure 3.

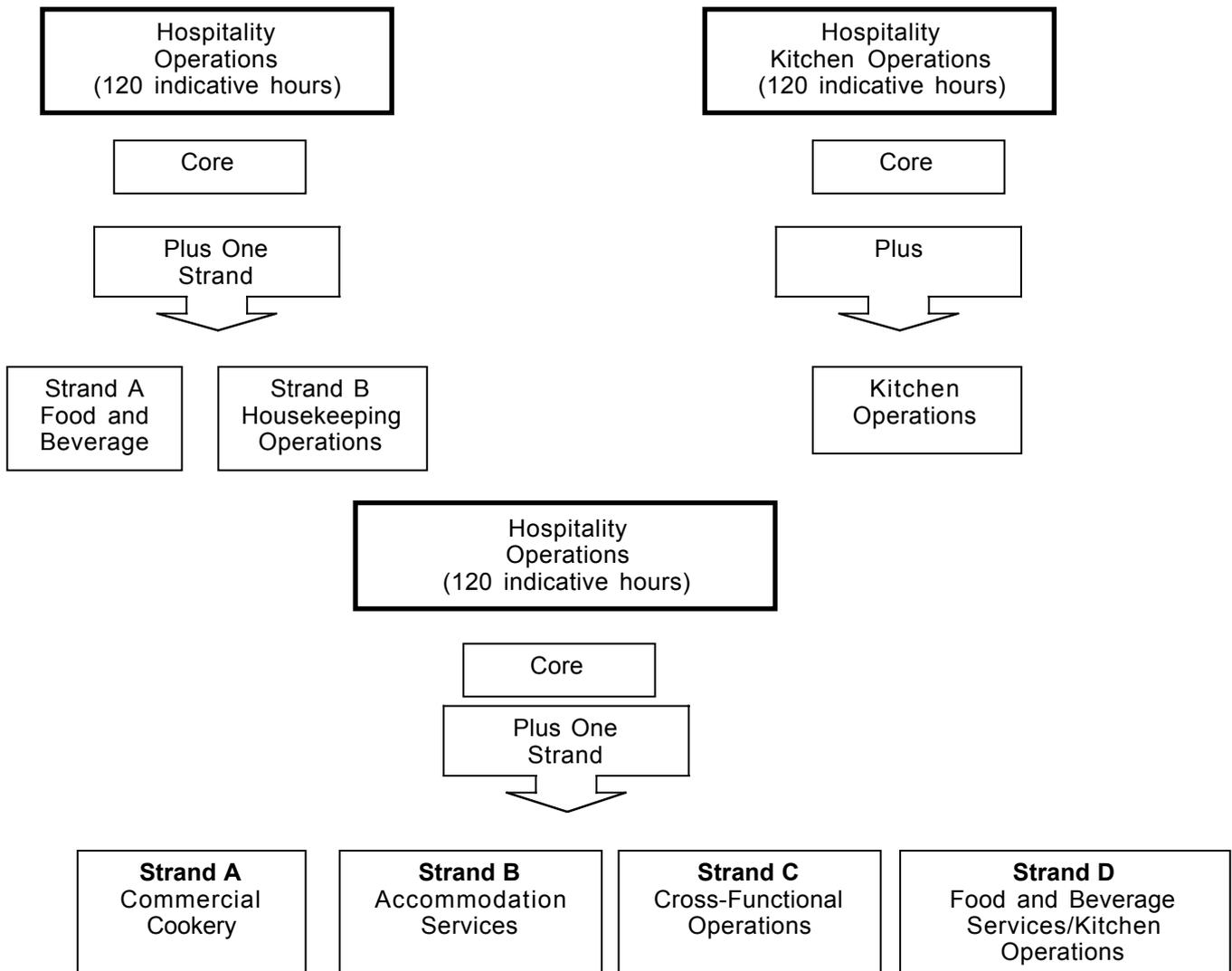


Figure 3 The Hospitality course structure

8.2 Allocation of Hours for Unit Credit in the HSC

Units of competency, drawn from industry training packages, are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the curriculum resources/delivery strategies chosen.

How ever, for the purposes of the Higher School Certificate, courses must be described in terms of their indicative duration. Courses in this industry curriculum framework are 240 indicative hours for HSC credit or 120 indicative hours for HSC credit.

For this reason, indicative hours for unit credit towards the Higher School Certificate have been assigned to each unit of competency within the framework. It is emphasised that the assignment of indicative hours does **not** imply that all students will fulfil all requirements for a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. It is also expected that students will need to spend additional time in practising skills in a real or simulated work environment and in completing projects and assignments, in order to fulfil industry assessment requirements.

8.3 Hospitality Operations (120 Indicative Hours)

Purpose

This course provides students with foundation knowledge and skills that are broadly applicable in the hospitality industry. The course is designed to provide students with opportunities to develop skills that are required to perform entry level functions in the industry.

Possible AQF Qualification

Certificate I in Hospitality (Operations).

Course Structure

This course consists of **six core units** plus **all** units from **ONE** of two functional areas.

Course Requirements

Students must undertake learning to achieve all of the core units of competency plus all the units of competency from **ONE** of the strands — Food and Beverage **or** Housekeeping. Students must complete a minimum of 35 hours of work placement.

Possible Occupational Outcomes

Coffee shop assistant, function/banquet porter, bistro attendant, food service assistant, room attendant, housekeeping assistant, house person.

Unit Code	Unit Title
ATTEMPT all units	
THHCOR01A	Work with colleagues and customers
THHCOR02A	Work in a socially diverse environment
THHCOR03A	Follow health, safety and security procedures
THHCO01A	Develop and update hospitality industry knowledge
THHGCA01A	Communicate on the telephone
THHGHS01A	Follow workplace hygiene procedures
AND EITHER ATTEMPT the following Food and Beverage units	
THHBFB02/3aA	Provide a link between kitchen and service areas
THHBFB02/3A	Provide food and beverage service
THHBFB10A	Prepare and serve nonalcoholic beverages
THHGCS01A	Promote products and services to customers
OR ATTEMPT the following Housekeeping units	
THHBH01A	Provide housekeeping services to guests
THHBH02A	Clean premises and equipment
THHBH03/4	Prepare rooms for guests
THHGCS01A	Develop and update local knowledge
THHGCS02A	Promote products and services to customers

8.4 Hospitality Kitchen Operations (120 Indicative Hours)

Purpose

This course provides students with foundation knowledge and skills that are broadly applicable in the hospitality industry. The course is designed to provide students with opportunities to develop skills that are required to perform entry level functions in the industry.

Possible AQF Qualification

Certificate I in Hospitality (Kitchen Operations).

Course Structure

This course consists of six core units plus all units from the functional area, Kitchen Operations, and a minimum of one additional unit.

Course Requirements

Students must undertake learning to achieve all of the core units of competency plus all the units of competency from the strand, Kitchen Operations, and a minimum of one additional unit. Students must complete a minimum of 35 hours of work placement.

Possible Occupational Outcomes

Coffee shop assistant, food service assistant, kitchen hand, kitchen assistant, sandwich hand, bistro hand/assistant.

Unit Code	Unit Title
ATTEMPT all units	
THHCOR01A	Work with colleagues and customers
THHCOR02A	Work in a socially diverse environment
THHCOR03A	Follow health, safety and security procedures
THHGCA01A	Communicate on the telephone
THHHCO01A	Develop and update hospitality industry knowledge
THHGHS01A	Follow workplace hygiene procedures
PLUS the following Kitchen Operations units	
THHBKA01A	Organise and prepare food
THHBKA02A	Present food
THHBKA03A	Receive and store stock
THHBKA04A	Clean and maintain premises
AND a minimum of ONE additional unit	
THHBFB02/3aA	Provide a link between kitchen and service areas
THHBCC01A	Use basic methods of cookery
THHBFB10A	Prepare and serve nonalcoholic beverages
THHBCC02aA	Prepare sandwiches

8.5 Hospitality Operations (240 Indicative Hours)

Purpose

This course enables students to explore a specific area of hospitality in greater depth. It presents students with the opportunity to acquire knowledge and skills required to perform a range of tasks in a variety of industry environments.

Possible AQF Qualification

Certificate II in Hospitality (Operations).

Course Structure

This course consists of **six core units** plus **nominated** units from **ONE** of four strands:

Strand A Commercial Cookery

Strand B Accommodation Services

Strand C Cross-Functional Operations

Strand D Food and Beverage Service and Kitchen Operations.

Course Requirements

Students must undertake learning to achieve all of the core units of competency plus the elective units of competency from **one** strand. Students must complete a minimum of 70 hours of work placement.

	Core
Unit Code	Unit Title
THHCOR01A	Work with colleagues and customers
THHCOR02A	Work in a socially diverse environment
THHCOR03A	Follow health, safety and security procedures
THHGCA01A	Communicate on the telephone
THHHCO01A	Develop and update hospitality industry knowledge
THHGHS01A	Follow workplace hygiene procedures

Strand A – Commercial Cookery	
Unit Code	Unit Title
ATTEMPT all Cookery units	
THHBKA01A	Organise and prepare food
THHBKA02A	Present food
THHBKA03A	Receive and store stock
THHBKA04A	Clean and maintain premises
THHBCC01A	Use basic methods of cookery
THHBCC11A	Implement food safety procedures
PLUS a minimum of 4 of the following units	
THHBCC02Aa	Prepare sandwiches
THHBCC02A	Prepare appetisers and salads
THHBCC03A	Prepare stocks and sauces
THHBCC03aA	Prepare soups
THHBCC04A	Prepare vegetables, eggs and farinaceous dishes

Possible Occupational Outcomes associated with Strand A

Sandwich hand, cook's assistant, coffee shop assistant, bistro attendant, kitchen hand, kitchen assistant, caterer's assistant.

Strand B – Accommodation Services	
Unit Code	Unit Title
ATTEMPT the following Housekeeping units	
THHBH01A	Provide housekeeping services to guests
THHBH02A	Clean premises and equipment
THHBH03/4A	Prepare rooms for guests
PLUS the following Front Office units	
THHGCSO1A	Develop and update local knowledge
THHGCSO2A	Promote products and services to customers
THHBFO01A	Receive and process reservations **
THHGCT02A	Produce documents on computer
THHBFO10A	Provide porter services
AND a minimum of THREE of the following units	
THHBH06A	Provide valet services
THHBFO06A	Perform clerical procedures
THHGCT01A	Access and retrieve computer data
THHBFO02/3A	Provide accommodation reception services **
THHGFA04A	Maintain financial records
THHGFA05A	Process financial transactions

The units of competency marked with an asterisk (**) must be delivered and assessed using appropriate industry standard software packages.

Possible Occupational Outcomes associated with Strand B

Housekeeping assistant, telephonist, porter, door person, room attendant, front office assistant.

Strand C – Cross Functional Operations	
Unit Code	Unit Title
ATTEMPT all of the following Housekeeping units	
THHGCS02A	Promote products and services to customers
TTHBH01A	Provide housekeeping services to guests
TTHBH02A	Clean premises and equipment
TTHBH03/4A	Prepare rooms for guests
PLUS all of the following Food and Beverage units	
TTHBFB02/3Aa TTHBFB02/3A	Provide a link between kitchen and service areas Provide food and beverage service
TTHBFB10A	Prepare and serve nonalcoholic beverages
PLUS all of the following Kitchen Operations units	
TTHBKA01A	Organise and prepare food
TTHBKA02A	Present food
TTHBKA03A	Receive and store stock
TTHBKA04A	Clean and maintain premises
TTHBCC02Aa	Prepare sandwiches

Possible Occupational Outcomes for Strand C

Housekeeping assistant, room attendant, house person, kitchen hand, kitchen assistant, sandwich hand, function/banquet porter, coffee shop assistant, bistro attendant.

Strand D – Food and Beverage Service and Kitchen Operations	
Unit Code	Unit Title
ATTEMPT all the following Food and Beverage units	
THHGCSO2A	Promote products and services to customers
TTHBFB02/3aA	Provide a link between kitchen and service areas
TTHBFB2/3A	Provide food and beverage service
TTHBFB10A	Prepare and serve nonalcoholic beverages
PLUS all of the following Kitchen Operations units	
TTHBKA01A	Organise and prepare food
TTHBKA02A	Present food
TTHBKA03A	Receive and store stock
TTHBKA04A	Clean and maintain premises
TTHBCC01A	Use basic methods of cookery
PLUS a minimum of ONE of the following units	
TTHBCC02A	Prepare appetisers and salads
TTHBCC02aA	Prepare sandwiches

Possible Occupational Outcomes for Strand D

Kitchen hand, bistro attendant, table clearing and setting, function set-up person, assistant food attendant, coffee shop attendant, fast food attendant, sandwich hand.

8.6 Hospitality Extension (60 Indicative Hours)

Purpose

This extension course enables students to attempt additional units of competency to meet a specific learning need associated with a vocational outcome such as a part-time traineeship.

Course Structure

The extension course can consist of the units of competency drawn from Hospitality Operations (240 indicative hours) that students have not attempted. Selection of the units of competency may be guided by the table in Appendix A. Under some circumstances, other units of competency from the training package may also be selected.

Course Requirements

Students may only elect this course if they are currently enrolled in, or have completed, Hospitality Operations (240 indicative hours). This course can only proceed with system support, and as such, advice should be sought from the relevant school system authority representative before course commencement.

Students must undertake learning to achieve all units of competency identified in the course. Students must complete a minimum of 14 hours of work placement.

8.7 Tourism – Sales/Office Operations (120 Indicative Hours)

Purpose

The purpose of this course is to provide students with an opportunity to develop competencies relevant to employment in the tourism industry. This course is designed to prepare students for further entry level training in the tourism industry.

Possible AQF Qualifications

Statement of Attainment in Tourism (Sales/Office Operations).

Course Structure

The course contains nine core units of competency.

Course Requirements

Students must attempt **nine** core units. Students must complete a minimum of 35 hours of work placement.

Unit Code	Unit Title
ATTEMPT all of the following industry core units	
THHCOR01A	Work with colleagues and customers
THHCOR02A	Work in a socially diverse environment
THHCOR03A	Follow health, safety and security procedures
THTTCO01A	Develop and update tourism industry knowledge
THHGCA01A	Communicate on the telephone
THHGGA02A	Perform clerical procedures
THHGCT01A	Access and retrieve computer data
THHGCT02A	Produce documents on computer
THHGFA05A	Process financial transactions

8.8 Tourism – Sales/Office Operations (240 Indicative Hours)

Purpose

The purpose of this course is to provide students with a range of opportunities to develop and enhance competencies relevant to employment in the tourism industry. The Certificate II in tourism (Sales/Office Operations) is designed to reflect the role of entry level employees working in the tourism industry who perform a variety of administrative duties while also assisting those employees working at AQF Certificate III and higher.

Possible AQF Qualifications

Certificate II in Tourism (Sales/Office Operations).

Course Structure

The course contains **nine** core units of competency and **four** elective units of competency.

Course Requirements

Students must attempt **nine** core units plus the **two** industry elective units, plus **one only** from THTSOP09A and THHGCS01A. Students must complete a minimum of 70 hours of work placement (total of 12 units).

Unit Code	Unit Title
ATTEMPT all of the following industry core units	
THHCOR01A	Work with colleagues and customers
THHCOR02A	Work in a socially diverse environment
THHCOR03A	Follow health, safety and security procedures
THTTCO01A	Develop and update tourism industry knowledge
THHGCA01A	Communicate on the telephone
THHGGA02A	Perform clerical procedures
THHGCT01A	Access and retrieve computer data
THHGCT02A	Produce documents on computer
THHGFA05A	Process financial transactions
PLUS the following TWO industry elective units	
THTSOP03A	Access and interpret product information
THTSOP02A	Source and provide destination information and advice
AND ONE of the following TWO additional elective units	
THTSOP09A	Process non air documentation
THHGCS01A	Develop and update local knowledge

Possible Occupational Outcomes

Retail travel sales assistant, administrative assistant/administration officer, documentation clerk, information assistant, group support staff, operations assistant, incentives administration support.

9 Outcomes and Content

9.1 Units of competency

Details of individual units of competency included in the Tourism and Hospitality Curriculum Framework for the Higher School Certificate are contained in Part B of this syllabus. The units incorporate both the outcomes of learning and its content for courses within the framework.

The text for each unit included is identical to that in the Tourism Training Package and the Hospitality Training Package. For each unit of competency, the:

- elements of competency
- performance criteria
- range of variables and
- evidence guide, including:
 - underpinning knowledge and skills
 - context and method of assessment
 - critical aspects of assessment
 - linkages to other units
 - relationship to key competencies

are shown exactly as stated in the training package.

Accompanying each unit of competency in Part B of this syllabus is an additional section entitled 'HSC Requirements'. This section describes the place of the unit in the various HSC Tourism and Hospitality courses and prescribes the scope of learning expected of Stage 6 students.

It also describes the range of resources that teachers might use in developing and delivering teaching and learning programs containing the unit, possible teaching and assessment strategies and the relationships between the unit and learning outcomes in other HSC courses.

The units of competency that can be delivered and assessed are determined by the scope of registration of the RTO. Teachers and trainers should check the scope of registration before determining which units of competency will be included in their teaching and assessment programs. Every RTO must be able to provide documentary evidence defining their scope of registration and this should be sought wherever a school student is accessing learning and assessment through an external provider other than a TAFE college.

9.2 Course Delivery – Training Programs and Learning Materials, Resources and Teacher Qualifications

It is the responsibility of the RTO to determine the learning materials that will be used to deliver courses within the Tourism and Hospitality Curriculum Framework.

In many cases, it is expected that RTOs will choose to use the non-endorsed materials of the Tourism and Hospitality Training Packages. This curriculum has been developed in parallel with the endorsed components of the Tourism Training Package and the Hospitality Training Package and corresponds to units of competency on a one to one basis.

Alternatively, RTOs may develop their own training materials or use a combination of in house and commercially produced curriculum resources.

Further advice on curriculum materials that may be used to support the delivery of courses within the Tourism and Hospitality Curriculum Framework is contained within the 'HSC Requirements' section associated with each unit of competency in Part B of this syllabus and in the Tourism and Hospitality support document. This information is provided as a guide to RTOs and teachers delivering HSC courses within the curriculum framework. The use of the listed modules and other training materials is not mandatory.

It is also the responsibility of the RTO to determine the resources required for course delivery and the qualifications required by teachers and trainers delivering courses on behalf of the RTO.

Separate advice on:

- learning materials
- resource requirements
- teacher qualifications

is provided by school system authorities.

10 Work Placement

The courses in the VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from the industry training packages. They have associated indicative hours to guide schools and other deliverers.

Work placement is a mandatory HSC requirement of each course within this framework and indicative hours have been assigned to the work placement requirement for each course.

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise skills acquired off the job in a classroom or workshop
- develop additional skill and knowledge, including the key competencies.

The mandatory work placement requirements for courses in this framework are not intended to indicate the time required for the achievement of units of competency. The amount of workplace learning required for competency achievement will vary from student to student. Assessment of the units of competency is to be undertaken by a qualified assessor(s) either in a work placement or in classroom delivery.

Work Placement Requirements

- 240 indicative hour course: a minimum of 70 hours in an appropriate workplace
- 120 indicative hour course: a minimum of 35 hours in an appropriate workplace
- 60 indicative hour course: a minimum of 14 hours in an appropriate workplace.

It is the responsibility of the school or other RTO to determine how course outcomes are best to be achieved and to structure delivery accordingly. If additional work placement or classroom time is required to enable individual or class groups of students to achieve the competencies this will be determined by the deliverer.

Further information and advice on the implementation of work placement is contained in policy statements or guidelines available from the relevant school system authority/RTO.

Part-time Work

Under some circumstances, students' part-time work in the retail industry may be used to fulfil work placement requirements. For further details, teachers and principals should consult the Board of Studies' *Assessment, Certification and Examination (ACE) Manual* or relevant Board of Studies Official Notices.

11 Assessment Requirements and Advice

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Higher School Certificate, those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- certifying satisfactory achievement and completion of courses
- reporting achievement in the Higher School Certificate.

For VET courses they also include assessment for the purpose of achieving AQF qualifications and Statements of Attainment.

The information in this section relates to the Board of Studies' requirements for assessing and reporting achievement in the Higher School Certificate. In this context, *assessing* refers to competency based assessment and to external examinations. *Reporting* refers to the documents used by the Board and RTO to report both measures of achievement.

11.1 Competency Based Assessment

The courses within the Tourism and Hospitality Curriculum Framework are competency based courses. The Board of Studies and the Vocational Education and Training Accreditation Board (VETAB) require that a competency based approach to assessment be used and that a record be held by the RTO of the competencies achieved.

In a competency based course, assessment of competencies is criterion referenced. This means that a participant's performance is judged against a prescribed standard — not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either **competent** or **not yet competent**. Assessment should be fair, valid and consistent. It must also account for the underpinning skills and knowledge identified with the unit of competency.

Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it necessarily desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an **integrated** or **holistic** approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes as emphasised in the Tourism Training Package and the Hospitality Training Package. Key competencies should also be identified through the assessment process.

11.2 Training Package Requirements

To achieve an AQF Certificate or Statement of Attainment, a student or worker must be **assessed as competent** according to the requirements set out for that qualification in the national training package. The assessment must be conducted by a **qualified assessor** through the auspices of the RTO that is to issue the qualification.

Assessment Guidelines

The assessment guidelines of a training package are, along with qualifications and units of competency, one of the three endorsed components (mandatory components) of the package.

The role of the assessment guidelines is to provide the principles and guidance to ensure that assessment is fair, valid, consistent and to industry standard. Extracts from the assessment guidelines are found in Part B of this syllabus.

The full text of the assessment guidelines is found in the National Tourism Training Package, the Hospitality Training Package and on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Unit Assessment

Assessment may be conducted for individual units of competency or for groups of units of competency. Candidates assessed as competent in one or more individual units will be eligible for a Statement of Attainment showing partial completion of the relevant certificate. In the case of unit assessment, evidence is also most relevant when provided through an holistic assessment activity that integrates the elements of competency for each unit.

In addition to the assessment guidelines, the Tourism Training Package and the Hospitality Training Package set out detailed assessment requirements — the evidence guide — for each unit of competency and provide advice indicating where units can be assessed interdependently. These requirements are set out within the text of each unit of competency included in Part B of this syllabus.

Using Qualified Assessors

The assessment guidelines in the Tourism Training Package and the Hospitality Training Package specify that assessment must be conducted in accordance with the endorsed guidelines.

The guidelines include the necessary qualifications for those conducting assessments and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.

It is important to note that the components of the assessor qualification need not be met by one individual. The 'qualified assessor' may consist of an assessment team in which one partner has assessor qualifications and knowledge and the other has technical competence in Tourism and Hospitality.

11.3 Competency Record Book (Student Log)

The competency record book (student log) forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Tourism and Hospitality Curriculum Framework.

Achievement of elements of competency and units of competency should be progressively recorded in the student log book. It should be noted that:

- all performance criteria need to be met to demonstrate the achievement of an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.

11.4 HSC Examination — Hospitality Operations (240 Indicative Hours)

The Higher School Certificate examination in Hospitality Operations (240 indicative hours) is optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination.

The examination is independent of the competency based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.

11.5 HSC Examination Specifications — Hospitality Operations (240 Indicative Hours)

The examination in Hospitality Operations (240 indicative hours) is a 2 hour written paper and is worth 100 marks. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100.

The paper will be based on three areas.

1 Units of competency in Hospitality Operations (240 indicative hours), including:

- elements of competency
- performance criteria
- critical aspects of evidence
- underpinning knowledge and skills.

The units are:

THHCOR01A	Work with colleagues and customers
THHCOR02A	Work in a socially diverse environment
THHCOR03A	Follow health, safety and security procedures
THHGCA01A	Communicate on the telephone
THHHCO01A	Develop and update hospitality industry knowledge
THHGHS01A	Follow workplace hygiene procedures

Note: plus the units from one elective strand, either Commercial Cookery or Accommodation Services or Cross-Functional Operations or Food and Beverage Services and Kitchen Operations. These are listed in section 8.5 of Part A of this syllabus.

2 Minimum prescribed learning contained in the Higher School Certificate requirements for each unit of competency (see Tourism and Hospitality Curriculum Framework, Part B), including:

- minimum learning for the Higher School Certificate
- key terms and competencies.

3 Associated key competencies.

The paper will consist of THREE sections.

Section I (15 marks)

- There are 15 multiple-choice questions.
- All questions in this section are compulsory.
- All questions are of equal value.

Section II (35 marks)

- The questions in this section are short response items in parts.
- All questions in this section are compulsory.
- Question parts will range in value.

Section III (30 marks)

- The questions in this section are extended response items.
- Students must attempt TWO questions.
- One question is compulsory.
- All questions are of equal value.

11.6 HSC Examination — Tourism (240 Indicative Hours)

The Higher School Certificate examination in Tourism (240 indicative hours) is optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination.

The examination is independent of the competency based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.

11.7 HSC Examination Specifications — Tourism (240 Indicative Hours)

The examination in Tourism (240 indicative hours) is a 2 hour written paper and is worth 100 marks. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100. The paper will be based on three areas.

- 1 Units of competency in Tourism Sales/Office Operations (240 indicative hours), including:
 - elements of competency
 - performance criteria
 - critical aspects of evidence
 - underpinning knowledge and skills.

The units are:

THHCOR01A	Work with colleagues and customers
THHCOR02A	Work in a socially diverse environment
THHCOR03A	Follow health, safety and security procedures
THTTCO01A	Develop and update tourism industry knowledge
THHGCA01A	Communicate on the telephone
THHGGA02A	Perform clerical procedures
THHGCT01A	Access and retrieve computer data
THHGCT02A	Produce documents on computer
THHGFA05A	Process financial transactions
THTSOP03A	Access and interpret product information
THTSOP02A	Source and provide destination information and advice

- 2 Minimum prescribed learning contained in the Higher School Certificate requirements for each unit of competency (see Tourism and Hospitality Curriculum Framework, Part B), including:
 - minimum learning for the Higher School Certificate
 - key terms and concepts.
- 3 Associated key competencies.

The paper will consist of THREE sections.

Section I (15 marks)

- There are 15 multiple-choice questions.
- All questions in this section are compulsory.
- All questions are of equal value.

Section II (35 marks)

- The questions in this section are short response items in parts.
- All questions in this section are compulsory.
- Question parts will range in value.

Section III (30 marks)

- The questions in this section are extended response items.
- Students must attempt TWO of the three questions.
- All questions are of equal value.

12 HSC Requirements and Certification

12.1 Course Completion Requirements

For a student to be considered to have satisfactorily completed a course within the Tourism and Hospitality Curriculum Framework there must be sufficient evidence that the student has:

- followed the course as specified
- demonstrated they have applied themselves to the set tasks and experiences with diligence and sustained effort
- undertaken the mandatory work placement
- achieved some or all of the course outcomes.

To gain an AQF qualification or Statement of Attainment, a student must demonstrate competence in ALL units of competency as required for that qualification or statement of attainment, and have had the assessment undertaken by a qualified industry assessor.

12.2 Preliminary and HSC Unit Credit

To facilitate flexibility of VET in the Higher School Certificate, courses within the Tourism and Hospitality Curriculum Framework may be delivered as Preliminary units, HSC units or as a combination of Preliminary and HSC units.

12.3 Higher School Certificate Record of Achievement

Courses within the Tourism and Hospitality Curriculum Framework will be listed on the Higher School Certificate Record of Achievement, together with the unit value of the course.

No mark will be listed for the achievement of competency but the Record of Achievement will refer to the AQF qualifications, which will be issued separately. The issuing of AQF Certificates and Statements of Attainment is subject to the requirements in section 11.2 of this syllabus.

For students enrolled in the Board Developed Course in Tourism (240 indicative hours) or Hospitality (240 indicative hours) and who have undertaken the Higher School Certificate examination, a scaled examination mark out of 100 will be recorded on the Higher School Certificate Record of Achievement. No school-based assessment mark will be recorded.

13 Other Information

13.1 Providing for all Students

Students with Special Education Needs

Courses within the Tourism and Hospitality Curriculum Framework are available to all students, including those with special education needs. Students following an HSC Special Program of Study may be allowed additional unit credit towards the Higher School Certificate for courses within the framework.

Courses within industry curriculum frameworks will provide students with special education needs with access to pathways between school and work.

Successful participation in these courses for such students is dependent on:

- transition planning to meet individual needs
- prevocational preparation
- appropriate methods for course delivery and assessment
- ongoing partnerships between schools, students, parents, teachers, employers and others in the community.

To develop competency to industry standard, students with special education needs may require extended time and additional support off-the-job and in the workplace. Careful planning is needed to ensure that students can maintain and apply the competencies being developed. Close links between school and work placement may also be necessary.

Further advice on the implementation of the Tourism and Hospitality Curriculum Framework for students with special education needs is contained in the industry curriculum framework support document for students with special needs, developed by the Board of Studies.

Gender and Cultural Considerations

Industry curriculum frameworks have been developed to address the needs of a broad range of students. For this reason, teaching and assessment programs in this industry curriculum framework should be, wherever possible, developed to minimise any gender or cultural bias. Case studies, illustrative examples and other materials used for teaching and assessment should be selected on the basis that they do not reinforce gender or cultural stereotypes.

Part-time Trainees

This industry curriculum framework has been developed to facilitate the recognition of learning undertaken by part-time trainees.

The Board of Studies is able to endorse courses identified as part of the training arrangements for part-time trainees. Advice regarding the nature and extent of endorsement will vary according to the proposed traineeship program and is therefore not published here.

Further information about traineeships is available from the Department of Education and Training (DET), New Apprenticeship Centres (NACs) and the Board of Studies.

13.2 Key Competencies

The key competencies are competencies considered essential for effective participation in the emerging patterns of work and work organisation as well as in life generally. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries. The key competencies referred to in this industry curriculum framework are:

- collect, analyse and organise information
- communicate ideas and information
- plan and organise activities
- work with others and in teams
- use mathematical ideas and techniques
- solve problems
- use technology.

Each unit of competency included in this industry curriculum framework identifies the relationship between the unit and the key competencies. This relationship is represented by a performance level (1 to 3). The following provides a brief description of the performance levels.

Performance Level 1

Describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.

Performance Level 2

Describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

Performance Level 3

Describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

Key competencies are integral to each of the units of competency and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.

13.3 Links Between the Tourism and Hospitality Curriculum Framework and Other HSC Courses

Links exist between courses in the Tourism and Hospitality Curriculum Framework and other subjects in the HSC curriculum. These links can be used to enhance student opportunities.

Links exist between courses in the Tourism and Hospitality Curriculum Framework and Stage 6 Food Technology. Links also exist with the Business Services Curriculum Framework and the Information Technology Curriculum Framework.

13.4 Articulation to Further Training

Students achieving units of competency within this industry curriculum framework will be eligible to receive advanced standing in further training in this industry area under the Australian Recognition Framework.

Teachers and students should study the qualifications framework within the relevant training package to identify possible training pathways that are available.

Furthermore, students may, in some cases, receive academic credit at university in a related discipline. Such arrangements are often negotiated at a local level between the university and local schools. This information is likely to be available through careers teachers or school principals.

14 Glossary

ANTA	Australian National Training Authority
AQF	Australian Qualifications Framework – the AQF is a comprehensive policy framework defining all qualifications recognised nationally in post-compulsory education and training within Australia. The qualification level depends on the depth, complexity and the degree of autonomy involved in the work. The Australian Qualifications Framework comprises guidelines which define each qualification together with principles and protocols covering articulation, issuing of a qualification and transition arrangements.
ARF	Australian Recognition Framework – the ARF is a comprehensive approach to national recognition of vocational education and training (VET). It is based on a quality assured approach to the registration of providers that assess competency outcomes and issue qualifications. It includes mutual recognition, processes for registering training organisations, and quality assurance. It replaces the National Framework for the Recognition of Training and is part of the National Training Framework.
assessment guidelines	The requirements of the assessment system in the industry’s training package. This component is mandatory and needs to be read in conjunction with the assessment requirements of each competency standard.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
competency standards/units of competency	The specification of knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace, expressed as a competency standard. They provide a description of the skills, knowledge and attitudes required to perform particular kinds of work. Competency standards also define the outcomes for training delivery, assessment and the issuing of qualifications and Statements of Attainment under the Australian Recognition Framework. Units of competency are composed of elements of competency. They include performance criteria (which specify the required level of performance), the range of variables (which indicates the context for performance) and the evidence guide (which indicates the context for assessment).

	<p>Competencies are developed nationally as an endorsed component of training packages or, where no relevant training package exists, as the basis for defining the learning outcomes of an accredited course.</p>
compliance assessment	<p>A systematic and independent external assessment administered by a State Training Authority/State Recognition Authority to determine whether a Registered Training Organisation is operating effectively within its registered scope.</p>
element of competency	<p>The basic building blocks of the unit of competency. Elements of competency break down a unit of competency into workplace related tasks.</p>
ITAB	<p>Industry Training Advisory Body – ITABs are independent incorporated associations or companies. The State ITABs work directly with industry enterprises and providers to implement training arrangements and assist with the development of training programs. The national ITABs are also concerned with the development of National Training Packages.</p>
mutual recognition	<p>This encompasses Registered Training Organisations, qualifications and training products:</p> <ul style="list-style-type: none"> • Registered Training Organisations – acceptance by a State Recognition Authority/State Training Authority enabling a Registered Training Organisation to operate within its jurisdiction on the basis of its primary registration • qualifications – acceptance by a Registered Training Organisation of the recognition decisions of other Registered Training Organisations/State Recognition Authorities relating to the issuing of qualifications and Statements of Attainment, enabling individuals to receive full recognition of their achievements, including credit transfer where appropriate • training products – acceptance of recognised training products available in the training market. This includes endorsed training packages, training programs for training packages and accredited courses.
NTF	<p>National Training Framework</p>
NTIS	<p>National Training Information Service – the NTIS is a relational database that provides up-to-date information on recognised vocational education and training, including details of endorsed training packages and their components (competency standards, assessment guidelines and qualifications and any non-endorsed components) together with details of Registered Training Organisations and their scope of registration. The web address for NTIS is (www.ntis.gov.au).</p>

OH&S qualification	<p>Occupational Health and Safety</p> <p>The defined set of competencies that establishes a specified identifiable point of achievement, relevant to industry and community needs, expressed in accordance with the titles of the Australian Qualifications Framework and recognised through endorsement as part of a training package or recognised through accreditation. The credential awarded by a Registered Training Organisation demonstrates the achievement of the defined set of competencies.</p>
RTO	<p>Registered Training Organisation – any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation that meets the requirements for registration.</p>
scope of registration	<p>Defines the parameters of recognition as a Registered Training Organisation in respect of the products and services offered and the range of areas in which the organisation operates. Scope establishes whether the organisation is registered for training delivery and/or skill recognition services and the qualifications and Statements of Attainment it has been granted authority to issue, identified by training packages or accredited courses.</p>
statement of attainment	<p>The formal certification issued by a relevant approved body (Registered Training Organisation or State Recognition Authority), in recognition that a person has achieved some of the competencies identified for a particular qualification (within a training package, accredited course or customised qualification).</p>
training packages	<p>Comprehensive, integrated products that provide national benchmarks and resources for delivery, assessment and qualifications in vocational education and training. Training packages comprise endorsed components of national competency standards, assessment guidelines and qualifications, combined with non-endorsed components that may include learning strategies, assessment resources and professional development materials.</p>
VET	<p>Vocational Education and Training</p>
VETAB	<p>The Vocational Education and Training Accreditation Board</p>

Appendix A Units of Competency and Indicative Hours for HSC Credit

The table below shows the amount of HSC credit that has been allocated to individual units of competency within the framework by the Board of Studies. This information may be useful in apportioning time when developing teaching and assessment programs. However, it does not necessarily reflect the amount of time an individual student will need to develop competency associated with a given unit.

Unit Code	Unit Title	Indicative Hours for HSC Credit
THHCOR01A	Work with colleagues and customers	10
THHCOR02A	Work in a socially diverse environment	5
THHCOR03A	Follow health, safety and security procedures	10
THHHCO01A	Develop and update hospitality industry knowledge	25
THHGHS01A	Follow workplace hygiene procedures	10
THHGCS01A	Develop and update local knowledge	5
THHGCS02A	Promote products and services to customers	10
THHGCA01A	Communicate on the telephone	5
THHBFB02/3aA	Provide a link between kitchen and service areas	5
THHBFB2/3A	Provide food and beverage service	40
THHBFB10A	Prepare and serve nonalcoholic beverages	15
THHBKA01A	Organise and prepare food	25
THHBKA02A	Present food	10
THHBKA03A	Receive and store stock	10
THHBKA04A	Clean and maintain premises	10
THHBCC01A	Use basic methods of cookery	45
THHBCC02A	Prepare appetisers and salads	15
THHBCC02aA	Prepare sandwiches	15
THHBCC03A	Prepare stocks and sauces	20
THHBCC03aA	Prepare soups	10
THHBCC04A	Prepare vegetables, eggs and farinaceous dishes	40
THHBCC11A	Implement food safety procedures	15
THHBH01A	Provide housekeeping services to guests	5
THHBH02A	Clean premises and equipment	5
THHBH03A	Prepare rooms for guests	20
THHBFO01A	Receive and process reservations	25
THHBFO02/3A	Provide accommodation reception services	30
THHGGA02A	Perform clerical procedures	20
THHBFO10A	Provide porter services	10
THHBH06A	Provide valet service	10

Unit Code	Unit Title	Indicative Hours for HSC Credit
THHGFA04A	Maintain financial records	24
THHGFA05A	Process financial transactions	24
THHGCT01A	Access and retrieve computer data	10
THHGCT02A	Produce documents on computer	27
THTTCO01A	Develop and update tourism industry knowledge	27
THTSOP02A	Source and provide destination information and	54
THTSOP03A	Access and interpret product information	36
THTSOP09A	Process non air documentation	30