

# Hospitality Curriculum Framework

## Assessment information

### Industry Curriculum Frameworks – Purposes of Assessment

Assessment for Higher School Certificate VET courses within industry curriculum frameworks has two distinct purposes:

1. assessment for Australian Qualifications Framework (AQF) VET qualifications. This is competency-based assessment which:
  - applies to all courses within frameworks
  - provides industry recognition.
2. assessment for the Universities Admissions Index (UAI):
  - for 240-hour courses only
  - written HSC examination.<sup>1</sup>

### Assessment for AQF Qualifications

Assessment for AQF VET qualification:

- is competency-based
- must be reliable, flexible, fair and valid. Judgements are made on the basis of evidence, which may be in a variety of forms
- must be conducted by qualified assessors and be consistent with Training Package Assessment Guidelines
- assesses students as competent or not yet competent.

An integrated or holistic approach to competency-based assessment should be adopted.

### Guiding principles for assessment

The following information (pp 1–6) is reproduced from the Assessment Guidelines of the *Tourism, Hospitality and Events Training Package (SIT07)*<sup>2</sup> incorporating the *AQTF Standards for RTOs*.<sup>3</sup>

#### **Australian Quality Training Framework assessment requirements**

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training (VET) sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the Department of Education Employment and Workplace Relations (DEEWR) website at [www.dest.gov.au](http://www.dest.gov.au) or can be obtained in hard copy from DEEWR. The following points summarise the assessment requirements under the AQTF.

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<sup>1</sup> Refer to *Hospitality Curriculum Framework (2008)* Section 11.4 and 11.5 in Part A of the syllabus.

<sup>2</sup> DEEWR, 2007, *Tourism, Hospitality and Events Training Package (SIT07)*, Volume 1.

<sup>3</sup> ANTA, 2005, *Australian Quality Training Framework Standards for RTOs*, Melbourne.  
Please note AQTF 2007 is the current version, effective from 1 July 2007.

### **Registration of training organisations**

Assessment must be conducted by, or on behalf of, an RTO formally registered by a state or territory registering/course accrediting body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.

### **Quality training and assessment**

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

### **Assessor competency requirements**

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

### **Assessment requirements**

The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

### **Assessment strategies**

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

### **Mutual recognition**

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

### **Access and equity and client services**

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

### **Partnership arrangements**

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of the *Standards for Registered Training Organisations*.

### **Recording Assessment Outcomes**

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training Organisations*.

### **Issuing AQF qualifications and Statements of Attainment**

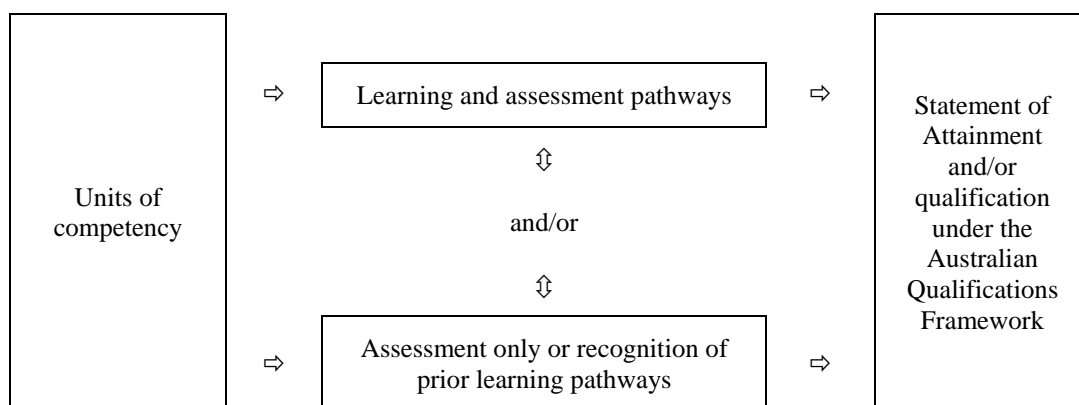
Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package, are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

## Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



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.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

### Learning and assessment pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at any time throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be group-based, work-based, project-based, self-paced and action learning based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

### Assessment-only or recognition of prior learning pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or recognition of prior learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency)
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace
- people with disabilities or injuries requiring a change in career.

### **Combination of pathways**

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

### **Assessor requirements**

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

### **Assessor competencies**

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

- 1.4 Training and assessment are conducted by trainers and assessors who:
- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors
  - b) have the relevant vocational competencies at least to the level being delivered or assessed
  - c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

### Tourism and Hospitality industry requirements for assessors

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

- (i) Relevant industry experience in the field in which they are assessing. Relevant industry-based supervisory and/or management experience would be of benefit.
- (ii) Comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed. This current knowledge may be developed and demonstrated through:
  - participation in relevant industry professional development activities
  - conduct of relevant industry projects and research activities
  - recent and relevant work experience in a commercial environment
  - involvement in professional industry networks and memberships
  - participation in assessment and/or training activities conducted in the workplace.

### Certificates III and IV in Commercial Cookery

Assessors assessing competency standards as part of a Certificate III or IV qualification must hold a commercial cookery qualification as well as having post qualification work experience in a fully-equipped, commercial kitchen.

The following options show how the requirement to use qualified assessors may be met.

Alternative ways of meeting the requirement to use qualified assessors

<b>OPTIONS</b>	<b><i>Assessors, technical experts and workplace supervisors</i></b> (includes mandated requirements and recommended attributes)
<p><b>Single assessor</b> An individual <b>assessor</b> conducts the assessment</p>	<p>An <b>assessor</b> is required to:</p> <ul style="list-style-type: none"> <li>• hold formal recognition of competence in the relevant units in the TAA04 Training and Assessment Training Package</li> <li>• be deemed competent and, where possible, hold formal recognition in the specific units of competency from this Training Package, at least to the level being assessed</li> <li>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</li> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.</li> </ul>
<p><b>Partnership arrangement</b> An <b>assessor</b> works with a <b>technical expert</b> to conduct the assessment</p>	<p>An <b>assessor</b> is required to:</p> <ul style="list-style-type: none"> <li>• hold formal recognition of competence in the relevant units in the TAA04 Training and Assessment Training Package</li> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.</li> </ul> <p>A <b>technical expert</b> shall be a person who:</p> <ul style="list-style-type: none"> <li>• is deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed</li> <li>• demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</li> <li>• communicates and liaises with the assessor throughout the assessment process.</li> </ul>

<p><b>Assessment team/panel</b> A team working together to conduct the assessment</p>	<p>Members of an <b>assessment team or panel</b> that comprises assessment and industry experience and expertise, work together in the collection of evidence and make judgements about competency. The members of the team must collectively meet the following requirements:</p> <ul style="list-style-type: none"> <li>• hold formal recognition of competence in the relevant units in the TAA04 Training and Assessment Training Package</li> <li>• be deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed</li> <li>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed. This would be demonstrated through evidence of actual workplace experience within the last two years and one or more of the items below:             <ul style="list-style-type: none"> <li>- attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies</li> <li>- participation in professional or industry networks</li> </ul> </li> <li>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.</li> </ul>
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## Principles for designing and conducting assessments

The following information (p 6–8) is reproduced from the Assessment Guidelines of the *Tourism, Hospitality and Events Training Package (SIT07)*<sup>4</sup>

### Designing assessment tools

This section provides an overview on the use and development of assessment tools.

### Use of assessment tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

### Using prepared assessment tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service ([www.ntis.gov.au](http://www.ntis.gov.au)). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

### Developing assessment tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2i of the Standards for Registered Training Organisations
- meet the assessment requirements expressed in the Standards for Registered Training Organisations, particularly Standards 8 and 9.

<sup>4</sup> DEEWR, 2007, *Tourism, Hospitality and Events Training Package (SIT07)*, Volume 1.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*.

### Conducting assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

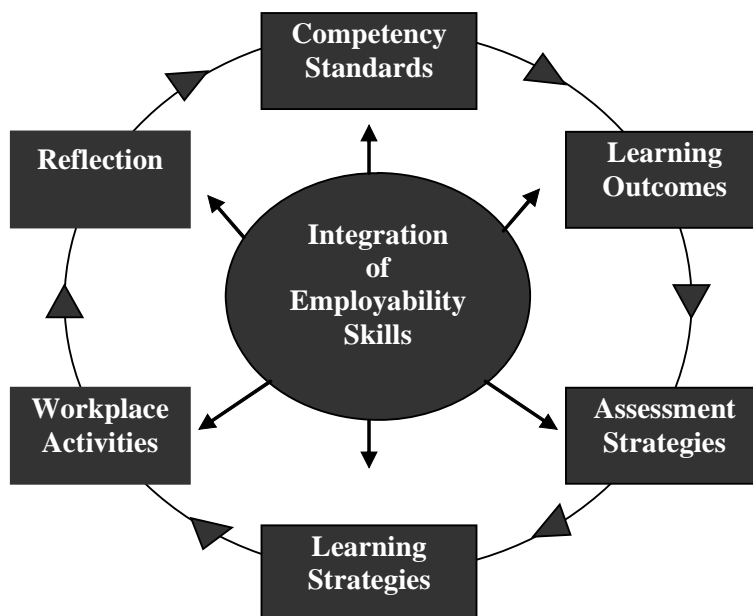
### Mandatory assessment requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 of the *Standards for Registered Training Organisations* is reproduced below.

<p><b>8 RTO assessments</b></p> <p>The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.</p> <p>8.1 The RTO must ensure that assessments, regardless of whether through a training and assessment pathway or an assessment-only pathway:</p> <ul style="list-style-type: none"><li>(i) comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses</li><li>(ii) lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course</li><li>(iii) comply with the principles of validity, reliability, fairness and flexibility</li><li>(iv) provide for applicants to be informed of the context and purpose of the assessment and the assessment process</li><li>(v) where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills</li><li>(vi) involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained</li><li>(vii) provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options</li><li>(viii) are equitable for all persons, taking account of cultural and linguistic needs</li><li>(ix) provide for reassessment on appeal.</li></ul> <p>8.2</p> <ul style="list-style-type: none"><li>a The RTO must ensure that RPL is offered to all applicants on enrolment.</li><li>b The RTO must have an RPL process that:<ul style="list-style-type: none"><li>(i) is structured to minimise the time and cost to applicants</li><li>(ii) provides adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.</li></ul></li></ul>
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### Delivery and assessment of employability skills

Employability skills are integral to workplace competency and, as such, must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Training providers must analyse the employability skills information contained in units of competency in order to design valid and reliable learning and assessment strategies. This analysis includes:

- reviewing unit(s) of competency to determine how each relevant employability skill is found and applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit(s) is/are packaged to help clarify relevant industry/workplace contexts with regard to the application of employability skills at that qualification level
- designing learning and assessment activities that address the employability skills requirements.

For more information on employability skills in the SIT07 Tourism, Hospitality and Events Training Package, go to the Service Skills Australia website at [www.serviceskills.com.au](http://www.serviceskills.com.au).

The Department of Education, Employment and Workplace Relations (DEEWR) has further information regarding employability skills including a resource which was developed by the Department of Education, Science and Training (DEST) to assist trainers and assessors ‘unpack’ the employability skills requirements contained in units of competency and turn them into learning and assessment strategies that lead to the attainment of Training Package qualifications.

This information and the resource, *Employability Skills: From Framework to Practice – An Introductory Guide for Trainers and Assessors*, is available for download:

[www.dest.gov.au](http://www.dest.gov.au) (Home > Training & skills > Policy, issues & reviews > Key issues > Employability Skills > Incorporating Employability Skills into Training Packages)

The following information is found in the assessment guidelines of another endorsed Training Packages but is also applicable for assessment in Hospitality. This information (pp 9–12) has been taken from the Assessment Guidelines of the *Information and Communications Technology Training Package (ICA05)*.<sup>5</sup>

### ***Checklist for developing assessment materials***

The following checklist is offered as guidance for developing assessment materials:

- ***Select the unit/s of competency to be assessed***

Identify the unit of competency in this Training Package that is to be assessed. The assessment resource may focus on a single unit of competency or a cluster or group of related units of competency.

- ***Analyse the unit of competency***

The unit of competency describes the work and the required standards of performance. Read the full unit of competency carefully and familiarise yourself with the:

- *Unit Description*
- *Elements and Performance Criteria*
- *Range Statement*
- *Evidence Guide.*

Identify the key skills that the candidate will require to perform the work activity described in the unit of competency. These are:

- *Task Skills* – these involve performing the task to the required standard as described in the unit of competency.
- *Task Management Skills* – these involve managing a number of different tasks within the job.
- *Contingency Management Skills* – these involve fulfilling the responsibilities and expectations of the workplace.

- ***Identify the type and amount of evidence to be collected***

Prepare a list of the evidence that might be collected to show that the candidate is able to perform the work activity described in the unit of competency. There are three broad categories of assessment evidence that may be used in conducting competency assessments. These are:

- *Product* – this refers to an item that is constructed or a service that is delivered.
- *Process* – this refers to the way in which a product is produced or achieved.
- *Knowledge* – this refers to the information that is required to perform the aspect of work described in the unit(s) of competency. This may include knowledge of specific information, knowledge of specific laws, regulations and Codes of Practice and knowledge of principles, processes and procedures.

This evidence may be collected through a variety of methods. These include:

#### *Direct*

- observation of workplace activities
- demonstration of specific tasks
- observation of activities under simulated workplace conditions

#### *Indirect*

- questioning – oral questioning, written tests, interviews

#### *Supplementary Evidence*

- supervisor reports
- employer references
- documentation about past or prior achievements
- portfolios.

The assessor must determine the type and amount of evidence that is required and how this will be collected.

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<sup>5</sup> DEST, 2005, *Information and Communications Technology Training Package (ICA05)*, Volume 1.

- ***Plan the assessment activity***

Prepare a brief written description of the assessment activity that will be used to collect the required evidence. For example, this may be an observation of workplace activity, a simulation, a test or some other form of evidence gathering technique. The description does not have to be detailed but should at least describe, in broad terms, the nature of the activities to be undertaken. The description should detail the:

- type of evidence gathered under each evidence requirement (direct, indirect, supplementary)
- tasks which the candidate is required to do.

In planning the activity consideration should be given to using evidence gathering methods that:

- are appropriate to the industry context
- are gender and culturally inclusive
- take into account the language, literacy and numeracy skills of both the assessor and the candidate
- minimise the cost of assessment
- involve the collection of a variety of forms of evidence
- may be customised to take into account local conditions, site requirements and enterprise specific practices
- utilise industry and enterprise reference materials, such as standard operating procedures and quality systems
- allow for updating of evidence requirements and work practices in line with changes to legislation, regulations and Codes of Practice
- take account of safety considerations and the assessment environment, especially for New Apprenticeship pathways, which are likely to have first time workers and for assessment of high-risk operations or in high-risk industries.

- ***Prepare the assessment materials***

The assessment materials are developed in accordance with the plan for the assessment activity. The assessment materials should:

- address the relevant unit(s) of competency
- require the candidate to demonstrate the five key components of competency
- identify the evidence requirements and evidence collection methods
- include the resources needed to conduct the assessment activity/activities
- include instructions for candidates and those involved in administering the assessment activity/activities
- be checked for ease of use, validity, reliability, fairness and flexibility
- incorporate allowable adjustments to the assessment procedure.

- ***Validate the assessment materials***

The assessment materials should be piloted with a small sample of assessors. Information gathered through this process should be analysed to establish any amendments that may be required. The assessment materials are redrafted incorporating suggested amendments as appropriate.

- ***Prepare the final version of the assessment materials***

The assessment materials are published in an appropriate format, either print or electronic, and made available to assessors within the relevant organisation. Arrangements are put in place for the ongoing maintenance and cyclic review of the assessment resource.

### Conducting Assessment

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<b>Step 1 Establish the assessment context</b>	<p>The assessor:</p> <ul style="list-style-type: none"><li>• establishes the context and purpose of the assessment;</li><li>• identifies the relevant units of competency, assessment guidelines and qualification framework in this Training Package;</li><li>• identifies any NTQC noted support materials that have been developed to facilitate the assessment process;</li><li>• analyses the competency standards and identifies the evidence requirements; and</li><li>• identifies potential evidence collection methods.</li></ul>
<b>Step 2 Prepare the candidate</b>	<p>The assessor meets with the candidate to:</p> <ul style="list-style-type: none"><li>• explain the context and purpose of the assessment and the assessment process;</li><li>• explain the competency standards to be assessed and the evidence to be collected;</li><li>• advise on self-assessment, including processes and criteria;</li><li>• outline the assessment procedure, the preparation the candidate should undertake, and answer any questions;</li><li>• assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the units of competency;</li><li>• seek feedback regarding the candidate's understanding of the units of competency, evidence requirements and assessment process;</li><li>• determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment; and</li><li>• develop an assessment plan.</li></ul>
<b>Step 3 Plan and prepare the evidence gathering process</b>	<p>The assessor must:</p> <ul style="list-style-type: none"><li>• establish a plan for gathering sufficient quality evidence about the candidate's performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment);</li><li>• source or develop assessment materials to assist in the evidence gathering process;</li><li>• organise equipment or resources required to support the evidence gathering process;</li><li>• coordinate and brief other personnel involved in the evidence gathering process.</li></ul>
<b>Step 4 Collect the evidence and make the assessment decision</b>	<p>The assessor must:</p> <ul style="list-style-type: none"><li>• establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility;</li><li>• collect appropriate evidence and assess this against the elements, Performance Criteria, Range Statement and Evidence Guide in the relevant units of competency;</li><li>• evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills, and job/role environment skill;</li><li>• incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;</li><li>• evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency;</li><li>• consult and work with other staff, assessment panel members or technical experts involved in the assessment process;</li><li>• record details of evidence collected; and</li><li>• make a judgement about the candidate's competency based on the evidence and the relevant unit(s) of competency.</li></ul>

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<b>Step 5 Provide feedback on the assessment</b>	The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with: <ul style="list-style-type: none"><li>• clear and constructive feedback on the assessment decision;</li><li>• information on ways of overcoming any identified gaps in competency revealed by the assessment;</li><li>• the opportunity to discuss the assessment process and outcome; and</li><li>• information on reassessment and the appeals process.</li></ul>
<b>Step 6 Record and report the result</b>	The assessor must: <ul style="list-style-type: none"><li>• record the assessment outcome according to the policies and procedures of the RTO;</li><li>• maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO;</li><li>• maintain the confidentiality of the assessment outcome;</li><li>• organise the issuing of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.</li></ul>
<b>Step 7 Review the assessment process</b>	On completion of the assessment process, the assessor must: <ul style="list-style-type: none"><li>• review the assessment process;</li><li>• report on the positive and negative features of the assessment to those responsible for the assessment procedures;</li><li>• if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.</li></ul>
<b>Step 8 Participate in the reassessment and appeals process</b>	The assessor must: <ul style="list-style-type: none"><li>• provide feedback and counsel the candidate, if required, regarding the assessment outcome or process, including guidance on further options;</li><li>• provide the candidate with information on the reassessment and appeals process;</li><li>• report any disputed assessment decision to the appropriate personnel in the RTO; and</li><li>• participate in the reassessment or appeal according to the policies and procedures of the RTO.</li></ul>

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## Assessment in the Hospitality industry

For further information regarding assessment requirements, the assessment environment and industry environments for the Tourism, Hospitality and Events Training Package (SIT07) refer to the Hospitality Curriculum Framework – Appendix 1 in Part B of the syllabus.

## Diversity, Equity and Accessibility

The following information (pp 12–13) is reproduced from the Assessment Guidelines of the *Tourism, Hospitality and Events Training Package (SIT07)*.<sup>6</sup>

### Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

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<sup>6</sup> DEEWR, 2007, *Tourism, Hospitality and Events Training Package (SIT07)*, Volume 1.

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

### **Programming Assessment**

An integrated approach to assessment, in which a number of elements or units of competency are assessed together, should be adopted. This accords with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

This approach also reduces the danger of over-assessment, which can easily occur if units and elements of competency are assessed individually.

In addition, it is preferable that assessment be integrated with training delivery.

Some forms of assessment will be ongoing. Evidence of competence gathered through the observation of student performance in the classroom, in the workplace or in a simulated work environment will provide one means of ongoing assessment. Questioning of students in the course of teaching and learning activities, self-assessment and peer assessment and reports from workplace supervisors will also allow evidence of competence to be gathered on an ongoing basis.

Other evidence may be collected through specific assessment tasks and events such as projects and assignments, portfolios, written and practical tests and presentations, role-plays and simulations.

It is advisable for teachers and assessors to decide in advance on the forms of assessment and evidence-gathering methods to be used for various units or groups of units and devise a planned program of assessment.

Where specific assessment events are to be used these should be scheduled well in advance, keeping in mind the assessment demands placed on students in their other HSC subjects. As with other HSC courses, students should be informed in writing of school (or other RTO) requirements for assessment in each course.

### **Recording Assessment**

A competency record may contain information about both units and elements of competency.

A sample record sheet for an individual unit of competency is shown below.

Registered Training Organisations (RTOs) may use records designed by themselves or by industry bodies.

Schools and other RTOs will be required to report to the Office of the Board of Studies on units of competency for which students have been assessed as competent.

**Competency Record – sample unit of competency record sheet**

*SITHIND001A Develop and update hospitality industry knowledge*

<b>Element of Competency</b>	<b>Competent (Assessor Signature)</b>
1 Seek information on the hospitality industry	
2 Source and apply information on legal and ethical issues for the hospitality industry	
3 Update hospitality industry knowledge	

**VERIFICATION OF ACHIEVEMENT OF UNIT OF COMPETENCY**

I, \_\_\_\_\_, of \_\_\_\_\_  
 (name of assessor) (Registered Training Organisation)

certify that

\_\_\_\_\_  
 (name of student)

*has demonstrated competence in the unit of competency*

***SITHIND001A Develop and update hospitality industry knowledge***

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **The HSC Examination**

The HSC examination:

- is independent of the competency-based assessment requirements for AQF VET qualifications
- is optional for students of Hospitality (240 indicative hours) and is intended for Universities Admission Index (UAI) purposes only
- is a two-hour written paper.

## **Internal examinations**

Teachers and trainers need to be aware that students enrolled in Hospitality (240 indicative hours) may elect to undertake the optional written HSC examination. These students should have the opportunity to practise appropriate written tasks under examination conditions. As far as possible internal examinations set for this purpose should reflect the specifications and conditions of the HSC examination.

For this reason, it is highly recommended that students undertake at least a trial HSC examination.

Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the Higher School Certificate examination and will be used only in the case of a successful illness/misadventure appeal.

Note that a trial HSC or other written internal examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.