

Tourism and Events Curriculum Framework

Sample Assessment Ideas

It is preferable that assessment be integrated with training delivery.

The performance criteria to be assessed by the sample tasks will *depend on the teacher's interpretation, development and delivery* of each task.

Work placement activities and journal

Students complete a number of activities during work placement and document their work placement experiences.

Option: encourage the students to document any industry visits and general learning and activities undertaken during class.

Items to document could include:

- workplace/organisation policy and/or procedures for:
 - code of conduct
 - risk management in the workplace/organisation
 - OHS monitoring and reporting
 - dealing with emergencies
 - prevention of discrimination and harassment in the workplace/organisation
 - quality assurance
- employment conditions
- workplace/organisation flow chart (hierarchical structure)
- emerging/current technology
- clean-up procedures (work areas and equipment)
- interview of an employee about general aspects of working in the industry and their career path to date, as well as future ambitions
- current issues of concern to the tourism or events industry
- how a workplace/organisation plans and prepares for different workplace/organisational activities
- opportunities to:
 - use equipment
 - plan for routine tasks
 - carry out calculations and transactions
 - read and interpret tourism or events documentation
 - work with others
 - undertake workplace tasks.

Newspaper scrapbook

Each student is assigned one week in the school term. During that week they are required to purchase a major city newspaper (daily) as well as obtain their local paper and locate articles identifying information and/or issues for the tourism or events industry. Students may also choose to use the internet to source information. Each student provides a summary of discovery at the conclusion of their week.

OHS written test

Students undertake a written assessment to test their ‘*required knowledge*’ (ie the theory underpinning OHS).

OHS induction

Develop an OHS induction package for a new employee.

Workplace inspection – risk assessment

Using college/school-developed workplace inspection procedures, students work in pairs or small groups to carry out a workplace inspection of an area at the school/college.

The inspection must follow a risk management approach including:

- identify hazards
- assess associated risks
- control measures to eliminate or minimise risks
- monitor and review control measures.

In consultation with their teacher, students are to assess using a risk assessment matrix, apply hierarchy of control and establish monitoring procedures.

Alternatively (or in addition), this task could be undertaken on work placement in consultation with the student’s supervisor.

Scenario – dealing with an emergency

Students are to demonstrate their ability to follow emergency procedures for a given scenario. The scenario should be appropriate to a tourism and events work environment, for example, a fire in an office or events environment.

This includes:

- developing an evacuation map for the workplace/location
- designing a chart identifying responsibilities of key personnel
- displaying appropriate behaviour to take in an emergency situation
- contacting appropriate personnel and emergency services and reporting the emergency situation
- evacuating the site through simulated response to an emergency complying with workplace/organisation procedures.

Industry presentation

Students should present a written report and verbal presentation to the class. Each student is to be allocated a different sub-sector as the focus of their discussion. It should include an explanation of scope, employment and economic importance of the tourism or events industry, as well as the main role and service/s.

Research project

With a focus on the required knowledge and skills of SITTIND001A *Develop and update tourism industry knowledge* or SITXEVT001A *Develop and update event industry knowledge* students will research the environment of at least one tourism or events establishment.

Extended response– legislation

Written task – students will prepare an extended response (preparation and practice for HSC examination) to cover the impact of legislation on the tourism or events employee and their work in the tourism or events industry.

Extended response – training and environment

Written task – students will answer an extended response question (preparation and practice for HSC examination) to cover:

- strategies for the minimisation of potential negative environmental impacts
- importance of training in safe work practices and emergency procedures to meet occupational health and safety (OHS) and environmental requirements.

Role-plays and case studies

For example:

- communicating effectively with colleagues and customers, including those with special needs, across a range of contexts
- establishing contact with customers
- identifying customer needs and delivering a service to customers
- handling complaints and resolving conflict
- cross-cultural communication and dealing with misunderstandings
- communicating on the telephone
- understanding of reciprocal rights and responsibilities of employers and employees in relation to antidiscrimination.

Role-plays – dealing with conflict

Students participate in role-plays allowing them to demonstrate basic understanding of the principles of conflict resolution in their response to personal conflict situations.

Office assistant

On a rotational basis each month, allocate the responsibility of ‘office assistant’ to a team of two or three students. These students will assist the teacher with housekeeping in the school/college tourism/events environment. Students should display an understanding of OHS, environmental awareness, storage requirements and ease of access for materials and cleaning and maintenance and storage of equipment.

Emerging technology

Allocate a current/emerging technology to each student. Using at least two sources of current information, students prepare a brief written and verbal summary outlining what it is and does, and the effect (advantages/disadvantages/impact) on current work practices/productivity, employment, market conditions/new markets and cost effectiveness.

Work schedule – individual and team tasks

Each student is to develop a work schedule. Duties are to be undertaken in a workplace over a one-month period. The schedule should include individual and team tasks.

The work schedule should:

- be clear and logically presented
- ensure tasks are ordered in an efficient sequence
- identify material and equipment requirements
- outline specific techniques to be used (if required)
- indicate a completion time frame for the various tasks
- incorporate quality assurance checks.

Self and peer evaluation

At regular intervals during a project, or as team members finish working in a designated role, complete a peer and self-evaluation sheet on their performance and how their performance has impacted on the production of the project. The self-evaluation sheet could address:

- time management
- work sequencing
- meeting quality requirements
- OHS concerns/issues
- tools, equipment and techniques used
- skills developed or improved
- customer relations
- teamwork.

Workplace/company manual

Each student is to progressively develop a manual for a fictitious tourism or event workplace/organisation.

The manual will be updated after the completion of class work relevant to the specific component of the manual. The manual may include:

- establishment name
- table of contents
- personal presentation
- working safely
- staff communication
- customer service
- organising and maintaining work areas
- using technology
- process and maintain workplace information.

Written documentation

Students correctly and accurately complete a range of tourism or events workplace documentation.

Job application

Students are to 'apply' for an advertised position in a tourism or events industry environment. They are required to:

- write a letter of application
- develop a curriculum vitae
- prepare for and undertake a simulated job interview.

The interviews could be undertaken by a number of personnel including the teacher themselves and/or other school staff, a parent or employer.

It should be a formal process that includes:

- communication via the telephone to arrange interview times
- appropriate dress standards
- prepared interview questions
- the opportunity for feedback to each student as well as general comments to the class.

Personal development needs

Each student is required to:

- develop a curriculum vitae
- locate and 'apply' for an entry level position in the tourism or events industry (from the newspaper, internet or alternative)
- identify a position to which they aspire and conduct a knowledge/skills gap analysis
- develop a personal development needs plan to help achieve career aspirations
- begin compiling evidence of learning (portfolio of learning).

Industry-specific class projects

All class members are required to take an active role in the class projects, working together to achieve a common purpose. The projects could be undertaken in partnership with local tourism or events workplaces/organisations, as part of a community project or within school environment activities.

The projects should include:

- identifying the roles and responsibilities of individuals and others in the workgroup
- planning activities such as setting common goals, objectives and task requirements, as well as determining and agreeing on individual tasks
- undertaking the project with members of the work group
- monitoring the progress of the workgroup.

Associated activities are to include safe working practices, organising and completing daily work activities, interacting and communicating with colleagues and customers, participating in environmentally sustainable work practices, using technology and processing and maintaining workplace information.

Examinations

- Year 11 half-yearly examination
- Year 11 yearly examination
- Year 12 half-yearly examination
- Year 12 trial HSC examination.