



**B O A R D O F S T U D I E S**  
N E W S O U T H W A L E S

**Hospitality  
Curriculum Framework  
Stage 6 Draft Syllabus**

**Consultation Report**

September 2008

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## 1 Background

The preparation of the Draft Hospitality Curriculum Framework adhered to the process for framework revisions and amendments approved by the Board in June 2006.

The Draft Hospitality Curriculum Framework was distributed for comment over the period 2 June to 4 July 2008 to all NSW schools, TAFE colleges and Registered Training Organisations (RTO) delivering courses from the current Framework and the VET consultative network.

Modifications to this draft, following widespread consultations, have enabled the revised Hospitality Curriculum Framework to be finalised for submission to the Industry Curriculum Committee, the VET Advisory Committee and the Board.

### 1.1 Survey responses

Seventy-four (74) survey responses to the consultation in Hospitality were received by 4 July 2008.

The sample profile of survey respondents is as follows:

#### Individual responses

There were 44 individual responses: 40 from schools and 4 from TAFE NSW.

#### *School responses*

classroom teacher	24	head of department	14	school executive	1
principal	1	nil response	0		
Up to 3 years teaching	0	4 – 9 years teaching	7	10 – 15 years teaching	5
16 years + teaching	25	nil response	3		
Sydney metropolitan area	14	other town or city	10	rural area	16
nil response	0				
government	24	non-government	15	nil response	1

*TAFE responses*

teacher	2	head teacher	1	faculty manager	1
TAFE institute consultant	0	curriculum centre program manager	0	college director	0
institute director	0	nil response	0		
Sydney metropolitan area	1	other town or city	2	rural area	1
nil response	0				

**Group responses**

There were 30 group responses: 26 from schools, 1 from TAFE NSW and 3 from others.

*School responses*

school	3	faculty	23	nil response	0
Sydney metropolitan area	11	other town or city	9	rural area	6
nil response	0				
government	20	non-government	6	nil response	0

*TAFE responses*

faculty	1	curriculum centre	0	college	0
institute	0	nil response	0		
Sydney metropolitan area	1	other town or city	0	rural area	0
nil response	0				

*Other responses*

parent group	0	community group	0	private training provider	0
business	0	university	0	professional association	2
industry body	0	organisation	0	school sector	0
other	1	nil response	0		
<hr/>					
local	3	state	0	national	0
nil response	0				

The major issues raised in the consultation are addressed in Section 4 of this report.

## 1.2 Profile of structured sample groups

Seven (7) structured sample group meetings were conducted. The meetings were held in Wagga Wagga, Coffs Harbour, Orange, Kogarah, Newcastle Parramatta, and Campbelltown. The participant profile is as follows:

School	241	TAFE NSW	17	Other	30
<b>Location of school/TAFE</b>					
Sydney metropolitan area	155	other town or city	68	rural area	35
<b>Type of school</b>					
Government	148	Non-government	93		
<b>Position in school</b>					
classroom teacher	163	head of department	57	school executive	10
principal	2	nil response	9		
<b>Total years teaching</b>					
Up to 3 years	17	10–15 years	31	nil response	25
4–9 years	42	16 years +	126		
<b>Position in TAFE</b>					
teacher	8	head teacher	8	faculty manager	0
TAFE institute consultant	1	curriculum centre program	0	college director	0
institute director	0	nil response	0		
<b>Other</b>					
parent group	0	community group	1	private training provider	0
business	0	university	0	professional association	0
industry body	0	organisation	9	school sector	18
other	2	nil response	0		
<b>Other organisations</b>					
local	23	state	5	national	1
nil response	1				

### **1.3 Profile of structured teleconferences**

Two (2) structured teleconferences were conducted, one in the morning and the other in the afternoon. Forty telephone lines were connected to the two teleconferences with approximately 100 participants in total. Comments included:

‘Thank you for organising the teleconference and meetings which we participated in. They were informative and worthwhile.’ Survey # H75

## **2 Qualitative analysis of the survey**

### **2.1 Rationale**

Respondents indicated a high level of satisfaction with the rationale's explanation of the purpose of Hospitality in the NSW Higher School Certificate. This was represented by a 90% approval rate.<sup>1</sup> Responses included:

'The Rationale provides a very detailed and informative account of the Hospitality industry especially related to the future training and employment opportunities that it represents.'  
Survey # H58

### **2.2 Course structures**

This section describes how the units of competency are arranged for the purpose of HSC credit. The statements provide advice on the purpose, structure, requirements and qualifications for each of the courses within the Framework.

Respondents indicated support for the format (approval rate 68%), agreeing that the information was clearly presented and easy to understand. Eighteen percent of respondents disagreed and one respondent strongly disagreed. These respondents generally expressed uncertainty about differences between the HSC course requirements and the qualification packaging rules while some respondents were uncertain about the course structures. Comments included:

'The way it is laid out in Section 8 is easy to read and which units are required for the HSC. However, when you compare the AQF qualifications against the HSC requirements. More units are required to get AQF qualifications it limits the elective choices available for the HSC.'  
Survey # H32

'The layers of requirements – HSC, training package, exam, prerequisites – are far too confusing.'  
Survey # H31

The majority of respondents (approval rate 70%) agreed that the proposed course structures enabled flexibility to plan and deliver programs that maximised student learning.

Ten respondents selected 'disagree' or 'strongly disagree' for this question citing restrictions associated with the Training Package requirements and concern about the inclusion of the environmentally sustainable work practices unit. Some respondents misinterpreted the course structures believing that they could not offer units from the streams as electives for the HSC course. Comments included:

'The restrictions on the modules that can be selected greatly narrows the ability to provide as much flexibility in the learning experiences provided for students.'  
Survey # H64

'I feel that the inflexibility of teaching only one of the streams greatly inhibits student outcomes.'  
Survey # H9

The range of courses proposed within the Hospitality Curriculum Framework received a positive response, although a number of respondents were unsure in their responses:

- 66% (approval rate) of respondents agreed the 120-hour course provides students with the opportunity to develop basic Hospitality knowledge and skills and to be competent in routine tasks in various hospitality settings.

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<sup>1</sup> Approval rate indicates that the respondent selected 'strongly agree' or 'agree'.

- 64% approval for the 240-hour course designed to provide students with the opportunity to gain knowledge and skills to enable the individual to be competent in a range of activities and function in a defined context within a hospitality setting. Twenty-five percent of respondents disagreed or strongly disagreed.
- 64% (approval rate) of respondents indicated support for the Hospitality Specialisation Study.
- 56% approval for the 240-hour School-based Apprenticeship course designed to provide students with the opportunity to undertake a school-based apprenticeship in commercial cookery as a part of their HSC.
- 54% (approval rate) of respondents indicated support for the Hospitality School-based Apprenticeship Specialisation.

The following comments indicate issues raised during consultation:

‘Too much theory, need more opportunity to teach the elective practical units of competency.’  
Survey # H65

‘Participate in environmentally sustainable work practices is a very poor choice as a core unit when it is not part of the core units required to achieve the Certificate II qualification. It is a waste of 15 hours that could be better used to ensure students are closer to achieving the Certificate II qualification. Sustainable work practices is covered in Develop and update hospitality industry knowledge and should be left to that unit.’ Survey # H64

The major issues raised in the consultation are addressed in Section 4.

### **2.3 Assessment requirements and advice**

Section 11 of Part A of the Syllabus briefly outlines assessment requirements for the Higher School Certificate (including HSC examination specifications) and the Training Package. There was a positive response to this section of the syllabus. Seventy-nine percent (approval rate) of the respondents agreed that the assessment requirements were satisfactorily outlined. Eleven respondents disagreed with the majority of those expressing concern with the assessment requirements of the holistic units and the assessment environments and requested support to meet these requirements. Comments included:

‘Teachers need help in programming for a holistic approach to teaching hospitality.’  
Survey # H27

‘Additional evidence from workplaces is difficult to get (time consuming). We need a simplified way of collecting evidence and method of storing it.’ Survey # H26

The major issues raised in the consultation are addressed in Section 4.

### **2.4 Students with special education needs**

Section 13 of Part A of the Syllabus provides information on the ways in which VET courses are able to meet the needs of a broad range of students, including those with special education needs.

Fifty-four percent (approval rate) of respondents agreed that courses within the Hospitality Curriculum Framework could be adapted to meet the needs of students with special education needs. Comments included:

‘Many students with special needs do the course and competency tasks can be adapted to suit their needs.’ Survey # BS16

Twenty-four percent of respondents selected ‘disagree’ or ‘strongly disagree’ for this question, indicating that it is difficult for students with special needs to be able to meet industry standards. Comments included:

‘Very difficult to adapt to meet the needs of all students especially students with special needs. They still have to reach ‘industry standard’ (which they should) but it is difficult to do this.’ Survey # H26

‘It is difficult with special education students in mainstream classes and the mandatory work placement for the course can make it inappropriate for IO and IS students.’ Survey # H11

The major issues raised in the consultation are addressed in Section 4.

## **2.5 AQP qualification packaging rules**

This section has been included so that the minimum requirements for achieving qualifications available in the Hospitality Curriculum Framework are clear.

Fifty-seven percent (approval rate) of respondents agreed that the qualification packaging rules were clear and easy to understand.

Thirteen respondents selected ‘disagree’ for this question, expressing uncertainty about the differences between the HSC course requirements and the AQP qualification packaging rules. Comments included:

‘It is confusing what is actually required for Certificate II. RTO, Department, AQP and school requirements can be confusing.’ Survey # H47

‘There is confusion about the HSC requirements and the industry qualifications from this document. It is difficult to understand what the HSC requirements are and then decide which is the best industry qualification to offer students.’ Survey #65

The major issues raised in the consultation are addressed in Section 4.

## **2.6 HSC requirements and advice and HSC examination**

Part B reproduces the text of each unit of competency directly from the Training Package as well as providing associated HSC requirements and advice for examinable units of competency.

The majority of respondents were satisfied with content layout and formatting of Part B, agreeing that there is a clear relationship between the unit of competency and the HSC requirements and advice. This was represented by an 88% approval rate.

Respondents also indicated (approval rate 80%) that together Parts A and B of the syllabus documentation provided sufficient information to develop teaching/learning programs.

The majority of respondents (approval rate 66%) felt that fair, reliable and valid HSC examinations could be developed based on the breadth of learning experiences within the range of examinable units of competency. Twenty-two percent of respondents selected ‘disagree’ or ‘strongly disagree’ for this question.

The majority of respondents indicated (67% approval rate) that the HSC examination specifications and the structure of the optional HSC examination are appropriate. The following comments indicate issues raised during consultation:

‘There seems to be a lot of work to learn for the HSC and in a 2 hour exam – a lot of it cannot be tested. The exam itself is not a true reflection of what students learn and needs to be changed/refined.’ Survey # H14

‘The core units have been reduced and the environmental sustainability unit will be targeted for too many questions over the first few years as it is new and not taught before.’ Survey # H27

The major issues raised in the consultation are addressed in Section 4.

## **2.7 Overall comments**

Overall, 67% of respondents were happy with the proposed syllabus.

While acknowledging a number of positive features, 23% of respondents expressed dissatisfaction with the draft syllabus. In general these respondents were concerned about the Training Package requirements and the inclusion of the unit on environmentally sustainable work practices.

The main areas of concern included:

- Training Package requirements – the assessor requirements, equipment required in the assessment environments and the requirements for assessment of the holistic units
- not being able to achieve Certificate II in Hospitality (Kitchen Operations) through the 240-hour course
- training and accreditation to be able to deliver courses from the Framework, particularly with regard to the environment unit and the holistic units
- differences between the HSC course requirements and the AQF qualification packaging rules
- the inclusion of the ‘Environmentally sustainable work practices’ unit as a compulsory unit for the 240-hour course
- the workload for students doing the course, particularly in relation to the optional HSC exam
- need for implementation support.

These issues have been addressed as detailed in Section 4 and, where appropriate, the Framework adjusted in response to consultation.

### 3 Quantitative analysis of the survey

#### 3.1 Rationale

The rationale describes the nature of the Hospitality industry in broad terms and explains the place and purpose of the subject in the NSW Higher School Certificate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
24%	66%	4%	3%	0%	3%

#### 3.2 Course structures

3.2a The information provided is clearly presented and easy to understand.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
15%	53%	8%	18%	1%	5%

3.2b The course structures enable the flexibility to plan and deliver programs that maximise student learning.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
9%	61%	14%	9%	4%	3%

3.2c The 120-hour Hospitality course provides students with the opportunity to develop basic Hospitality knowledge and skills and to be competent in routine tasks in various hospitality settings.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
9%	57%	18%	7%	0%	9%

3.2d The 240-hour Hospitality course provides students with the opportunity to gain knowledge and skills to enable the individual to be competent in a range of activities and functions in a defined context within a hospitality setting.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
9%	55%	9%	18%	7%	1%

- 3.2e For students with a particular interest in the Hospitality industry, the 60 or 120-hour Hospitality Specialisation Study provides the opportunity to gain further credit towards qualifications.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
11%	53%	23%	3%	3%	8%

- 3.2f For students undertaking a school-based apprenticeship in commercial cookery the 240-hour School-based Apprenticeship course provides the opportunity to gain a statement of attainment towards Certificate III.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
5%	51%	35%	3%	1%	4%

- 3.2g For students undertaking a school-based apprenticeship in commercial cookery the 60 or 120-hour 240-hour School-based Apprenticeship Specialisation provides the opportunity to gain further credit towards Certificate III.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
5%	49%	34%	3%	1%	8%

### **3.3 Assessment requirements and advice**

This section briefly outlines assessment requirements for the Higher School Certificate and for the Training Package.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
5%	74%	5%	11%	0%	4%

### **3.4 Students with special education needs**

Courses within the Hospitality Curriculum Framework can be adapted to meet the needs of these students.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
9%	45%	19%	18%	3%	7%

### 3.5 AQF qualification packaging rules

Minimum requirements for achieving the industry qualifications available in the Hospitality Curriculum Framework are clear.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
11%	46%	11%	18%	0%	15%

### 3.6 HSC requirements and advice and HSC examination

3.6a There is a clear relationship between the unit of competency and the HSC requirements and advice.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
16%	72%	4%	5%	0%	3%

3.6b Together, Parts A and B of the syllabus documentation provide sufficient information to develop teaching/learning programs.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	72%	9%	5%	1%	4%

3.6c Fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the range of examinable units of competency.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
8%	58%	8%	15%	7%	4%

3.6d The HSC examination specifications and the structure of the optional HSC examination are appropriate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
5%	62%	15%	4%	3%	11%

**3.7 Overall comments**

Very good, fine as it is	9%
Good, a little fine-tuning necessary	28%
Acceptable, some reworking necessary	30%
Unsatisfactory in its treatment of some significant issues as identified in this response	23%
Nil response	9%

#### 4 Key issues raised in consultation and actions taken

ISSUE	SOURCE	ACTION/RESPONSE
<p>● <b>Rationale</b></p> <p>The rationale is clear, concise and appropriate.</p> <p>Good rationale which describes the hospitality industry especially related to the future training and employment opportunities that it represents. Transference to other industry sectors was good.</p>	<p>H19, H26, H37, H39, H48, H52, H54, H58, H68, H73</p>	<p>Feedback from consultation indicated there was strong support for the content in the rationale.</p>
<p>Good to identify relevant groups and range of people who can benefit from hospitality and employment opportunities, both short and long term. Also good to identify skills relevant to all levels of employment.</p>	<p>H27, H28, H29, H34, H47, H51</p>	
<p>Concern that the rationale (paragraph 5 and 6) is misleading with regard to the qualifications that are available through the syllabus and the 240-hour course.</p>	<p>H10, H32, H40, H41, H42, H43, H44, H45, H46, H63 H75</p>	<p>Paragraph 5 of the rationale outlines in general terms the scope of the qualifications available in the training package. Paragraph 6 indicates the range of certificate levels that can be accessed through the Framework. Sections 8 and 12.4 detail the potential qualification outcomes of each of the courses available through the Framework.</p> <p>A reference to Section 12.3 which outlines the potential qualification outcomes for HSC courses has been added to the rationale.</p>
<p>Why does the rationale have so much emphasis on tourism and events when this is the Hospitality syllabus containing five Hospitality subjects?</p>	<p>H31</p>	<p>The revised Hospitality Curriculum Framework is based on the Tourism, Hospitality and Events Training Package (SIT07). The rationale has been adjusted in response to consultation.</p> <p>The Hospitality Curriculum Framework constitutes one subject with five courses available.</p>
<p>Suggestion to add reference to a range of interpersonal skills including an appreciation of cultural diversity, problem-solving, strong work ethic, self management, initiative, time management skills to the rationale.</p>	<p>H03</p>	<p>The rationale has been adjusted in response to consultation. Reference to employability skills have been added to the rationale.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
Request that the theory to practical ratio be stated in the rationale as this is a Category B subject aimed at non-academics.	H14	<p>It is up to individual RTOs to determine how and when individual units of competency will be delivered and the type of learning and assessment strategies used. With a holistic approach to delivery, teachers could integrate the theoretical aspects of units of competency with practical skills and activities.</p> <p>The courses contained in VET Industry Curriculum Frameworks are intended to cater for all students and should not be seen as a ‘less academic’ alternative to other Board-developed HSC courses.</p>
<ul style="list-style-type: none"> <li>● <b>Course structures</b></li> </ul> <p>Support for the inclusion of <i>SITXENV001A Participate in environmentally sustainable work practices</i> as a compulsory and examinable unit in the Framework.</p>	H03, H61	Advice from the ICC indicated that the range of compulsory units proposed in the draft Hospitality Curriculum Framework are appropriate and provide a valuable basis of knowledge for all sectors of the industry.
Support for moving <i>SITXCOM004A Communicate on the telephone</i> and <i>SITXINV001A Receive and store stock</i> to the elective pool.	H61	
<p>Opposition to <i>SITXENV001A Participate in environmentally sustainable work practices</i> being a compulsory unit:</p> <ul style="list-style-type: none"> <li>– general opposition</li> <li>– because it is not specified in the AQF requirements, a feeling that it does not test/address hospitality knowledge and that there are no texts or support materials to back it up</li> <li>– because it is not part of the core for Certificate II in Hospitality (Kitchen Operations) and a perception that it has been included to provide more theory for the HSC exam</li> </ul>	<p>H12, H23, H27, H28, H34, H35, H36, H40, H41, H47, H50, H54, H70, H78, H80</p> <p>H26, H32, H64, H77, H84</p> <p>H62, H78</p>	<p>The Board of Studies Statement of Equity Principles provides a guide to writers of industry curriculum frameworks and other materials and state that syllabuses should incorporate aims, objectives, outcomes, content, teaching, learning and assessment strategies which are environmentally sensitive.</p> <p>The inclusion of <i>SITXENV001A Participate in environmentally sustainable work practices</i> as a compulsory unit of competency in the 240-hour course ensures compliance with this principle.</p> <p>Advice from industry and the ICC indicated that <i>SITXENV001A Participate in environmentally sustainable work practices</i> should remain as a compulsory unit of competency for the 240-hour course as it provides a valuable basis of knowledge for all sectors of the industry.</p> <p>While <i>SITXENV001A Participate in environmentally sustainable work practices</i> is not a listed elective, it can contribute to Certificate II in Hospitality and Certificate II in Hospitality (Kitchen Operations) as one of the two electives that may be selected from any endorsed Training</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> <li>– perception that it will be difficult to teach (long and dry) and that there are limited resources available</li> <li>– because the content overlaps with other units of competency.</li> </ul>	<p>H38</p> <p>H38, H73</p>	<p>Package.</p> <p>The examinable units of competency provide a range of units from which the optional HSC examination can be developed. It is necessary to have a sufficient range of units to enable the development of questions for a written HSC examination which allow for the full range of student responses and which can be examined on an ongoing basis.</p> <p>The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. The SIT07 Training Package defines the content and structure of units of competency included in the Hospitality Curriculum Framework. There is some overlap of knowledge and understanding of environmental issues required by units of competency within the Framework courses. Complementary units of competency should be delivered and assessed concurrently reflecting the holistic approach recommended in HSC VET delivery (see Sections 8.1.1 and 11.1 in Part A of the Syllabus).</p>
<p><i>SITXCOM002A Work in a socially diverse environment</i> shouldn't be compulsory as it limits flexibility for Hospitality (Kitchen Operations). and components of it already exist in other core units.</p>	<p>H54</p>	<p>The SIT07 Training Package defines the units of competency that are required to achieve qualifications in the hospitality industry.</p> <p><i>SITXCOM002A Work in a socially diverse environment</i> is a core unit of competency for all of the qualifications at Certificate I, II and III available through the Framework. Students must achieve this unit to be eligible to achieve any of the AQF VET qualifications available through the Framework. As such, it is appropriate that it be compulsory for the HSC course.</p>
<p>Request for the following units to be compulsory for the HSC as they are considered basic units all students need to know:</p>		<p>Advice from the ICC indicated that the range of compulsory units proposed in the draft Hospitality Curriculum Framework are appropriate and provide a valuable basis of knowledge for all sectors of the industry.</p>
<ul style="list-style-type: none"> <li>– <i>SITHACS006A Clean premises and equipment</i></li> <li>– <i>SITXINV001A Receive and store stock</i></li> </ul>	<p>H12, H27, H70</p> <p>H12, H23, H26, H27,</p>	<p><i>SITHACS006A Clean premises and equipment</i> is compulsory for the Accommodation Services and Food and Beverage streams. <i>SITHCCC004A Clean and maintain kitchen premises</i> is compulsory for the Commercial Cookery stream.</p> <p><i>SITXINV001A Receive and store stock</i> does not contribute to Certificate I</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<p>– <i>SITXCOM004A Communicate on the telephone</i></p> <p>– holistic units</p>	<p>H28, H33, H34, H35, H47, H54, H50, H70, H80</p> <p>H12, H23, H26, H27, H28, H34, H41, H47, H64, H80</p> <p>H32</p>	<p>in Hospitality (Kitchen Operations), it is a ‘listed elective’ for Certificate I and Certificate II in Hospitality and can count as an ‘other elective’ for Certificate II in Hospitality (Kitchen Operations). The Certificate II in Hospitality (Kitchen Operations) can include a maximum of two ‘other electives’.</p> <p><i>SITXCOM004A Communicate on the telephone</i> does not contribute to Certificate I in Hospitality or Certificate I in Hospitality (Kitchen Operations), it is a ‘listed elective’ for Certificate II in Hospitality and Certificate II in Hospitality (Kitchen Operations).</p> <p><i>SITHCCC027A Prepare, cook and serve food for food service</i> is the holistic unit required for Certificate II in Hospitality (Kitchen Operations), <i>SITHIND002A Apply hospitality skills in the workplace</i> is the holistic unit required for Certificate II in Hospitality. These units do not contribute to Certificate I in Hospitality or Certificate I in Hospitality (Kitchen Operations).</p> <p>If the units identified in consultation were made compulsory for the HSC it would reduce the flexibility of the course. These units are available as electives for HSC courses in the draft Framework. RTOs may continue to select these units of competency as elective units if deemed appropriate for local and regional workforce needs.</p>
<p>Query if students have to do both <i>SITHCCC027A Prepare, cook and serve food for food service</i> and <i>SITXENV001A Participate in environmentally sustainable work practices</i> for the 240-hour course.</p>	<p>H10</p>	<p><i>SITXENV001A Participate in environmentally sustainable work practices</i> is a compulsory unit of competency for the 240-hour course in the draft Hospitality Curriculum Framework. Students are required to undertake this unit of competency for their HSC.</p> <p><i>SITHCCC027A Prepare, cook and serve food for food service</i> is a holistic unit which is core for Certificate II in Hospitality (Kitchen Operations). It is not compulsory for the HSC, but students must achieve this unit in order to be eligible to achieve Certificate II in Hospitality (Kitchen Operations).</p>
<p>Request to be able to select elective units from the streams that have not been selected to meet the HSC course requirements.</p>	<p>H09, H14</p>	<p>The HSC course structures do not limit students to units of competency from only one stream. The 240-hour course requires students to undertake one of the three streams. The elective units that make up the rest of the 240-hour course can come from either of the two streams that have not been selected or from the elective pool. Refer to Section 8.5.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
Uncertainty about the stream and elective units required for the HSC course.	H15, H20	The HSC course requirements in Section 8 of Part A of the Syllabus outline the units of competency that may be selected for each HSC course. Students undertaking the 240-hour course may undertake electives from either of the two streams not already undertaken and/or the elective pool. The qualification rules should guide the selection of elective units of competency. It is up to individual RTOs to determine which qualifications and units of competency will be delivered as a part of HSC courses. Teachers and trainers should seek advice from their RTO regarding appropriate units of competency for particular qualifications.
Query regarding how the appropriate selection of electives is validated and a request for standardised procedures for selecting units for the HSC course for all schools/institutions delivering the package.	H39	
Query about the equity of the difference in 'stream' hours.	H03	Regardless of whether a student undertakes the accommodation services, commercial cookery or food and beverage stream the total course hours are the same, ie 240 indicative hours.
<i>SITXFSA001A Implement food safety procedures</i> is not part of the core for Certificate II in Hospitality (Kitchen Operations). It seems it is there purely to provide more theory for the HSC exam.	H62, H78	<i>SITXFSA001A Implement food safety procedures</i> is a listed elective for Certificate II in Hospitality (Kitchen Operations), and can contribute to Certificate II in Hospitality and as one of the two electives that may be selected from any endorsed Training Package.  The examinable units of competency provide a range of units from which the optional HSC examination can be developed. It is necessary to have a sufficient range of units to enable the development of questions for a written HSC examination which allow for the full range of student responses and which can be examined on an ongoing basis.
Support for the inclusion of <i>SITXFSA001A Implement food safety procedures</i> as a stream unit for food and beverage and commercial cookery.	H53	Advice from the ICC indicated that the range of units proposed for each of the streams in the draft Hospitality Curriculum Framework are appropriate and provide a valuable basis of knowledge for the corresponding sector of the industry.
Request for additional units to be available in the elective pool for the 240-hour course: – <i>SITHCCC021A Handle and serve cheese</i> – <i>SITHCCC029A Prepare foods according to dietary and cultural needs</i>	H57 H50, H57	<i>SITHCCC021A Handle and serve cheese</i> has been moved to the elective pool of the 240-hour course so that this unit is available as an elective if deemed appropriate by the RTO for local and regional workforce needs.  Advice from the Hospitality ICC indicated that <i>SITHCCC029A Prepare foods according to dietary and cultural needs</i> is a unit which is generally

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ISSUE	SOURCE	ACTION/RESPONSE
		undertaken at the end of Certificate III and does not develop skills that are fundamental for students undertaking the 120- or 240-hour course. It was identified as a more appropriate unit of competency for students undertaking additional study through the specialisation study. It is available as an elective for students undertaking the specialisation study or a school-based apprenticeship.
Concern that there is too wide an elective choice making planning and articulation into further training difficult as the units students have studied would vary too much.	H39	Feedback from the consultation process and from the ICC indicated positive support for the increased number of elective units of competency available in the Hospitality Curriculum Framework. HSC courses have been designed to maximise articulation into AQF VET qualifications and enable flexible pathways to meet local needs.
Concern that there is too wide an elective choice and a suggestion to remove the ICT management units.	H50	It is up to individual RTOs to determine which qualifications and units of competency will be delivered. Teachers and trainers should seek advice from their RTO regarding appropriate units of competency for particular qualifications.
Concern that <i>SITHCCC003A Receive and store kitchen supplies</i> , which is a core unit for the Certificate II qualification, is not available as an elective.	H64	<i>SITHCCC003A Receive and store kitchen supplies</i> is an elective unit of competency for all HSC courses in the Hospitality Curriculum Framework. Refer to Section 8, Table 3 and Section 15, Table 8 in Part A of the Syllabus.
Uncertainty about which units are the holistic units.	H84	<i>SITHCCC027A Prepare, cook and serve food for food service</i> is the holistic unit for Certificate II in Hospitality (Kitchen Operations), <i>SITHIND002A Apply hospitality skills in the workplace</i> is the holistic unit for Certificate II in Hospitality. Information regarding the holistic units of competency is included in Section 11.2.4 in Part A of the Syllabus.
The holistic units (pages 21 and 22) are not clearly identified and a foot note is not adequate.	H26, H28, H47, H51, H70	Part A of the syllabus has been adjusted in response to consultation. The holistic units of competency have had a reference placed next to them in the course structures in Section 8 of Part A of the Syllabus.
Suggestion to shade the holistic units in the 240-hour HSC elective choices to ensure teachers don't give the wrong advice about qualification outcomes.	H50, H61	

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Request that a more detailed explanation of the holistic units be included in Part A and Part B.	H29, H63	An explanation of the holistic units of competency is provided in Section 11.2.4 of Part A of the Syllabus. It is up to individual RTOs to determine how and when individual units of competency will be delivered and assessed and the type of learning and assessment strategies used. Teachers/trainers should seek further advice regarding delivery and assessment of the holistic units of competency from their RTO.
Can hours spent in workplace training contribute to the HSC indicative hours for holistic units?	H17	<p>The HSC course requirements for courses from the Hospitality Curriculum Framework include undertaking units of competency to a minimum number of HSC indicative hours as specified in Section 8 in Part A of the Syllabus and minimum work placement requirements. The work placement requirements may be integrated into the course delivery as a part of the programming and delivery of a course or they may be undertaken as an additional component of a course program. Time spent in workplace training can contribute to the HSC indicative hours for units of competency.</p> <p>The Board of Studies mandates the work placement hours but it is at the discretion of each school system/sector authority and/or RTO to manage how and when this requirement will be met.</p>
Support for the increase in HSC indicative hours for <i>SITXCOM002A Work in a socially diverse environment</i> .	H12, H23, H80	The HSC indicative hours for <i>SITXCOM002A Work in a socially diverse environment</i> have increased from 5 in the 2002 syllabus to 10 in the draft syllabus.
The indicative hours for <i>SITHCCC003A Receive and store kitchen supplies</i> have increased from 5 to 10 but the extra 5 hours are not required.	H73	The HSC indicative hours for <i>SITHCCC003A Receive and store kitchen supplies</i> appropriately reflects the level and standard of the unit, including the depth of content for credit towards the HSC.
<p>Request to increase HSC indicative hours for a range of units:</p> <ul style="list-style-type: none"> <li>– <i>SITXCOM001A Work with colleagues and customers</i></li> <li>– <i>SITXCOM002A Work in a socially diverse environment</i></li> <li>– <i>SITXOHS001A Follow health, safety and security procedures</i></li> </ul>	H03, H65, H69, H73	<p>Units of competency drawn from 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 delivery strategies and/or curriculum resources chosen.</p> <p>However, for the purposes of the HSC, courses must be described in terms</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> <li>– <i>SITHCCC004A Clean and maintain kitchen premises</i></li> <li>– <i>SITXFSA001A Implement food safety procedures</i></li> <li>– <i>SITHIND001A Develop and update hospitality industry knowledge.</i></li> </ul>		<p>of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Framework. The indicative hours recognise the level and standard of the unit including the depth of content.</p> <p>It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the indicative hours allocated, only the delivery hours.</p> <p>It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.</p>
<p>Difficult to offer a specialisation study within a school setting, on reason being that there are units within the specialisation which hospitality teachers in schools are not qualified to teach/assess.</p>	<p>H09, H42, H70, H73</p>	<p>It is up to schools, colleges and RTOs to determine how and when courses from the Hospitality Curriculum Framework will be scheduled. Students can undertake courses with any RTO who has trainers/assessors accredited to deliver the AQF VET qualification and is delivering the HSC course.</p>
<p>Query if delivery of the specialisation study is limited to schools with an ex-chef as a teacher.</p>	<p>H43</p>	<p>If delivery of a course from the Framework cannot be accommodated within the school/college then delivery by another RTO may be an option.</p>
<p>Query if schools can deliver the specialisation study.</p>	<p>H83</p>	<p>Delivery of the specialisation study in the Hospitality Curriculum Framework is not restricted to trainers who have a chef’s qualification.</p>
<p>Query if the specialisation study is for Year 12.</p>	<p>H76</p>	<p>The trainer/assessor requirements for delivery of the specialisation study are dependent on the qualifications and units of competency delivered as a part of the course. The Training Package determines the requirements for delivery and assessment of qualifications and units of competency. The Training Package requires that assessors assessing competency standards as part of a Certificate III or IV commercial cookery qualification must hold a commercial cookery qualification as well as having post-qualification work experience in a fully-equipped, commercial kitchen.</p>
<p>Concern that prerequisite requirements and qualification rules make it difficult to package the 240-hour course.</p>	<p>H73</p>	<p>The Training Package determines the prerequisite requirements for individual units of competency. Students must be deemed competent in any prerequisite prior to assessment in the higher-order unit of</p>

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When delivering to a composite class, ie in a central school, it is impossible to always address the prerequisite competencies before those that require them because we have to deliver the syllabus on a two-year cyclic basic.	H05	competency.
[The courses are] easy to understand in terms of areas of study.	H52	There has been strong support for the layout of syllabus documentation for industry curriculum frameworks. Section 8 of Part A of the Syllabus outlines the HSC course requirements. Section 15 of Part A of the Syllabus outlines the Training Package qualification rules. Table 6 in Section 15 of Part A of the Syllabus summarises the status of each unit of competency available in the Hospitality Curriculum Framework in relation to the HSC courses and SIT07 Training Package qualification packaging rules.  It is up to individual RTOs to provide advice to teachers/trainers on the selection of units of competency and the sequencing of learning and assessment strategies.  A diagram outlining hospitality qualification pathways has been added to Section 7.3 of Part A of the Syllabus.
The course structures are clearly presented but require some interpretation to integrate core and compulsory modules.	H54	
It took a lot of reading [of the course structures] before it became relatively clear.	H37	
Feeling that the syllabus documentation is confusing. Suggestion to include a table similar to the one in Part A of the 2002 syllabus (page 11) that had a table which was clearer and easier to follow.	H68, H69	
Support for reducing the compulsory units of competency for the 120-hour course which would allow greater flexibility for delivery, with students being able to meet the course requirements and achieve Certificate I in Hospitality (SIT0207) if exiting at the end of the Preliminary year.	H50, H61	Feedback from the consultation process and from the ICC indicated positive support for the reduction of the number of compulsory units of competency in the 120-hour course and the introduction of increased elective options. HSC courses have been designed to maximise articulation into AQF VET qualifications and enable flexible pathways.
It is quite difficult to work out which course is Food and Beverage and which is Commercial Cookery.	H26	Section 8 of Part A of the Syllabus outlines the HSC course requirements for the courses available through the Hospitality Curriculum Framework.
The 120-hour course is difficult to sequence for those going on to do the 240-hour course as it is very theoretical.	H48	Feedback from the consultation process and from the ICC indicated positive support for the reduction of the number of compulsory units of competency in the 120-hour course and the introduction of elective options. HSC courses have been designed to maximise articulation into AQF VET qualifications and enable flexible pathways.
Request for more 'core' in the 120-hour course. Suggestion to include Receive and store stock.	H26	

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Request to have Part A of the Syllabus made available just for the 120- and 240-hour courses and not include any other courses.	H68	The Hospitality Curriculum Framework provides opportunities for students to access a range of qualification pathways through a number of different course structures. Sections 8.3 and 8.4 in Part A of the Syllabus outline the HSC course requirements for the 120- and 240-hour courses respectively.
Request for the syllabus to be put into a more user friendly format with all the information on each course put together.	H64	
No consideration is given for schools who deliver combined Year 11/12 classes.	H11	<p>The number of compulsory units of competency have been reduced in the 120-hour course to enable more flexible pathways.</p> <p>It is up to individual RTOs to provide advice to teachers/trainers on the selection of units of competency and the sequencing of learning and assessment strategies.</p>
Query about the scope and nature of school-based apprenticeship courses in comparison to the 240-hour course.	H07, H67, H73, H84	<p>Section 13.1.3 in Part A of the Syllabus provides information about school-based apprenticeships and traineeships. Section 17 outlines the Hospitality school-based apprenticeship pathways available through the Framework.</p> <p>Access to courses from the Hospitality school-based apprenticeship pathways is restricted to students in an approved school-based apprenticeship training contract in Certificate III in Hospitality (Commercial Cookery). All students are able to access the regular 120- and 240-hour courses and the specialisation study in the Hospitality Curriculum Framework.</p> <p>School-based apprenticeships pathways are designed to enable students to achieve Stage 1/Year 1 of an apprenticeship by the end of their schooling. Students then complete the apprenticeship full-time post school.</p> <p>Further information on requirements and arrangements for school-based apprenticeships in the hospitality industry is available from school system/sector authorities, the Department of Education and Training State Training Centres, the apprenticeships and traineeships website (<a href="http://apprenticeship.det.nsw.edu.au">http://apprenticeship.det.nsw.edu.au</a>), the Department of Education and Training Vocational Education in Schools school-based apprenticeships and traineeships in NSW (<a href="http://www.sbatinnsw.info">www.sbatinnsw.info</a>) or Australian Apprenticeship Centres.</p>

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Uncertainty about how to interpret terms used in the range statement – ‘must include’ and ‘might include’. Request to provide a clearer explanation of them in the syllabus.	H53, H63	The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Where the range statement uses the terms ‘may include’ or ‘might include’ it is up to individual RTOs to determine the scope of delivery of the information covered. Teachers and trainers should seek advice from their RTO regarding coverage of information outlined in the range statement.
The HSC requirements are clearly set out but reference to the Training Package is not very clearly stated. The Training Package requirements need to be placed immediately after the HSC Course Requirements in Section 8. Teachers may overlook the Training Package requirements and thus disadvantage students re maximising qualification outcomes.	H73	The Training Package qualification rules are outlined in Section 15 of Part A of the Syllabus. It is essential that teachers read all sections of the syllabus before planning and delivery of courses from the Hospitality Curriculum Framework.
Overall, students are getting ‘bogged down’ with theory units, where as employers want them with better practical skills in the workplace. The theory cores have all increased in content and detail making it harder for the lower ability students to cope.	H65, H66	It is up to individual RTOs to determine how and when individual units of competency will be delivered and the type of learning and assessment strategies used. With a holistic approach to delivery, teachers could integrate the theoretical aspects of units of competency with practical skills and activities.
<p>● <b>Teacher training</b></p> <p>Teacher qualifications to teach a Certificate II should be the same across all of the NSW Department of Education and Training.</p>	H01	<p>All RTOs must meet the requirements of the Australian Quality Training Framework 2007. In relation to teachers/trainers, Standard 1.4 states:</p> <p><i>Training and assessment are conducted by trainers and assessors who:</i></p> <ul style="list-style-type: none"> <li>(a) <i>have the necessary training and assessment competencies as determined by the National Quality Council or its successors</i></li> <li>(b) <i>have the relevant vocational competencies at least to the level being delivered or assessed</i></li> <li>(c) <i>continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO’s services.</i></li> </ul> <p>Policy development and practice regarding school/college VET teacher training requirements for curriculum frameworks is the responsibility of</p>

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ISSUE	SOURCE	ACTION/RESPONSE
		the Qualification Recognition and Resource Requirements Committee (QRRRC).
<p>Queries regarding teacher training and accreditation for:</p> <ul style="list-style-type: none"> <li>– the holistic units</li> <li>– <i>SITXENV001A Participate in environmentally sustainable work practices</i></li> <li>– <i>SITXCCS002A Provide quality customer service</i></li> <li>– <i>SITXCM003A Deal with conflict situations</i></li> <li>– <i>SITHCCC029A Prepare foods according to dietary and cultural needs</i></li> <li>– the suite of food and beverage units</li> <li>– units that are not equivalent</li> <li>– to offer the specialisation study.</li> </ul>	<p>H10, H46, H80, H81</p> <p>H76, H77, H78, H79, H80, H81, H82, H83, H84</p> <p>H75</p> <p>H75</p> <p>H75</p> <p>H58, H76, H79, H83</p> <p>H77, H84</p> <p>H80</p>	<p>It is not anticipated that any significant training will be required to deliver a 240-hour course from the revised Framework.</p> <p>School system authorities are responsible for training and development of teachers and will provide advice to teachers following the endorsement and release of the Hospitality Curriculum Framework.</p>
Concern that further training will be required.	H37	
Query whether the issue of accreditation will be resolved or finalised for 2009.	H81	
<ul style="list-style-type: none"> <li>● <b>Assessment requirements and advice</b></li> </ul> <p>Assessment details are far more comprehensive and thoroughly covered.</p>	H48, H52, H65, H66	There has been support for the content and layout of syllabus documentation for industry curriculum frameworks.

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Feeling that the section on assessment doesn't outline the requirements, just refers to sections in the Training Package.	H54, H64	The full details of the Tourism, Hospitality and Events Training Package (SIT07) Assessment guidelines are available from the Training Package or from the National Training Information Service ( <a href="http://www.ntis.gov.au">www.ntis.gov.au</a> ). Text regarding assessor requirements, environments, contexts and resources for assessment in the tourism, hospitality and events industries and holistic units of competency have been included in Section 11.2 in Part A of the Syllabus.
Query whether including extracts of the Assessment Guidelines in the Support Document is sufficient. Request for the Assessment Guidelines to be included as an appendix to Part A or Part B and for the issues associated with assessment – assessor qualifications, assessment environments and the implications of the holistic units – to be outlined in Section 11.	H32, H58	
<p>Assessment requirements – concern about additional workload, uncertainty about what is required and capacity to meet the requirements including:</p> <ul style="list-style-type: none"> <li>– assessment environments</li> <li>– holistic units</li> <li>– assessor qualifications</li> </ul>	<p>H01, H29, H40, H41, H49, H58, H59, H72, H73, H76, H79, H83</p> <p>H58, H65, H66, H79, H84</p> <p>H10, H25, H76, H77</p>	<p>The Tourism, Hospitality and Events Training Package (SIT07) determines the specific advice regarding environments, contexts and resources for assessment.</p> <p>It is up to schools/colleges and RTOs to determine how and when the assessment environments required for the assessment of individual units of competency will be accessed. Teachers and trainers should seek advice from their RTO regarding the assessment of units of competency with specific assessment environments.</p>
Concern that there will be an increased need to use work placement to gather evidence for assessment.	H24, H31, H36, H72	<p>It is up to individual RTOs to determine how and when units of competency will be assessed and how evidence for assessment will be gathered. Work placement provides a valuable opportunity for assessors to gather evidence for assessment.</p> <p>Teachers and trainers should seek advice from their RTO regarding the assessment of units of competency for particular qualifications.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
Request for Appendix 1 to be an integral part of the syllabus document not a separate appendix.	H27, H28, H47	The appendix is an integral part of the syllabus documentation and is included in the syllabus documentation as a component of Part B of the Syllabus.
<p>Queries regarding the assessment environments:</p> <ul style="list-style-type: none"> <li>– whether exposure to kitchen environments through an excursion, where students handle the equipment is sufficient</li> <li>– whether the assessor must be present when use of a particular piece of equipment is being assessed</li> <li>– clarification of reference to ‘stainless steel or equivalent’ in the assessment environments.</li> </ul>	<p>H84</p> <p>H77</p> <p>H83</p>	<p>It is up to individual RTOs to determine how and when units of competency will be assessed, the type of assessment strategies used and to validate assessment. Teachers and trainers should seek advice from their RTO regarding the assessment of units of competency for particular qualifications.</p> <p>Evidence gathered for assessment of individual units of competency, including assessment in specified environments, needs to provide evidence of students’ competence in the unit of competency. Student observation of the use of equipment or skills being demonstrated would not provide evidence of their ability to complete skills to industry standards.</p> <p>Work placement provides an opportunity for assessors to gather evidence for assessment within specified assessment environments.</p>
<p>Need for clarification about requirements for the 12 service periods in the holistic units:</p> <ul style="list-style-type: none"> <li>– role of work placement</li> <li>– does there have to be an exchange of money</li> <li>– what are the industry ratios of staff to customers</li> <li>– can an event in a simulated environment at school count</li> <li>– can excursions (eg Sydney Tower Restaurant behind the scenes tour) or an ‘open day’ demonstration be considered as indirect, direct or supplementary evidence for the 12 service periods</li> <li>– clarification of appropriate service periods or ‘shifts’ – breakfast, lunch, dinner, supper and special functions/events</li> <li>– what do the terms ‘direct’, ‘indirect’ and ‘supplementary’ mean.</li> </ul>	<p>H76, H79</p> <p>H79</p> <p>H82</p> <p>H79, H81</p> <p>H84</p> <p>H73, H79</p> <p>H79, H81</p>	<p>The holistic units require that evidence be gathered over a minimum of 12 service periods. Work placement provides an opportunity for assessors to gather evidence for assessment.</p> <p>It is up to individual RTOs to determine how and when units of competency will be assessed, the type of assessment strategies used and to validate assessment. Teachers and trainers should seek advice from their RTO regarding the assessment of units of competency for particular qualifications.</p> <p>Evidence gathered for assessment of individual units of competency, including the holistic units, needs to provide evidence of students’ competence in the unit of competency. Student observation of skills being demonstrated would not provide evidence of their ability to complete skills to industry standards.</p> <p>Work placement provides an opportunity for assessors to gather evidence for assessment.</p>

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Those intending to deliver either of the Certificate II qualifications and therefore the relevant holistic unit will need to assess the suitability of potential work placements for gathering assessment evidence. Deliverers may need to develop a contingency plan regarding the pattern of delivery should the holistic unit not be granted to them for some reason and if too few suitable assessment environments are available to gather high quality evidence from the workplace. This situation may be remedied in time for the 2010 academic year. While recognising the intent of many DET RTOs to deliver a full qualification, it must be recognised that constraints beyond the control of the trainer or the RTO may prevent delivery of a full qualification in some areas. Other RTOs may choose to share delivery with another RTO.	H61	It is up to individual RTOs to determine which qualifications and units of competency will be delivered, how and when units of competency will be assessed and the type of assessment strategies used. Teachers and trainers should seek advice from their RTO regarding the assessment of units of competency for particular qualifications.
Clarification of how long the ‘post work experience’ required for the assessor requirements for Certificate III needs to be for, what is the time frame to gain this experience and whether it has to be paid work.	H03, H82	The Tourism, Hospitality and Events Training Package (SIT07) determines the specific advice regarding assessor requirements.
Clarification about the issue of currency for assessors.	H84	It is up to RTOs to ensure that delivery of courses are in accordance with Training Package and AQTF 2007 requirements and to determine how assessors can meet the assessor requirements outlined in the Training Package. Teachers/trainers and assessors should seek advice from their RTO regarding assessor requirements.
Concern about over-assessment of students and inequity in comparison to other courses of study – BOS Guidelines for the number of assessment tasks in other subjects moving towards no more than 4 assessment tasks over a year.	H24	It is up to individual RTOs to determine how and when units of competency will be assessed, the type of assessment strategies used and to validate assessment. Teachers and trainers should seek advice from their RTO regarding the assessment of units of competency for particular qualifications.
Concerns about inconsistency in delivery and assessment within and across RTOs.	H03, H11, H36, H77	
Query if you could deliver the course but not assess the units of competency.	H76	HSC assessment for courses within the Hospitality Curriculum Framework is the competency-based assessment for the units of competency from the Training Package. RTOs are required to provide opportunities for competency-based assessment to meet the assessment requirements for HSC courses.

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ISSUE	SOURCE	ACTION/RESPONSE
Query about requirements for assessment and reporting of employability skills.	H79	Employability skills summaries exist for each qualification in the Tourism, Hospitality and Events Training Package (SIT07). It is up to individual RTOs to determine if and how employability skills will be assessed and reported. Teachers and trainers should seek advice from their RTO regarding the assessment and reporting of employability skills.
<ul style="list-style-type: none"> <li><b>Students with special education needs</b></li> </ul> <p>Difficult to adapt units to meet needs of all students, especially students with special needs. They still have to reach ‘industry standard’ (which they should) but it is difficult to do this.</p>	H05, H16, H26, H28, H34, H35, H47, H51, H73, H75	Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence. Reasonable adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the SIT07 Training Package.
Courses can be adapted depending on the severity of the students’ disability. Some elements of each unit can be achieved but these are limited.	H14, H48, H70, H86	A support document to assist those teaching VET courses to students with special education needs has been developed by the Senior Curriculum Officer, Special Education and the Board’s Special Education Committee. The <i>Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs (2005)</i> is available under the HSC Syllabuses link and/or Special Education page on the Board’s website ( <a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a> ).
There is insufficient information in Part A of the syllabus to show how the Hospitality Curriculum Framework can be adapted to meet the needs of these students. It is stated that they may require ‘adjustments to learning and assessment strategies as well as additional time’. This is not sufficient information.	H65	
Need to specify essential foundation skills to enhance the achievement of National Standards. This is open to interpretation, and variation between course providers weakens achievement of National Standards.	H03	
Have a difficulty in meshing the concepts of maintaining the academic integrity of the course but addressing the needs of all students.	H27	
Adapting courses to meet the needs of students with special education needs would require support staff, extra time, resources and equipment not always available in a school and extra funding which is not always available.	H07, H18, H52, H60	School system/sector authorities/RTOs are responsible for the provision of resources to support the delivery of courses contained within the Hospitality Curriculum Framework.

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It is difficult with special education students in mainstream classes and can be inappropriate. Special Ed teachers don't understand this and it is used for students to gain 'life skills'.	H11	School system/sector authorities/RTOs are responsible for the provision of resources to support the delivery of courses contained within the Hospitality Curriculum Framework.
It is not easy to find work placements suitable for students with special education needs.	H11, H16, H24, H64	Work placement is a mandatory component of any industry curriculum framework course. As with any Stage 6 course, course requirements should be taken into consideration when making decisions to offer the course and when providing advice to any students regarding subject selection for the HSC.
With physically disabled students it is not possible to send them to the same work placements or expect them to complete a mandatory work placement in a commercial cooking site. More detail is necessary for dealing with, for example, sight-impaired/blind students who undertake their subject.	H63	The Hospitality Curriculum Framework is available to all Stage 6 students, including those with special education needs. As is the case with any student and any Stage 6 course, careful consideration needs to be given to advice provided to students regarding their suitability for courses they have selected as part of their HSC pattern of study.
Request for students with special needs to not have to undertake an external work placement. Suggest the option of simulated work practices in a commercial or industry standard kitchen, dining room.	H85	Provisions for students with special education needs (Section 13.1 of Part A of the Syllabus) allow for units of competency to be selected through a collaborative curriculum planning process. This recognises that students with special education needs may require additional time to demonstrate the required level of competence. More time can be spent off-the-job on individual units of competency in preparation for work placement in a Hospitality workplace.
Life skills students have found the previous framework difficult as the theory-based units require a certain depth of knowledge. Students with a learning difficulty can cope depending on the level of difficulty.	H20	Industry curriculum frameworks are Stage 6 Board Developed courses. As such, the units of competency must be at a Stage 6 curriculum standard to maintain parity with other Stage 6 courses. The units of competency included in the Hospitality Curriculum Framework are appropriate for a Stage 6 course.
The requirements for numeracy and literacy may make it difficult for students with special education needs to achieve these qualifications. There will need to be some very clear guidelines for the interpretation of these requirements.	H23	
A large majority of the content and skills to be developed in Hospitality course is not suitable to most special needs students. A modified course should be designed and offered in major centres.	H31	Students with special education needs may access the industry curriculum framework courses under regular course arrangements or the student may undertake selected units of competency from within the course that have

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		<p>been identified through a collaborative planning process recognising that some students may require additional time to achieve competence.</p> <p>Students whose needs are not met by industry curriculum framework courses, or for whom these courses are not appropriate, can access alternative HSC courses, eg Technological and Applied Studies Life Skills.</p>
<p>● <b>AQF qualification packaging rules</b></p> <p>The AQF qualification packaging rules are clear.</p>	H03, H52, H55, H70	There has been strong support for the layout of syllabus documentation for industry curriculum frameworks.
The AQF qualification packaging rules are very complex and confusing.	H07, H09, H29, H54	Section 15 outlines the qualification packaging rules for qualifications available through HSC courses within the Hospitality Curriculum Framework.
There is a lot of planning to cross-reference HSC requirements against AQF certificates. The information is there, but a lot of time and planning is still needed to ensure students are doing the right electives for their qualifications.	H66	<p>Table 6 in Section 15 and Table 8 in Section 17 of Part A of the Syllabus were developed to assist readers of the document and those responsible for designing learning and assessment programs for Framework courses. These tables summarise the status of each unit of competency available in the Hospitality Curriculum Framework in relation to the HSC courses (Sections 8 and 17) and SIT07 Training Package qualification packaging rules (Section 15).</p> <p>It is up to individual RTOs to provide advice to teachers/trainers on the selection of units of competency and the sequencing of learning and assessment strategies.</p>
Confusion differentiating between HSC and Training Package requirements.	H15, H31, H32, H45, H46, H56, H63, H65, H77, H78, H80, H83, H84	The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages and provide students with dual accreditation. Students can get HSC unit credit as well as AQF VET qualifications. The HSC course requirements (Section 8) outline the requirements for students to gain HSC unit credit that contribute towards their HSC pattern of study. The qualification packaging rules (Section 15) describe the number and range of units of competency required for eligibility for an AQF VET

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Confusion on the differing requirements for the RTO, school system, TAFE and individual school requirements.	H26, H34, H47	qualification. The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course than are required for successful completion of the AQF VET qualification.
The Board of Studies should follow the same core/compulsory units as the AQF qualifications. HSC course should mirror the AQF not add additional units.	H31, H32, H42, H54, H64, H73	
Confusion regarding qualification rules (core and elective units) for the qualifications available, particularly Certificate I and Certificate II in Hospitality (Kitchen Operations).	H10, H27, H28, H44, H47, H59, H68, H77, H79, H80	The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. These AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as qualification packaging rules. The qualification packaging rules describe the number and range of units of competency required for eligibility for an AQF VET qualification. The Training Package qualification rules are included in Section 15 of Part A of the Syllabus to enable schools, colleges and RTOs to ensure they are aware of the qualification rules for each qualification available through the Hospitality Curriculum Framework.
Confusion about the potential qualification outcomes for different courses and the qualifications students receive if they only partially complete a qualification.	H06, H38, H40, H41, H46, H73, H75, H76, H78, H80, H81, H83, H84	Information about the AQF VET qualifications available in the Hospitality Curriculum Framework are included in Section 7 of Part A of the Syllabus. Each of the course structures (Sections 8 and 17) outline the possible qualification outcomes for the course and Section 12.4 summarises the qualification outcomes for each course in the Framework.  Where a student does not achieve a full qualification, a Statement of Attainment will be issued. At a later date they can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for an AQF VET qualification. RTOs must recognise and give credit for the competencies recorded on a Statement of Attainment.
Query about what qualification students can be offered and enrolled in.	H79, H80	A student can only be enrolled in a qualification that is on the Scope of Registration of the RTO who is delivering the qualifications. The scope of Registration of all RTOs can be viewed on the National Training Information Service (NTIS) website ( <a href="http://www.ntis.gov.au">www.ntis.gov.au</a> ). Teachers/trainers should contact their RTO before selecting and delivering qualifications

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		and units of competency to determine the qualification outcomes that students may be enrolled in.
Can you do more hours than the indicative hours for the 240-hour course?	H84	HSC indicative hours are allocated to units of competency to enable students to gain HSC unit credit from HSC VET courses. Sixty indicative hours equates to 1 Preliminary or HSC unit of credit.
<p>240 hours is indicative – can units be arranged in a creatively integrated format taking advantage of common content to enable students to get Certificate II in Hospitality (Kitchen Operations) by presenting 265 indicative hours in the 240-hour course?</p> <p>Certificate II in Hospitality (Kitchen Operations) says a minimum of 3 elective units must be selected from the list, the remaining 2 electives may be selected from any endorsed training package. I take this to mean that ‘Communicate on the Telephone’ could be used as a cookery elective because it is on the list, and the core ‘environmentally sustainable’ unit could count as one of the ‘other two’ electives.</p>	H17	<p>HSC course requirements are described in terms of minimum requirements for the HSC. Schools, colleges and RTOs may elect to deliver more than 240 indicative hours worth of units of competency in a 240-hour course. However, schools and colleges should consider the workload on students and the recognition that students could gain if the extra units of competency were offered through an additional specialisation study. It is not recommended that schools, colleges or RTOs deliver additional units in excess of 10% of the HSC course indicative hour requirements.</p> <p>Advice from industry and the ICC indicates that Certificate II in Hospitality (Kitchen Operations) is not achievable in the regular course arrangements (including time for delivery and minimum work placement requirements) for the 240-hour course.</p>
<p>Depending on the units of competency selected it is possible to deliver the full Certificate II Hospitality (SIT20207) in 240 hours or less. If done in less time, this makes it possible for the delivery of additional units to make up the HSC hours, at the same time offering students greater articulation into the Kitchen Operations qualification.</p> <p>Certificate II Hospitality (Kitchen Operations) (SIT20307) – depending on the units of competency selected, while it appears technically possible to deliver the full qualification in between 265 and 300 hours (240-hour plus 60-hour specialisation study), the spirit of the qualification as expressed by industry is that it take a full 360 hours. DET will provide advice to their RTOs regarding the importance of ensuring that this qualification maintains a high status in the eyes of industry. Delivery of the Certificate II Hospitality (Kitchen Operations) (SIT20307) may require some sort of approval process by the relevant school RTO before delivery.</p>	H61	<p>The ICC recommended that the holistic unit for Certificate II in Hospitality (Kitchen Operations) – <i>SITHCCC027A Prepare, cook and serve food for food service</i> – should be moved to the Hospitality specialisation study to support students capacity to be able to achieve this unit of competency and the full qualification. This would ensure that students undertake additional work placement and would help to maintain the integrity of the qualification. Making <i>SITHCCC027A</i> available through the Hospitality specialisation study helps to support quality delivery of the full Certificate II in Hospitality (Kitchen Operations).</p> <p>It is up to individual RTOs to determine which qualifications and units of competency will be delivered as part of HSC courses. Teachers and trainers should seek advice from their RTO regarding appropriate units of competency for particular qualifications.</p>

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Can students obtain RPL for common units to maximise qualification outcomes if they do the 240-hour course plus a specialisation study?	H73	<p>Under the Australian Quality Training Framework (AQTF), RTOs can grant recognition of prior learning (RPL). This ‘means recognition of competencies currently held, regardless of how, when or where the learning occurred. RPL assesses the individual’s prior learning to determine the extent to which that individual is currently competent against the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification’ (ANTA, 2005, <i>Standards for Registered Training Organisations</i>, p 17). Advice regarding policy and procedures for RPL is available from your school system/sector authority and/or RTO.</p> <p>When granting RPL for any units of competency within the Hospitality Curriculum Framework, the RTO must ensure that students have covered all HSC requirements and advice for those units of competency.</p>
Disappointment that students cannot achieve Certificate II in Hospitality (Kitchen Operations) through the 240-hour course.	H24, H37, H43, H46, H52, H54, H62, H64, H76, H79	<p>The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. The SIT07 Training Package defines the units of competency that are required to achieve qualifications in the hospitality industry. Advice from industry and the ICC indicates that Certificate II in Hospitality (Kitchen Operations) is not achievable in the regular course arrangements (including time for delivery and minimum work placement requirements) for the 240-hour course.</p>
Concern that restrictions on the selection of commercial cookery units for Certificate II in Hospitality will narrow the flexibility in the learning experiences provided for students.	H64	<p>The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. The SIT07 Training Package defines the parameters of qualifications in the hospitality industry.</p>
Query if the maximum of two commercial cookery units for Certificate II in Hospitality restricts delivery and assessment of commercial cookery units for the HSC course and whether schools/RTOs would allow delivery and assessment of Certificate II in Hospitality plus extra commercial cookery units as a ‘skills set’.	H78	<p>The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course than are required for successful completion of the AQF VET qualification.</p> <p>It is possible to achieve Certificate II in Hospitality in less than 240 indicative hours. In this instance schools, colleges and RTOs may elect to make up the 240-hour course requirements with a skill set of commercial</p>

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		<p>cookery units of competency. While a maximum of two commercial cookery units will be able to count towards Certificate II in Hospitality, the remaining commercial cookery units would contribute towards meeting the HSC course requirements.</p>
<p>If RTOs do not deliver the full Certificate II in Hospitality (Kitchen Operations) do they have to deliver the holistic unit?</p>	<p>H79</p>	<p><i>SITHCCC027A Prepare, cook and serve food for food service</i> is a holistic unit which is core for Certificate II in Hospitality (Kitchen Operations). It is not compulsory for the HSC, but students must achieve this unit in order to be eligible to achieve Certificate II in Hospitality (Kitchen Operations).</p>
<p>Opposition to the addition of <i>SITHCCC27A Prepare, cook and serve food for food service</i> being a core unit for Certificate II.</p>	<p>H54</p>	<p>The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. The SIT07 Training Package defines the units of competency that are required to achieve qualifications in the hospitality industry.</p> <p>The previous Certificate II in Hospitality (Kitchen Operations) from the former Hospitality Training Package (THH02) also required achievement of a holistic unit of competency.</p>
<p>Clarification of the mandatory work placement hours to gain Certificate II.</p>	<p>H54</p>	<p>Work placement is an HSC course requirement, not a Training Package qualification requirement. Details of the work placement requirements for the Hospitality Curriculum Framework are outlined in Sections 8, 10 and 17 of Part A of the Syllabus.</p>
<p>Why is this course called Certificate II in Hospitality (Kitchen Operations) (page 64) when most school students will only be eligible for a Statement of Attainment? Do we call the 240-hour course Hospitality with Statement of Attainment towards Certificate II Hospitality (Kitchen Operations)?</p>	<p>H75</p>	<p>The name of the HSC course is Hospitality (240 indicative hours). Certificate II in Hospitality (Kitchen Operations) is the name of the AQF qualification.</p>
<p>Query whether the 240-hour course can be marketed/advertised as a Certificate II in Hospitality (Kitchen Operations) course even though students cannot achieve the full qualification within the course.</p>	<p>H84</p>	<p>It is up to individual RTOs to advertise/market courses offered in accordance with the AQTF 2007. It should be made clear to students which HSC course is being offered and the intended AQF VET qualification outcome(s).</p>

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<ul style="list-style-type: none"> <li><b>HSC requirements and advice</b></li> </ul> <p>I understand [the HSC requirements and advice], it lists key points, terms that the students should know and be able to apply in order to maximise their opportunities for higher band outcomes in the HSC.</p>	H13, H60	There has been support for the nature and format of the HSC requirements and advice for industry curriculum frameworks.
Part B is very detailed in all aspects, especially HSC requirements. More detail in less units of work, this is good and reflects current minimum benchmarks for the Hospitality industry in Australia.	H03, H77	
Need more detailed information on content.	H30	Details of each of the units of competency included in the 240-hour course is provided in Part B of the Syllabus.
Support for the removal of HSC requirements for the non-examinable units.	H27, H28	There has been support for the removal of HSC requirements and advice from the non-examinable units of competency in industry curriculum frameworks.
Request to add HSC requirements to all units including non-HSC units.	H47	
Concern about the amount of legislation included in the syllabus document.	H32, H66, H73, H77, H84	The HSC requirements and advice have been developed based on the Training Package requirements of each unit of competency. They draw from the Evidence Guide (in particular the required Knowledge and Skills) for each unit of competency and the Performance Criteria and Range Statement for each Element of competency. Specific pieces of legislation are listed in the HSC requirements where the Training Package requirements of the unit of competency require that this legislation be addressed.
Concern that there is too much content for students to study which is currently required for the HSC examination.	H14, H18, H24, H36, H53, H63, H65, H70, H71, H73, H75	The scope of the HSC requirements and advice, and in particular the legislation included, has been reviewed in all examinable units of competency and amended as appropriate.
Concern about repetition in units of competency.	H39, H56, H66	There is some overlap of knowledge, understanding and skills in a range of units of competency within the Framework courses. Complementary units of competency should be delivered and assessed concurrently reflecting the holistic approach recommended in HSC VET delivery (see Sections 8.1.1 and 11.1 in Part A of the Syllabus).

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Request for the employability skills to be listed on the front page of each unit.	H53	The content and structure of units of competency follow a format endorsed by the Department of Education, Employment and Workplace Relations (DEEWR), the Training Package determines the detail included in each unit of competency. Information about employability skills is outlined in Section 13.2 of Part A of the Syllabus.
The level of depth of the HSC requirements and advice requires clarification to ensure students are provided with sufficient quality and quantity of information to meet HSC exam requirements.	H73	<p>The HSC requirements and advice have been developed based on the Training Package requirements of each unit of competency. They draw from the Evidence Guide (in particular the required Knowledge and Skills) for each unit of competency and the Performance Criteria and Range Statement for each Element of competency. They articulate the underlying knowledge and content that would be required to enable students to develop their skills and demonstrate competence.</p> <p>The stem sentences used in the HSC requirements and advice are designed to indicate the depth of learning required.</p>
It looks like clean premises and equipment and clean kitchen premises have been simplified.	H84	<p>The Tourism, Hospitality and Events Training Package (SIT07) indicates that <i>SITHACS006A Clean premises and equipment</i> is updated and equivalent to <i>THHGCS02B Clean premises and equipment</i>.</p> <p>SIT07 indicates that <i>SITHCCC004A Clean and maintain kitchen premises</i> is updated and equivalent to <i>THHBKA04B Clean and maintain kitchen premises</i> with strengthening of environmental considerations, hygiene and safety requirements and equipment requirements.</p>
<p>Clarification about detail in units of competency:</p> <ul style="list-style-type: none"> <li>– <i>SITHFAB004A Provide food and beverage service</i> does not include service of alcohol yet Responsible Service of Alcohol (RSA) is included in unit descriptor – clarification about this is needed.</li> <li>– <i>SITHCCC004A Clean and maintain kitchen premises</i> – Performance Criteria 1.5 for the HSC Requirements and Advice say ‘Policy and procedure for assembling and disassembling commercial dishwasher’. Does this mean loading and unloading or actual maintenance, ie pulling apart?</li> </ul>	<p>H73</p> <p>H73</p>	<p>The unit descriptor for <i>SITHFAB004A Provide food and beverage service</i> does not make reference to responsible service of alcohol. However, the required skills and knowledge for this unit states ‘the following knowledge must be assessed as part of this unit – legislative and regulatory requirements, including ... responsible service of alcohol’.</p> <p>The HSC requirements and Advice have been amended to say ‘an awareness of policy and procedures for the use of commercial dishwashers’.</p> <p>The Evidence Guide in <i>SITHFAB012A Prepare and serve espresso coffee</i></p>

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ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> <li>– <i>SITHFAB012A Prepare and serve espresso coffee</i> the assessment criteria requires direct observation of extracting coffee over an entire service period. The definition of a service period needs clarification.</li> <li>– <i>SITHCCC008A Prepare stocks, soups and sauces</i> does not indicate which types of stocks must be covered.</li> <li>– <i>SITXCOM002A Work in socially diverse environment</i> needs more detail and guidelines regarding Aboriginal culture.</li> </ul>	<p>H73</p> <p>H53, H63</p> <p>H03</p>	<p>cites the direct observation of practical demonstration of extracting and serving coffee over an entire service period as an appropriate example of a method of assessment for this unit.</p> <p>It is up to individual RTOs to determine the scope of delivery of the unit of competency. Teachers and trainers should seek advice from their RTO regarding coverage of aspects of individual units of competency.</p>
<ul style="list-style-type: none"> <li>● <b>Optional HSC examination</b></li> </ul> <p>Without a practical exam you cannot hope to achieve relevant information to truly assess if a student is competent in practical terms to meet industry requirements.</p>	H06	<p>The Hospitality Curriculum Framework is a competency-based course. As such, assessment of all units of competency will require competency-based assessment.</p> <p>The optional HSC examination is a written exam which enables students to have their Hospitality course count towards the calculation of their UAI. The inclusion of the optional HSC examination increases students' options and future pathways. The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.</p>
<p>There is a large amount of practical work and with no assessment this is not taken into account. A few questions and an essay does not cover the breadth of learning.</p>	H20	<p>The examinable units of competency are outlined in the HSC examination specification in Section 11.5 in Part A of the Syllabus.</p>
<p>The exam itself is not a true reflection of what students learn and needs to be changed/refined.</p>	H14	
<p>Concerns regarding Question 21 – it is very difficult and too demanding. It is very difficult for students to achieve Band 6, as shown by HSC statistics and numbers of Bands 5 and 6.</p>	H09, H73	<p>Section III of the Hospitality optional HSC examination requires students to complete two extended responses. One that addresses the common examinable units and the other on the stream undertaken.</p> <p>The achievement standards do not change from year to year and are consistent with the standards illustrated in the standards packages. The coverage of content in the examination must allow students to demonstrate the levels of performance that are described in the bands on the performance scale.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<p>Concern about the reduction in the number of examinable units:</p> <ul style="list-style-type: none"> <li>– the environmental sustainable unit will be targeted for too many questions over the first few years as it is new and not taught before</li> <li>– the new unit is broad with no resources available and will not test hospitality knowledge, just general knowledge</li> <li>– there are not enough examinable units for HSC exam.</li> </ul>	<p>H27, H51</p> <p>H26, H28, H34, H47, H64</p> <p>H50</p>	<p>The number of units of competency to be examined is comparable with other industry curriculum frameworks. Feedback from the ICC, indicates that fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the range of examinable units of competency.</p> <p>The optional HSC examination will test a representative sample of the outcomes and content of the examinable units of competency in any given year that allow demonstration of performance across all levels in the performance scale. The intention of the examination in its formulation is to avoid predictability.</p> <p>The examination questions will require students to demonstrate understanding, knowledge and skills as covered in the new unit <i>Participate in environmentally sustainable work practices</i>.</p>
<p>Query why the exam is marked out of 80.</p>	<p>H31</p>	<p>Many HSC examinations are out of a raw mark other than 100. The reported mark is out of 100, consistent with all other 2 Unit courses.</p>
<p>Recommendation to change wording on page 35 to compulsory units – not common. Why introduce a third term? Common, core, compulsory.</p>	<p>H50</p>	<p>Part A of the Syllabus has been amended in response to consultation.</p>
<p>Concern that the exam committee can set questions on any dot point in the HSC Requirements and Advice – query if this is equitable compared to other HSC syllabuses with reduced dot points that require addressing.</p>	<p>H26, H62</p>	<p>There has been a reduction in the examinable units of competency in the proposed Hospitality Curriculum Framework making the examinable load of this course comparable to other HSC courses and VET Curriculum Frameworks and reducing the possible scope of potential HSC examination questions.</p> <p>Examination committees setting HSC examinations (including VET Framework HSC examinations) work with a set of Principles for Setting HSC Examinations in a Standards-Referenced Framework. These include:</p> <ol style="list-style-type: none"> <li>1. The examination will test a representative sample of the knowledge, understanding and skills outcomes (as represented by the examinable component of each examinable unit of competency) in any given year. The intention of the examination in its formulation is to avoid predictability and encourage students to prepare for all examinable syllabus outcomes. Over a number of years, it is expected that the full</li> </ol>

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ISSUE	SOURCE	ACTION/RESPONSE
		<p>range of examinable syllabus outcomes that are appropriately measured by an examination will be covered.</p> <p>2. The examination as a whole will be constructed in such a way that it provides a representative sampling of a range of examinable syllabus outcomes and questions that allow demonstration of performance across all levels in the performance scale.</p>
<p>Uncertainty about which units of competency are examinable and the structure of the optional examination:</p> <ul style="list-style-type: none"> <li>– <i>SITXFSA001A Implement food safety procedures</i></li> <li>– <i>SITHCCC027A Prepare, cook and serve food for food service.</i></li> </ul>	<p>H59, H77, H79, H82, H84</p> <p>H53</p> <p>H53</p>	<p>The examinable units of competency and the structure of the optional HSC examination are identified in the HSC examination specifications in Section 11.5 of Part A of the Syllabus.</p> <p><i>SITXFSA001A Implement food safety procedures</i> is an examinable unit of competency for the Commercial Cookery and Food and Beverage streams in the 240-hour course in the draft Hospitality Curriculum Framework.</p> <p><i>SITHCCC027A Prepare, cook and serve food for food service</i> is not an examinable unit of competency.</p>
<p>It is inequitable that students are examined on two years of work, not one year as in most other subjects.</p>	<p>H26, H31, H63</p>	<p>The number of units of competency to be examined is comparable with other industry curriculum frameworks. Feedback from the ICC indicates that fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the range of examinable units of competency.</p>
<p>What is the balance of examinable units of competency to non-examinable units of competency in the 240-hour course? 160 indicative hours seems to be too much compared to other HSC courses.</p>	<p>H81</p>	
<p>Unfair that students who sit for the HSC exam are tested on 11 units of study, when in other subjects they are tested on 4 and have a 50% assessment make-up. This disadvantages students who sit this course.</p>	<p>H53</p>	
<p>Most of the work examined in the HSC is covered in Year 11 (120-hour course) which means students are covering work that will be tested 18 months later – this puts our Hospitality students at a significant disadvantage to other HSC candidates.</p>	<p>H24</p>	<p>The Board of Studies does not mandate when the examinable units of competency are to be delivered. In many cases the examinable units are foundation units and the elective units that students undertake build on them so students are constantly using the skills and knowledge developed in the examinable units, reinforcing their understanding and providing them with a context for learning. With a holistic approach to delivery students may be advantaged in their ability to be able to put their</p>

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		knowledge into context and be able to give higher order answers to examination questions.
Are there any changes to the classification? Is Hospitality still a Category B subject for the HSC?	H79	Categorisation of courses and the rules for the calculation of the Universities Admission Index (UAI) are determined by the Chairs of the Academic Board of NSW Universities. It is not anticipated that there will be any change to the categorisation of the Hospitality Curriculum Framework as a Category B course.
<p>● <b>Implementation support</b></p> <p>Resources and funding/financial support is needed to access additional equipment required including fully equipped commercial kitchens – an issue for all commercial cookery units.</p>	H03, H10, H53, H65, H73, H75, H84	School system/sector authorities/RTOs are responsible for the provision of resources to support the delivery of courses contained within the Hospitality Curriculum Framework.
<p>The need for implementation support:</p> <ul style="list-style-type: none"> <li>– to allow for consistency across the course/state.</li> <li>– to support programming and collection of evidence for the holistic units</li> <li>– advice about qualification pathways</li> <li>– sample programs demonstrating holistic delivery and assessment</li> <li>– resources eg resource list, resource bank of standardised tasks/recipes</li> <li>– information and advice about employability skills</li> </ul>	<p>H26, H27, H29, H34, H47, H51, H73</p> <p>H26, H58, H68, H73, H79</p> <p>H58</p> <p>H06, H27, H29, H34, H70 H79</p> <p>H03, H75</p> <p>H78, H84</p>	<p>Once the revised Framework is approved, a support document will be developed by the Office of the Board to aid initial implementation. Sample scope and sequence, examples of integrated approaches to programming and holistic delivery and assessment and sample assessment tasks will be provided. This document will be available from the Board’s website (<a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html</a>).</p> <p>School system/sector RTOs and other RTOs provided a range of resources to support the delivery of AQF VET qualifications contained within the Hospitality Curriculum Framework courses.</p> <p>The Office of the Board have been working collaboratively with school system/sector RTOs throughout the syllabus development process to ensure effective implementation support.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> <li>– resources/advice for Participate in environmentally sustainable work practices.</li> <li>– direction of which elective units should be delivered</li> <li>– opportunities for training/in-servicing,</li> </ul>	<p>H03, H27, H28, H29, H30, H32, H49, H65, H66, H83</p> <p>H59</p> <p>H33, H34, H50, H69, H75, H79</p>	
<p>Support documents need to be available as early as possible, preferably before the end of 2008.</p>	<p>H24, H76, H79</p>	
<p>Will there be course description from the BOS advice for subject selection.</p>	<p>H79, H83</p>	<p>A description of the HSC courses available in each of the Industry Curriculum Frameworks is available for use for HSC subject selection for 2009 on the Board’s website (<a href="http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html">www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html</a>). The course descriptions for Hospitality are based on the draft syllabus.</p>
<ul style="list-style-type: none"> <li>● <b>Work placement</b></li> </ul> <p>Should work placement hours be specified in the specialisation study and the school-based apprenticeship courses?</p>	<p>H03</p>	<p>Work placement is a mandatory HSC course requirement for all courses within the Hospitality Curriculum Framework. Students undertaking a Specialisation Study in Hospitality are required to complete 70 hours of work placement as a part of the 240-hour course plus an additional 14 hours of work placement for the 60-hour Specialisation Study or 35 hours of work placement for 120-hour Specialisation Study. Students undertaking a school-based apprenticeship are required to undertake a minimum of 100 days of on-the-job training as a part of the school-based apprenticeship. The mandatory work placement requirements for Hospitality School-based Apprenticeship pathway courses are met through the on-the-job training component of the school-based apprenticeship</p>

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		Details of the work placement requirements for the Hospitality Curriculum Framework are outlined in Sections 8, 10 and 17 of Part A of the Syllabus.
If students are on work placement, what qualifications does the employer have to have?	H77	Employers do not need to have specific qualifications to host work placement students. The school system/sectors and/or individual schools and colleges develop guides for employers which provide information about the concept of workplace learning, the support available to employers and the roles and responsibilities involved in hosting students.  For further information contact the relevant school system/sectors and/or individual school or college.
<p>Issues with work placement:</p> <ul style="list-style-type: none"> <li>– students not wanting to participate in work placement and not attending</li> <li>– increased demand, difficulty finding employers</li> <li>– need for work placement organisations to find workplaces with suitable assessment environments</li> <li>– quality of work placements</li> <li>– support (time/funding) to be able to gather evidence from the workplace</li> <li>– validity of feedback/evidence gathered from the workplace.</li> </ul>	<p>H85</p> <p>H85, H79</p> <p>H59</p> <p>H83</p> <p>H82, H83</p> <p>H83</p>	<p>VET courses are vocational-based courses and as such are inextricably related to industry and the work place. Work placement is a mandatory component of any industry curriculum framework course. As with any Stage 6 course, course requirements should be taken into consideration when making decisions to offer the course and when providing advice to any students regarding subject selection for the HSC.</p> <p>‘A strength of the NSW model of VET in schools is the mandatory inclusion of work placement in industry curriculum framework courses ...Inclusion of work placement has been a priority for industry and bodies such as the NSW Board of Vocational Education and Training.’ (Evans, B, 2005, <i>Strategic evaluation of vocational education and training in schools in New South Wales – Report to the Minister</i>, p 14.)</p> <p>Work placement is a mandatory HSC requirement of each course within any industry curriculum framework. Learning in the workplace serves a number of purposes including enabling students to:</p> <ul style="list-style-type: none"> <li>- progress towards the achievement of industry competencies</li> <li>- develop appropriate attitudes towards work</li> <li>- learn a range of behaviours appropriate to the industry</li> <li>- practise and apply skills acquired off the job in a classroom or workshop</li> <li>- develop additional skills and knowledge, including the employability skills.</li> </ul>

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		<p>Before including any course from an industry curriculum framework in subject offerings in schools and colleges, the availability of suitable work placements should be taken into consideration.</p> <p>Work placement is an HSC course requirement. Failing to meet HSC course requirements does not affect an individual's ability to gain an AQF qualification.</p> <p>Further information and advice on the implementation of work placement is available from the relevant school system/authority or RTO.</p>
<p>● <b>Other</b></p> <p>Concern that the syllabus will not be approved until late in 2008 giving teachers minimal time for planning, programming and resource development.</p>	<p>H03, H24, H27, H29, H35, H59, H65, H69, H72, H81, H82, H83</p>	<p>There is national agreement to implement new or revised Training Packages as soon as possible after endorsement and availability in hard copy (within 12 months).</p> <p>The anticipated implementation date for the revised Hospitality Curriculum Framework is from Year 11, 2009 with the first optional HSC examination in 2010.</p>
<p>Request to defer the implementation of the Syllabus.</p>	<p>H24</p>	
<p>The new syllabus should not be implemented until all current Hospitality teachers have new training.</p>	<p>H10</p>	
<p>Need to access endorsed syllabus documentation as soon as possible.</p>	<p>H16</p>	<p>Advice regarding the availability of the Hospitality Curriculum Framework will be published on the Board's website immediately after it has been approved by the NSW Minister for Education (<a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html</a>). Further advice will be published in the <i>Board Bulletin</i>. In accordance with the proposed timelines it is anticipated that the Framework will be available during Term 4, 2008.</p>
<p>Query if Hospitality can now be offered to Year 10.</p>	<p>H76, H79, H81, H84</p>	<p>From 2009 students will be able to access VET in Stage 5. Information on accessing VET courses in Stage 5 is located on the Board's website at <a href="http://www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html">www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html</a>.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
Implications for Stage 5 delivery – Certificate III/IV assessor trade qualifications and burden on resources – facilities, teachers, work placement, etc.	H77	
The need for smaller class sizes with teacher/student ratios of 15:1 in line with TAFE NSW.	H18, H24, H75, H82	School system/sector authorities/RTOs are responsible for the provision of resources to support the delivery of courses contained within the Hospitality Curriculum Framework.
Concern at the drain on resources, retraining of teachers, expectations on teachers – particularly in isolated rural communities.	H24	
Textbooks appear to be based on the training packages instead of the HSC requirements. A text on HSC requirements would be beneficial.	H26	It is up to publishing houses to determine which subjects/topics text books are produced for.  Resources in current use may be suitable for the revised courses. School system/sector authorities/RTOs are responsible for the provision of resources.
There is a lack of ‘bush tucker’ food in the syllabus. Food/ingredients like kangaroo meat, emu meat, yabbies, barramundi, Lilly Pilly, Quandongs, wattle seed etc. are featured in many restaurants throughout Australia and should be included in the syllabus. Other ingredients in popular cuisines also need to be considered eg Italian, Thai, Mexican, Middle East, etc.	H03	The Training Package determines the requirements for each unit of competency. Individual RTOs may elect to use a range of ingredients, including native foods, in the delivery and assessment of units of competency.
Request for the HSC indicative hours to be listed in the qualification packaging rules in Section 15.	H68	The AQF Qualification packaging rules in Section 15 of the Part A of the Syllabus have been reproduced directly from the SIT07 Training Package. This text is protected by copyright and can not be changed.  Table 6 in Section 15 of Part A of the Syllabus was developed to assist readers of the document and those responsible for designing learning and assessment programs for Framework courses. This table summarises the status of each unit of competency available in the Hospitality Curriculum Framework in relation to the HSC courses (Sections 8) including the HSC indicative hours and BSB07 Training Package qualification packaging rules (Section 15).

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ISSUE	SOURCE	ACTION/RESPONSE
How is it intended that students access a language as an elective? Could this be via RPL?	H58	Students are not required to undertake a language elective.
Could the indicative hours and the old and new prerequisites be added to the comparison chart of the old/new versions of the syllabus and Training Package?	H84	Once the revised Framework is approved, the Office of the Board will develop documentation including a comparison table and an outline of units of competency and their application statement to aid initial implementation. These will include a range of details including HSC indicative hours and prerequisite requirements as appropriate. These documents will be available from the Board's website ( <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html">www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html</a> ).
Is it possible to develop a document which includes information on the application of the units of competency with units' codes/names to help with planning?	H81	
Will all the units have an 'A' at the end of their code as it is the first edition?	H84	All units from the SIT07 Training Package have new unit codes ending in 'A'.
Query about exclusions against units of competency that overlap with other training packages.	H78, H79, H81, H83	<p>Section 13.3 in Part A of the syllabus provides advice about links between the Hospitality Curriculum Framework and other HSC courses. Currently students may not claim HSC unit credit twice for the same unit of competency in more than one VET course. Where a student is undertaking two VET courses involving common units of competency (ie they have the same unit code), additional units of competency will need to be included in the student's program of study in one of the industry areas to make up the indicative hour requirements for HSC unit credit.</p> <p>This policy is currently under review. Advice regarding any changes to this policy will be published as an Official Notice on the Board's website (<a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a>).</p>

## **5 Written responses**

In addition to survey responses, written responses were received from the following individuals/groups:

<b>Individual</b>
Killara High School
NSW Department of Education and Training, Vocational Education in Schools Directorate
Shoalhaven Anglican School