



**Tourism and Events
Curriculum Framework
Stage 6 Draft Syllabus**

Consultation Report

August 2008

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1 Background

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

The Draft Tourism and Events Curriculum Framework was distributed for comment over the period 2 to 27 June 2008.

The Draft Tourism and Events Curriculum Framework was posted on the Board of Studies website on 29 May 2008. Advice was mailed to all NSW schools, TAFE colleges and Registered Training Organisations (RTOs) delivering courses from the current Framework advising that the syllabus documents were available for downloading from the Board's website. The same advice was also mailed to the VET consultative network.

Following widespread consultation modifications to this draft, have enabled the revised Tourism and Events Curriculum Framework to be finalised for submission to the Industry Curriculum Committee, the VET Advisory Committee and the Board.

1.1 Survey responses

Nine (9) survey responses to the consultation in Tourism and Events were received by 30 June 2008.

The sample profile of survey respondents is as follows:

Individual responses

There were seven individual responses: one from schools and six from TAFE NSW.

School responses

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

TAFE responses

teacher	6	head teacher	0	faculty manager	0
TAFE institute consultant	0	curriculum centre program manager	0	college director	0
institute director	0	nil response	0		
Sydney metropolitan area	4	other town or city	0	rural area	2
nil response	0				

Group responses

There were two group responses: 0 from schools, 2 from TAFE NSW and 0 from others.

TAFE responses

faculty	1	curriculum centre	0	college	0
institute	1	nil response	0		
Sydney metropolitan area	0	other town or city	2	rural area	0
nil response	0				

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

1.2 Profile of structured sample groups

Three (3) structured sample group meetings were conducted. The meetings were held in Armidale, Kogarah and Toronto. Two (2) structured teleconferences were conducted, one in the morning and the other in the afternoon. The participant profile is as follows:

School	3	TAFE NSW	21	Other	2
Location of school/TAFE					
Sydney metropolitan area	10	other town or city	5	rural area	9
Type of school					
government	0	non-government	3		
Position in school					
classroom teacher	2	head of department	1	school executive	0
principal	0	nil response	0		
Total years teaching					
Up to 3 years	0	10–15 years	0	nil response	2
4–9years	0	16 years +	1		
Position in TAFE					
teacher	14	head teacher	6	faculty manager	0
TAFE institute consultant	1	curriculum centre program	0	college director	0
institute director	0	nil response	0		
Other					
parent group	0	community group	1	private training provider	0
business	0	university	0	professional association	0
industry body	1	organisation	0	school sector	0
other	0	nil response	0		
Other organisations					
local	1	state	0	national	1
nil response	0				

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 Tourism and Events in the NSW Higher School Certificate. There were no adverse comments made regarding the rationale.

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 (six respondents agreed, whilst three made no comment), agreeing that the information was clearly presented and easy to understand.

The range of courses proposed within the Tourism and Events Curriculum Framework received a range of responses:

- 16% approval for the 240-hour course designed to provide students with the opportunity to gain knowledge and skills to enable the individual to commence a career and be an effective employee in the Tourism and Events industry
- 68% of respondents indicated support for the Tourism and Events Specialisation Study. The remaining respondents were unsure.

The following comments indicate issues raised during consultation:

'SITXCOM004A Communicate on the telephone and Process financial transactions should be compulsory. Why is Participate in environmentally sustainable work practices compulsory?' Survey # TE10

'Provide event staging support is extremely complex, specialised and would be difficult to get trainers. There are also licensing issues.' Survey # TE14

The majority of respondents (84%) did not agree that the proposed 120-hour course structure enabled flexibility to plan and deliver programs that maximised learning.

Responses included:

'The 120-hour course is too general.' Survey # TE01

'The 120-hour course is still called Tourism and Events however, neither SITTIND001A Develop and update tourism industry knowledge nor SITXEVT001A Develop and update event industry knowledge are listed as compulsory units. The units that are compulsory are so generic they could be seen to be eligible for ANY 120-hour course on offer with TAFE.' Survey # TE04

'The compulsory units are insufficient to gain an understanding of the tourism or event industry. Would suggest including SITTIND001A Develop and update tourism industry knowledge and SITXCOM004A Communicate on the telephone as compulsory units.' Survey # TE02

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. In total 83% of the respondents agreed that the assessment requirements were satisfactorily outlined.

The following comment indicates one of the issues raised during consultation:

‘We need a specimen examination paper to show the changes to the questions.’ Survey # TE10

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.

A total of 68% (approval rate) of respondents agreed that courses within the Tourism and Events Curriculum Framework could be adapted to meet the needs of students with special education needs. Comments included:

‘With the requirements for the Events industry stream *Provide event staging support*, no this is not possible. However, if replaced with *Provide venue information and assistance* or *Provide a briefing or scripted commentary*, this would be possible.’ Survey # TE07

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

2.5 AQF qualification packaging rules

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

A total of 68% of respondents were in agreement that the qualification packaging rules were clear and easy to understand.

One respondent selected ‘disagree’ for this question with the following comment:

‘Because it is lacking the compulsory units of *Develop and update tourism industry knowledge* and *Develop and update event industry knowledge*.’ Survey # TE07

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 a 100% approval rate.

Respondents also indicated (approval rate 84%) that together Parts A and B of the syllabus documentation provided sufficient information to develop teaching/learning programs.

The respondents were divided in their belief that a fair, reliable and valid HSC examination could be developed based on the breadth of learning experiences within the range of examinable units of competency. Approximately 50% of the respondents agreed with the statement and the remaining respondents were either unsure or disagreed. Comments included:

‘I am concerned that students will get confused in the “choice” part of the HSC. It will need to be very well defined for them.’ Survey # TE06

‘*Participate in environmentally sustainable work practices is compulsory* – how are students expected to study and retain all legislative requirements of this unit? How can an HSC paper be fair given the breadth of knowledge required?’ Survey # TE02

‘HSC requirements and advice need to be more specific, especially in regard to studying which destinations for the HSC examination paper.’ Survey TE01

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

2.7 Overall comments

The respondents were divided about the proposed syllabus. Approximately one third of the respondents felt the syllabus was good and needed a little fine tuning, another third felt that the draft syllabus was acceptable but needed some reworking and the remaining third felt it was unsatisfactory in its treatment of some significant issues as identified in their response. Some positive responses included:

‘Overall, the syllabus is fine and I like that you can include events as well.’ Survey # TE01

Some respondents expressed dissatisfaction with the draft syllabus. In general these respondents expressed concern that the compulsory units of competency were not the most advantageous to students undertaking a tourism or events qualification.

While acknowledging a number of positive features about the proposed Framework in general, the main areas of concern include:

- the inclusion of *Participate in environmentally sustainable work practices* as a compulsory unit at the expense of more “useful” tourism units such as *Communicate on the telephone* and *Process financial transactions*
- the quantity of learning in the HSC Requirements and Advice, and uncertainty about the depth of learning required
- inclusion of the unit *Provide event staging support* in the events stream
- removal of the allowance for 50% of work placement to be simulated.

The following comments highlight these concerns:

‘I believe this new Curriculum Framework is sadly lacking in teaching the TVET students “skills” which they can use in the industry – especially when they are doing their compulsory work placement.’ Survey # TE06

‘The syllabus frequently states “basic knowledge” but the HSC performance bands, especially when aiming for a band 6, requires an in-depth knowledge. The Part B needs to give better guidance of the depth of knowledge and understanding required.’ Survey # TE12

'Provide event staging support in the events stream is not practical in a TVET environment due to lack of resources.' Survey # TE05

'The simulated work placement allows us to ensure the students are work ready and not a liability when out in industry.' Survey # TE02

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 Tourism and Events 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
0 %	83 %	0 %	0 %	0 %	17 %

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
0 %	100 %	0 %	0 %	0 %	0 %

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
0 %	17 %	33 %	50 %	0 %	0 %

3.2c The 120-hour Tourism and Events course provides students with the opportunity to develop basic Tourism and Events knowledge and skills.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0 %	0 %	0 %	50 %	50 %	0 %

3.2d The 240-hour Tourism and Events course provides students with the opportunity to gain knowledge and skills to enable the individual to commence a career and be an effective employee in the Tourism and Events industry.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0 %	17 %	0 %	33 %	50 %	0 %

- 3.2e For students with a particular interest in the Tourism and Events industry, the 60 or 120 or 180-hour Tourism and Events Specialisation Study provides the opportunity to gain further credit towards Certificate III qualifications.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0 %	66 %	34 %	0 %	0 %	0 %

3.3 Assessment requirements and advice

This section briefly outlines assessment requirements for the Higher School Certificate (including HSC examination specifications) and for the Training Package.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0%	83 %	17 %	0 %	0 %	0 %

3.4 Students with special education needs

Courses within the Tourism and Events Curriculum Framework can be adapted to meet the needs of these students.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0 %	66%	17 %	17 %	0 %	0 %

3.5 AQF qualification packaging rules

Minimum requirements for achieving the industry qualifications available in the Tourism and Events Curriculum Framework are clear.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
17%	49 %	17 %	17 %	0 %	0 %

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
0 %	100 %	0 %	0 %	0 %	0 %

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
0 %	83 %	17 %	0 %	0 %	0 %

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
0 %	33 %	17 %	33 %	17 %	0 %

3.7 Overall comments

Very good, fine as it is	0 %
Good, a little fine-tuning necessary	17 %
Acceptable, some reworking necessary	33 %
Unsatisfactory in its treatment of some significant issues as identified in this response	33 %
Nil response	17 %

4 Key issues raised in consultation and actions taken

ISSUE	SOURCE	ACTION/RESPONSE
<p>• Course structures</p> <p>Compulsory units in 120-hour course insufficient to gain an understanding of the tourism or events industry.</p>	TE01, TE02	The reduced number of compulsory units of competency in the 120-hour course requirements allows RTOs more flexibility in planning and delivery of the course. RTOs are able to choose units of competency according to characteristics of the selected qualification and local industry requirements.
The course is too generic.	TE14	
The 120 hr course at present does not have any core modules to lead to competency in tourism and events.	TE05	The two compulsory units of competency in the 120-hour course are core for all qualifications available through the Framework.
Include <i>SITTIND001A Develop and update tourism industry knowledge</i> and <i>SITXCOM004A Communicate on the telephone</i> as compulsory units in the 120-hour course...	TE02, TE03, TE04, TE11	<p><i>SITTIND001A Develop and update tourism industry knowledge</i>, <i>SITXEVT001A Develop and update event industry knowledge</i> and <i>SITXCOM004A Communicate on the telephone</i> are available as elective units of competency in the 120-hour course.</p> <p>Based on the feedback provided during consultation and subsequent discussion by the Industry Curriculum Committee (ICC) it was decided to include <i>SITTIND001A Develop and update tourism industry knowledge</i> as a compulsory unit of competency in the 120-hour course.</p>
A basic understanding of either the tourism or events industry is not provided in either stream.	TE07	<i>SITTIND001A Develop and update tourism industry knowledge</i> is compulsory for all students undertaking the 120-hour and 240-hour course regardless of which stream is undertaken. As outlined in the Training Package, the required skills and knowledge for this unit of competency include a ‘broad understanding of the different sectors of the tourism industry and their interrelationships, including a general knowledge of the structure, roles and distribution functions of the following sectors ... (a list is provided including meeting and events)’.
<i>SITTIND001A Develop and update tourism industry knowledge</i> should incorporate events industry knowledge so that students at the end of the 120-hour course can decide on which stream to follow.	TE08	The 120-hour course does not contain streams. Students undertaking a course across two years should be enrolled in the 240-hour course. At the commencement of the 240-hour course a decision needs to be made as to

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ISSUE	SOURCE	ACTION/RESPONSE
When we start a cohort in Year 11, do we have to make a decision as to the stream – tourism or events? Or do we allow them to have a choice at the end of Year 11?	TE11	<p>which AQF VET qualification the student(s) is to be enrolled in.</p> <p>The possible AQF VET qualifications for students undertaking the tourism stream in the 240-hour course is either Certificate II or Certificate III in Tourism. The possible AQF VET qualification for students undertaking the events stream in the 240-hour course is either Certificate III in Events.</p>
<p>The 120-hour course is called ‘Tourism and Events’ however, neither <i>SITTIND001A Develop and update tourism industry knowledge</i> nor <i>SITXEVT001A Develop and update event industry knowledge</i> are listed as compulsory units.</p> <p>The modules that are compulsory are so generic that they could be seen as eligible for any 120-hour course on offer with TAFE.</p>	TE04	<p>The two compulsory units of competency in the 120-hour course are core for all qualifications available through the Framework. <i>SITTIND001A Develop and update tourism industry knowledge</i> has now been included as a compulsory unit of competency in the 120-hour course.</p> <p>Trainers may include <i>SITXEVT001A Develop and update event industry knowledge</i> as an elective in the 120-hour course if desired.</p>
The new curriculum framework is sadly lacking in teaching the VET students skills which they can use in industry, especially when doing their compulsory work placement.	TE09	<p>The Tourism and Events Curriculum Framework is based on the new SIT07 Training Package developed by industry. The courses have been designed to provide students with the opportunity to achieve Certificate II and/or Certificate III qualifications. According to the Training Package, these qualifications provide the skills and knowledge for individuals to be competent in a range of tourism and/or events skills. The qualifications reflect the roles of individuals in varied work contexts.</p> <p>A large range of units of competency are available in the Framework, all of which are practical and relevant to work placement.</p> <p>It is the individual RTO’s responsibility to determine which qualifications and units of competency will be delivered to meet local industry requirements. Teachers and trainers should seek advice from their RTO regarding appropriate units of competency for particular qualifications.</p>
Students will not be competent in any useful skills to work in a tourism industry business. Units included in the course are esoteric and not skill based. They are ‘feel good’ and politically correct units and do not address the needs of employers.	TE06	
Students need to study basic tourism and events modules as core, with reduced elective hours.	TE09	<p>The SIT07 Training Package defines the units of competency that are required to achieve qualifications in the tourism and events industries. The courses within the Tourism and Events Curriculum Framework have been designed to maximise a number of qualification pathways for students.</p> <p>All core units of competency for the Certificates II and III in Tourism and Certificate III in Events and the majority of core units of competency for</p>

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ISSUE	SOURCE	ACTION/RESPONSE
		<p>the specialisations in Certificate III in Tourism have been included in the Framework, along with a large range of elective units of competency.</p> <p>It is the individual RTO's responsibility to determine which qualifications and units of competency will be delivered to meet local industry requirements. Teachers and trainers should seek advice from their RTO regarding appropriate units of competency for particular qualifications.</p>
<p>• Units of competency</p> <p>HSC indicative hours for <i>SITTIND001A Develop and update tourism industry knowledge</i> should be increased.</p>	TE08	<p>Units of competency drawn from Training Packages are not defined in terms of duration. The time required by individual students to achieve competency will vary according to their aptitude and experience.</p>
<p>HSC indicative hours for <i>SITXEVT001A Develop and update event industry knowledge</i> is 20 hours, yet in mainstream TAFE the unit is allocated 27 hours and we have to give credit transfer for students doing it in less time.</p>	TE11	<p>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. However, for the purposes of the HSC, courses must be described in terms 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. 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>HSC indicative hours for <i>SITTTSL001A Operate an online information system</i> needs to be increased. 15 hours is not enough to ensure competency. Mainstream students receive 50-60 hours for this unit.</p>	TE02	<p>The ICC believes that <i>SITTTSL001A Operate an online information system</i> has been confused with <i>SITTTSL010A: Control reservations or operations using a computerised system</i>, which requires the use of a computer reservation system.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
		The ICC advised that <i>SITTTSL001A Operate an online information system</i> requires access to the internet, intranet and internal or external tourism information databases. The ICC considered that the prescribed indicative hours were sufficient to address the content of this unit of competency.
Transportation needs to be included as a sector in <i>SITTIND001A Develop and update tourism industry knowledge</i> .	TE12	The sectors listed in the Required Skills and Knowledge for <i>SITTIND001A Develop and update tourism industry knowledge</i> have been determined by the Training Package developers (Service Skills Australia). The BOS is unable to add to the prescribed list. The ICC agreed that transportation could be added to HSC Requirements and Advice on p 13.
<i>SITTTSL004A Source and provide Australian destination information</i> is outside the scope of events and should be moved to the electives.	TE11	During consultation there was support for retaining this unit of competency as compulsory as it was advantageous for students undertaking the event stream to have this background knowledge. The ICC also supported retaining this unit of competency as compulsory in the 240-hour course as they believed the unit added significant value to students undertaking the events stream.
<i>SITXCOM004A Communicate on the telephone</i> , <i>SITXCOM003A Deal with conflict</i> and <i>SITXFIN001A Process financial transactions</i> should be compulsory as these units are integral to basic entry level skills and work readiness.	TE01, TE02, TE03, TE04 TE12	The units of competency referred to are contained in the elective pool and may be included as electives in either the 120-hour course or the 240-hour course. <i>SITXCOM003A Deal with conflict</i> and <i>SITXFIN001A Process financial transactions</i> are not core units of competency for any qualification available in the Framework. Both units of competency can contribute to the qualifications as an elective. <i>SITXCOM004A Communicate on the telephone</i> can also be selected as an elective for the HSC course where this unit of competency is required for achievement of a qualification.
<i>SITTTSL001A Operate an online information system</i> requires a CRS such as Galileo. How can distance students gain access to this learning experience?	TE12	<i>SITTTSL001A Operate an online information system</i> requires trainees to demonstrate the operation of an online information system which may include the internet, intranet and any internal or external tourism information database.

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ISSUE	SOURCE	ACTION/RESPONSE
<i>SITTTSL001A Operate an online information system</i> requires access to a CRS such as Galileo, which has an annual software cost of \$5,000.	TE14	The Training Package does not mandate the use of any specific Computer Reservations System (CRS) such as Galileo in the delivery of this unit of competency.
<i>SITTTSL001A Operate an online information system</i> could potentially be in both streams.	TE14	<i>SITTTSL001A Operate an online information system</i> has now been moved to the compulsory units of competency for study in the 240-hour course.
The compulsory environmental unit needs to be integrated into <i>SITTIND001A Develop and update tourism industry knowledge</i> as part of the economic, social and environmental impacts on industry. This is currently touched upon in the TAFE module and perhaps mention of legal implications can be reviewed but not too much detail or we will lose students.	TE08	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).
In the 240-hour course suggest removing <i>SITXENV001A Participate in environmentally sustainable work practices</i> from compulsory and replace with <i>SITXCOM004A Communicate on the telephone</i> .	TE02	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.
Unsure about inclusion of <i>Participate in environmentally sustainable work practices</i> . Similar topics are rammed down students' throats in other subjects. <i>Deal with conflict situations</i> would be a better unit as it is a front line skill.	TE13	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.
Students are better engaged in basic skills sets or hands on units rather than <i>SITXENV001A Participate in environmentally sustainable work practices</i> . This new unit has too much theory.	TE12	The legislation included in the HSC Requirements and Advice of the unit <i>SITXENV001A Participate in environmentally sustainable work practices</i> has been reviewed and only the <i>Protection of the Environment Operations Act 1997</i> (NSW) as amended and the WorkCover NSW Code of Practice – Control of Workplace Hazardous Substances are required for HSC study.
Remove <i>SITXENV001A Participate in environmentally sustainable work practices</i> from the core – it is too dry and boring and has too much legislation. It requires higher order skills and knowledge – above the age groups undertaking these courses.	TE12	
<i>SITXENV001A Participate in environmentally sustainable work practices</i> is a politically motivated choice (instead of other far more skills oriented units of competency) and has absolutely no use or relevance to the industry.	TE06	

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ISSUE	SOURCE	ACTION/RESPONSE
<i>SITXENV001A Participate in environmentally sustainable work practices</i> – why core, why not an elective?	TE09	
<i>Process financial transactions</i> provides underpinning skills and knowledge for <i>Perform office procedures</i> and <i>Prepare quotations</i> . Does it need to be stated that financial transactions should be completed before office procedures and quotations?	TE09	There are no prerequisites for the delivery of <i>SITXADM001A Perform office procedures</i> . The prerequisite for the delivery of <i>SITTTSL006A Prepare quotations</i> is <i>SITTTSL002A Access and interpret product information</i> . The Training Package does not require <i>SITXFIN001A Process financial transactions</i> to be delivered prior to units of competency raised in the issue. Individual RTOs, in consultation with their trainers, can determine which units of competency will be delivered and the scope and sequence of the delivery and assessment.
<p>• Optional HSC Examination</p> <p><i>SITXENV001A Participate in environmentally sustainable work practices</i> how are students expected to study and retain all legislative requirements of this unit? How can an HSC paper be fair given the breadth of knowledge required?</p>	TE02	The legislation included in the HSC Requirements and Advice for the unit <i>SITXENV001A Participate in environmentally sustainable work practices</i> has been reviewed and only the <i>Protection of the Environment Operations Act 1997</i> (NSW) as amended and the WorkCover NSW Code of Practice – Control of Workplace Hazardous Substances are required for HSC study. This unit of competency now requires students to have a basic understanding of the difference between law, regulation, code or practice and best practice; an awareness of the main features of environmental legislation (as indicated above) and an understanding of legislative responsibilities of the workplace/organisation and an individual worker.
I'm concerned students will get confused in the 'choice' part of the HSC. It will need to be very well defined for them.	TE06	It is anticipated that the structure of the optional HSC examination for the revised Framework would be a similar format to the current Hospitality examination. This format has successfully been implemented since an industry curriculum framework was developed for Hospitality (commenced 2000).
A specimen paper to show changes to questions is required.	TE09, TE10	The requirement for a new specimen paper is informed by whether there have been changes to the examination specifications and the extent of the changes to the Framework content and Training Package(s) associated with the revised Framework.

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		It is anticipated that a Tourism and Events specimen HSC paper will be produced.
The syllabus frequently states ‘basic knowledge’ but HSC performance bands, especially if aiming for band 6, require an in-depth knowledge.	TE12	<p>The HSC examination and exam performance standards are not based solely on the HSC Requirements and Advice component of the syllabus. The examination standards draw from all components of the examinable units of competency which provides scope for depth of knowledge that can be assessed and reported in the HSC examination.</p> <p>The depth of learning required should be interpreted in the context of the unit and the set of examinable competencies and the associated Employability Skills. The optional HSC examination will test a representative sample of the outcomes and context of the examinable units of competency in any given year which allows demonstration of performance across all levels in the performance scale. The examination questions require students to demonstrate understanding, knowledge and skills obtained throughout the duration of the Tourism and Events Curriculum Framework course. It is possible for students who can contextualise their responses and draw upon learning experiences both from within the classroom and work placement to obtain a higher level performance band.</p>
The modules included in each stream are practical. Specifications for the HSC examination will need to be reviewed to enable students to be examined.	TE05	<p>The optional HSC examination is a written exam which enables students to have their study and achievement in the Tourism and Events course count towards the calculation of their UAI. The inclusion of the optional HSC examination increases students’ options and future pathways.</p> <p>The examinable units of competency provide a range of units from which the optional HSC examination can be developed and which can be examined on an ongoing basis.</p> <p>For the ‘practical’ units of competency, students will be examined on the underlying knowledge and content that would be required to enable students to develop their skills and demonstrate competence.</p> <p>In many cases the ‘practical’ units reinforce student understanding and provide them with a context of 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.
<p>● Part B of the Syllabus</p> <p><i>SITTTSL004A Source and provide Australian destination information</i> needs to provide specific advice in the HSC Requirements and Advice. It is very broad and there is no detail about the depth of study.</p> <p>It may be possible to align this to regional areas in states, of which NSW has 12.</p>	TE05, TE12, TE11	<p>The ICC acknowledged the need to assist students to successfully prepare for the optional HSC examination.</p> <p>The ICC has now prescribed the depth of knowledge required for HSC study in the HSC Requirements and Advice column on page 25 of Part B.</p>
<p><i>SITTTSL004A Source and provide Australian destination information</i> should cover:</p> <ul style="list-style-type: none"> ▪ the basic geography of Australia <ul style="list-style-type: none"> - destination advice should be aligned to each state government’s tourist destination regions as defined in their website ▪ at least 2–3 main tourist sites in each state as a minimum. 	TE08	
<p>For <i>SITTTSL004A Source and provide Australian destination information</i> it would be preferable to specify a number of destinations that students could be expected to call upon in their HSC response.</p>	TE12	
<p>In the HSC Requirements and Advice for <i>SITTTSL004A Source and provide Australian destination information</i>, there need to be limits on the Australian destination requirements to make it more achievable for the students.</p>	TE01, TE05, TE08, TE11, TE12, TE14	
<p><i>SITTTSL004A Source and provide Australian destination information</i> is relevant to tourism and events. It would be appreciated if depth of study was clearly indicated.</p>	TE13	
<p>Part B needs to give better guidance to the depth of knowledge and understanding required.</p>	TE09, TE12	The stem sentences used in the HSC Requirements and Advice are designed to indicate the depth of learning required.

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Some modules need more specific boundaries for study (e.g. tourism products in <i>SITTTSL005A Sell tourism products and services</i>)	TE05	<p>The Training Package clearly outlines the essential skills and knowledge required to achieve competence in this unit. Specific details are outlined in the Required Skills and Knowledge and in the Range Statement. 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.</p> <p>The HSC Requirements and Advice column details the minimum learning experiences required for the HSC.</p>
BOS interpretation of what should be included in Part B content is inappropriate for Statement of Attainment and Certificate II levels.	TE09	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.
<p>• Qualifications available through the Framework</p> <p>Employment outcomes for proposed Tourism TVET Curriculum Framework course are not realistic.</p>	TE09	The ICC advised that Certificate II in Tourism is a broad qualification and that RTOs must carefully choose units of competency to meet job outcomes.
Is guiding available in the Framework?	TE10	<p>Specialist qualifications in guiding are not available in the Tourism and Events Curriculum Framework.</p> <p>The ICC has advised that guiding has not been included within the Tourism and Events Curriculum Framework as it is not appropriate pathway for HSC students. A guiding qualification requires life skills and has a complex progression of units that is beyond the level of study required for the HSC. Work placement opportunities in guiding are also extremely limited.</p>

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<p>Can students obtain a Certificate III through a 240-hour course? Certificate III would need more than 240-hours unless the new qualifications are lower than the existing qualifications.</p>	<p>TE10</p>	<p>Depending on choice of electives, it is possible for a student to achieve Certificate III in Tourism or Events, provided the units of competency selected comply with the packaging rules for these AQF VET qualifications.</p> <p>Whilst it is possible to achieve Certificate III in Tourism or Events in the 240-hour course, the RTO delivering the qualification must plan delivery based on the job outcome as well as providing credit transfer. It is more likely that a student would achieve a Certificate III in Tourism or Events through the 120-hour specialisation study.</p> <p>There has been no suggestion that the new qualifications in SIT07 are not as rigorous as the previous qualifications in THH02.</p>
<p>Can we still elect to deliver a Certificate II instead of a Certificate III?</p>	<p>TE10</p>	<p>Certificate II in Tourism is available through the 240-hour course of the Framework.</p> <p>The qualification to be delivered is determined by the RTO. The trainer/teacher must be accredited to deliver the units of competency and the RTO must have these units and the qualification on their scope of registration.</p>
<p>Is the Certificate I in Tourism (Australian Indigenous Culture) available only to Indigenous students?</p>	<p>TE10</p>	<p>Certificate I in Tourism (Australian Indigenous Culture) is able to be undertaken by non-Indigenous students.</p>
<p>Certificate I in Tourism (Australian Indigenous Culture) poses many problems including availability of skilled and knowledgeable trainers, 'outsiders' not able to enter regions without contact with Elders, specific protocols related to community/mob/clan/networks, knowledge of traditional contemporary practices. Has a member of the Aboriginal Education and Training Unit been involved in the development of the Framework? Who should these concerns be forwarded to?</p>	<p>TE09</p>	<p>As a result of consultation, Certificate I in Tourism (Australian Indigenous Culture) is no longer available through the Framework.</p> <p>However, <i>SITTGDE008C Research and share general information on Australian Indigenous culture</i> and <i>SITTGDE009A Interpret aspects of local Australian Indigenous culture</i> are available as electives for all courses in the Framework. These units of competency were written by Service Skills Australia – developers of the SIT07 Training Package.</p> <p>Concerns relating to this qualification and these units of competency and their content should be conveyed directly to Service Skills Australia.</p>

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<p>● Assessment</p> <p>Assessment requirements are not feasible when trying to implement valid/reliable assessments for events if compulsory units such as <i>SITXEVT002A Provide event staging support</i> are included.</p>	TE04, TE07	<p><i>SITXEVT002A Provide event staging support</i> is a core unit of competency for achievement of Certificate III in Events.</p> <p>Feedback from the consultation process indicated positive support for the removal of <i>SITXEVT002A Provide event staging support</i> from the compulsory events stream to the elective pool of the 240-hour course.</p> <p>It is expected that RTOs delivering this unit of competency will be able to meet the assessment requirements required by the Training Package and outlined in the unit of competency.</p>
<p>● Teacher training/qualifications</p> <p><i>SITXEVT002A Provide event staging support</i> is extremely complex and specialised and would be difficult to staff.</p>	TE12, TE14	<p>Feedback from the consultation process indicated positive support for the removal of <i>SITXEVT002A Provide event staging support</i> from the compulsory events stream to the elective pool of the 240-hour course.</p>
<p>The training package requires trainers to have first aid training to be able to deliver the OHS unit.</p>	TE14	<p>The Training Package does not mandate training in first aid as a prerequisite for the delivery of <i>SITXOHS001A Follow health, safety and security procedures</i>.</p>
<p>● Work placement</p> <p>Difficulty finding suitable work placement for students.</p> <p>Suggest Year 11 could be simulated work placement on campus integrating all units. In Year 12 an off-site placement is more appropriate.</p> <p>The strategy of using a simulated work environment gives the teacher first hand assessment of the student to know that they are ready for industry placement the following year.</p>	TE03	<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>A component of work placement for VET courses is also required in other states such as Tasmania and South Australia.</p>
<p>Simulated environment should be allowed for 100% as rural areas find it extremely difficult to place students in meaningful placements.</p>	TE08	<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>

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If simulated work placement is not allowed, specific funding needs to be written into the syllabus.		<ul style="list-style-type: none"> - progress towards the achievement of industry competencies - develop appropriate attitudes towards work - learn a range of behaviours appropriate to the industry
Simulated work placement provides the opportunity to ensure students are work ready and not a liability in industry. Industry relationships have been fostered by providing students who are work ready – a benefit for students, staff and industry.	TE02	<ul style="list-style-type: none"> - practise and apply skills acquired off-the-job in a classroom or workshop - develop additional skills and knowledge, including the employability skills.
<p>Extensive work placement is needed to achieve Certificate III.</p> <p>Access to placements for Certificate II is not a problem.</p> <p>Should work placement be in proportion to the qualification being studied? Example, 70 hours for Certificate II and more for Certificate III.</p> <p>Appropriate work placements for events must be assessed before offering this qualification.</p> <p>Removal of the 50% simulated work placement provision in this region would not be a problem.</p>	TE10	<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> <p>The BOS prescribes mandatory work placement hours according to the course being undertaken.</p> <p>Students undertaking a 120 indicative hour course are required to complete a 35-hour work placement. Students undertaking a 240 indicative hour course are required to complete 70 hours of work placement.</p> <p>If a student is undertaking a specialisation study to gain further credit towards a Certificate III qualification, they are required to undertake additional work placement hours. Students undertaking a 60 indicative hour specialisation study are required to undertake an additional 14 hours of work placement (ie a total of 84 hours). Students undertaking a 120 indicative hour specialisation study are required to undertake an additional 35 hours of work placement (ie a total of 105 hours).</p>
<p>Access to work placements in rural areas is limited.</p> <p>The removal of simulated work placement would place extra demands and pressures on our work placement hosts. A simulated environment in the past has provided a more real life industry model to our students.</p>	TE03, TE04 TE11	<p>Simulated work placement events can still be used as part of effective learning and assessment strategies by RTOs.</p>
Work placement students are not getting valid placements from LCP placements. The nature of the placement and the HSC commitments is causing students to turn away from the Framework. Can consideration be given to one placement only?	TE12	<p>The Board of Studies has formally endorsed the following principles regarding work placement in HSC VET courses.</p> <p>Principle 1</p> <p>Work placement must have a clearly articulated and documented purpose.</p>
Is simulation possible in the new syllabus? I would like simulation to be available in our teaching environment.	TE13	The structure of the work-based learning experience needs to be planned and developmental.

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With removal of 50% simulation it will make it very difficult for events work placement as simulation can provide a more valuable experience.	TE14	<p>Principle 2</p> <p>The scheduling of the work placement should reflect student readiness and should complement off-the-job learning programs.</p> <p>Principle 3</p> <p>Work placement should be relevant to the VET courses being undertaken.</p> <p>Principle 4</p> <p>Work placement can provide opportunities for work-based assessment.</p> <p>Learning in the workplace will enable students to:</p> <ul style="list-style-type: none"> • progress towards the achievement of industry competencies • develop appropriate attitudes towards work • learn a range of behaviours appropriate to the industry • practise skills acquired in the classroom or workshop • develop additional skills and knowledge, including the key competencies.
The elimination of simulated work placement I believe to be a risky step. I am experiencing the decline in options available to current students and the demands on being able to offer a selection of experiences. I would like to see this option remain and be permitted for 35 of the 70 hours requirement.	TE04	
Removing a simulated experience for at least one of the weeks would disadvantage country and outer area schools which do not have access to the wholesale sector. A simulated office would enable delivery of a simulated experience. This would allow for exercises and documentation that would resemble a wholesale environment.	TE04	
In relation to event stream work placement, removing the ability to run events on campus in conjunction with the student association would disadvantage many students. These placements offer an overall event planning experience instead of just satchel packing at a large event. Also, some events may not be able to take students under 18 years of age, so we will need as many opportunities as possible.	TE04	
Removal of 50% simulated work placement. Accessible and suitable placement for students with physical disabilities can be limited and easily exhausted.	TE04	
<p>• Implementation and support</p> <p>Does the 120-hour course really require a tourism/events teacher to deliver it?</p>	TE14	

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		(c) <i>continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.</i>
<p>For effective timetabling it is imperative that both the tourism and events streams are the same hours.</p> <p>Also an equity issue. It would be most problematic to promote a certificate course which required different hours. It would be viewed as unfair that some students need to come for longer periods to complete than others.</p> <p>Need to consider consistency across colleges in the view that often we are expected to pick up students moving intrastate and where hours/modules are delivered in a different structure.</p>	TE04	<p>Regardless of whether a student undertakes the tourism or events stream, total course hours are the same (ie 240 indicative hours).</p> <p>The streams differ by 5 HSC indicative hours. Therefore, students undertaking the events stream are required to undertake 65 HSC indicative hours of electives, while the tourism stream students are required to undertake 60 HSC indicative hours of electives.</p> <p>It is the responsibility of the school system/sector or RTO to determine the scope and sequence of delivery of this course.</p>
<i>Provide event staging support</i> is not practical in TVET due to lack of resources.	TE05	Feedback from the consultation process indicated strong support for the removal of <i>SITXEVT002A Provide event staging support</i> from the compulsory event stream to the elective pool. This unit of competency has now been moved to the elective pool.
Some colleges will be disadvantaged as they do not have the technical resources to deliver <i>Provide event staging support</i> which should be elective, not compulsory.	TE07	During consultation many respondents indicated that the majority of TAFE colleges would not have neither the resources nor a teacher able to deliver this unit of competency.
Timetabling issues in the delivery of this course.	TE14	Further advice should be sought from your school system/sector authority and/or RTO to help you to address any concerns regarding timetabling.
<i>Working with colleagues and customers</i> and <i>OHS</i> are common across a number of HSC courses and this can cause problems for students doing more than one VET course, eg tourism and hospitality.	TE13	This concern has been noted and will be taken into account in a broad review of policy relating to credit transfer and recognition of prior learning.
<p>● Other</p> <p>After consultation any changes will need to be reviewed before deciding if structures are appropriate and programs can be developed.</p>	TE05	Members of the Tourism ICC will review feedback and any amendments to the syllabus documents prior to finalisation of the Framework.

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		The Tourism ICC provides advice to project officers to inform them of the development of the industry curriculum framework and to represent the views and interest of key stakeholders.
Unsure of where standards packages are located and how to access them. Suggest a link be placed on the Vocational Education page of the Board's website.	TE13	The Assessment Resource Centre contains HSC standards packages with samples of student work in the VET Framework HSC examinations. A link is provided on the right-hand side of the Board of Studies website home page (http://arc.boardofstudies.nsw.edu.au/go/hsc/)
Two separate status tables.	TE14	Table 5 provides an overview for Certificate II in Tourism, Certificates III in Tourism and Tourism (Retail Travel Sales). Table 6 provides an overview for Certificates III in Tourism (Tour Wholesaling), Tourism (Visitor Information Services) and Events.
Access to VET in Stage 5. Guidelines for accessing VET in Stage 5. Pathway planning for students commencing VET in Stage 5.	TE08, TE10, TE11	<i>Guidelines for Access to Vocational Education and Training (VET) Courses in Stage 5 in 2009</i> is available on the Board of Studies website at www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html