



Tourism Curriculum Framework

Stage 6 Syllabus Part A

for implementation from 2003

**Tourism (120 indicative hours)
Tourism (240 indicative hours)
Tourism Extension (60 or 120 indicative hours)**

2002

PLEASE NOTE

The HSC examination specifications detailed in this syllabus refer to the 2009 HSC examination. New HSC examination specifications will apply to the new syllabus endorsed for the 2010 HSC examination and beyond.

Acknowledgement

Units of competency from the Tourism Training Package in Part B of this syllabus are © Australian National Training Authority (ANTA).
Reproduced with permission.

The following copyright warning applies to the material from the Training Package:

All rights reserved. This work has been produced initially with the assistance of funding provided by the Commonwealth Government through ANTA. This work is copyright, but permission is given to trainers and teachers to make copies by photocopying or other duplicating processes for use with their own training organisations or in a workplace where the training is being conducted. This permission does not extend to the making of copies for use outside the immediate training environment for which they are made, nor the making of copies for hire or resale to third parties. The views expressed in this version of the work do not necessarily represent the views of ANTA. ANTA does not give warranty nor accept any liability.

Material on p 7 from *Securing Their Future* © NSW Government 1997.

© 2002 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study. Teachers in schools in NSW may make multiple copies, where appropriate, of sections of the HSC papers for classroom use under the provisions of the school's Copyright Agency Limited (CAL) licence.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

November 2002

ISBN 1 7409 9473 6

2002538

Contents

1	Introduction to Industry Curriculum Frameworks.....	5
2	Documentation associated with Industry Curriculum Frameworks	6
	2.1 Industry Curriculum Framework documentation	6
3	The Higher School Certificate program of study	6
4	Vocational Education and Training (VET) in the NSW Higher School Certificate	7
	4.1 The National Training Framework.....	7
	4.2 Industry Curriculum Frameworks	8
	4.3 Determination of VET qualifications for HSC students.....	8
5	Rationale.....	9
6	Aim	9
7	Tourism Curriculum Framework.....	10
	7.1 Training Package qualifications	10
	7.2 Units of competency included in the Tourism Curriculum Framework.....	12
8	Course structures	13
	8.1 Courses within the Tourism Curriculum Framework.....	13
	8.2 HSC course structures and AQF qualifications.....	14
	8.3 Allocation of HSC indicative hours of credit	16
	8.4 Tourism (120 indicative hours)	16
	8.5 Tourism (240 indicative hours)	17
	8.6 Tourism Extension (60 or 120 indicative hours).....	19
9	Outcomes and content	20
	9.1 Units of competency	20
	9.2 Course delivery.....	21
10	Work placement.....	21
11	Assessment requirements and advice	22
	11.1 Competency-based assessment.....	23
	11.2 Training package requirements	23
	11.3 The Competency Record Book.....	24
	11.4 HSC Examination: Tourism (240 indicative hours).....	24
	11.5 Higher School Certificate Examination specifications.....	25
12	HSC requirements and certification	26
	12.1 Course Completion Requirements.....	26
	12.2 Preliminary and HSC unit credit	26
	12.3 Higher School Certificate Record of Achievement.....	26
	12.4 AQF qualifications	26
13	Other information	27
	13.1 Providing for all students.....	27
	13.2 Key competencies.....	28
	13.3 Links between the Tourism Curriculum Framework and other HSC courses.....	29
	13.4 Articulation to further training	30
14	AQF levels.....	30
15	Minimum requirements for AQF Qualifications	31
16	Glossary	35

1 Introduction to Industry Curriculum Frameworks

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

Industry curriculum frameworks are based on national endorsed training packages. They specify the range of industry-developed units of competency from the relevant training packages that have been identified as suitable for the purposes of the Higher School Certificate. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses for the purpose of gaining unit credit for the Higher School Certificate. Wherever possible, VET courses in industry curriculum frameworks are aligned to national training package qualifications.

This industry curriculum framework contains HSC Tourism VET courses delivered by:

- schools
- TAFE colleges
- other Registered Training Organisations (RTOs) on behalf of schools or TAFE colleges for the Higher School Certificate.

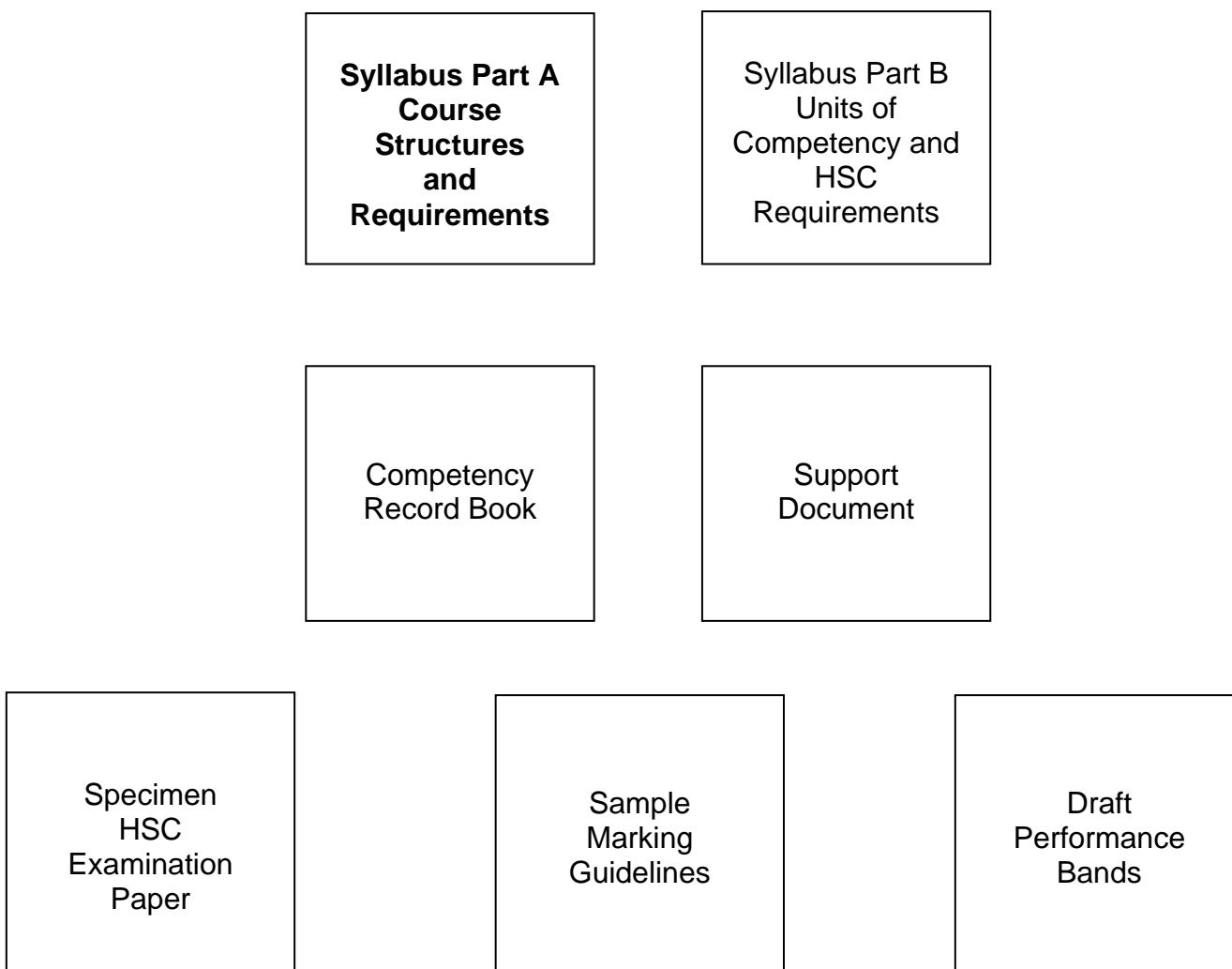
2 Documentation associated with Industry Curriculum Frameworks

The documentation for industry curriculum frameworks has been written to assist teachers and trainers develop teaching and assessment programs and to help manage the achievement of competency by Higher School Certificate candidates.

The purpose of Part A of the Tourism Curriculum Framework Stage 6 Syllabus is to describe how students may achieve unit credit towards the Higher School Certificate and credit towards a vocational qualification. It contains general advice about the Tourism Curriculum Framework and describes course structures and requirements, including work placement. This document should be used as the first reference when planning the implementation of VET courses for the Higher School Certificate.

The set of documents associated with the curriculum framework is shown below.

2.1 Industry Curriculum Framework documentation



3 The Higher School Certificate program of study

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

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

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

4.1 The National Training Framework

All accredited VET programs, including those for HSC students, must meet the requirements of the National Training Framework (NTF).

The key components of the National Training Framework are:

- The Australian Qualifications Framework (AQF)

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

All training packages contain three mandatory or 'endorsed' components on which AQF VET qualifications in the relevant industry are based:

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

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

- **The Australian Quality Training Framework (AQTF)**

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

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

4.2 Industry Curriculum Frameworks

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

An industry curriculum framework describes the range of units of competency from the relevant training package that is endorsed by the Board of Studies for inclusion in the NSW Higher School Certificate.

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

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

An optional HSC examination is attached to the 240 indicative hour course. The examination mark may be included for UAI calculation purposes.

4.3 Determination of VET qualifications for HSC students

The HSC VET Curriculum Frameworks are based on units of competency and qualifications contained in nationally endorsed training packages. These qualifications are determined by the qualification rules for each training package, referred to as qualification packaging rules. The rules describe the number and range of units of competency required for qualifications eligibility.

Course structures for the HSC are described in each VET Curriculum Framework syllabus. In order to have satisfactorily completed a framework course, students must follow the course structure, attempt the required units of competency with diligence and sustained effort, and fulfil work placement requirements.

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 qualification. Refer to Section 8.2.

In some HSC courses, students might not achieve all of the specified units of competency for the purposes of the HSC, but may still be eligible for the qualification as a result of meeting the requirements of the packaging rules for that qualification.

Sections 8.4, 8.5 and 8.6 outline the Tourism course structures within the Tourism Curriculum Framework.

Section 15 outlines the qualification packaging rules for each qualification contained within the Tourism Industry Curriculum Framework and should be consulted when selecting units of competency.

5 Rationale

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

The view of Tourism Training Australia is that “people who want to succeed in the industry should have good communication skills, a strong customer focus, smart presentation and grooming, organisational skills, an ability to work in a team, an ability to work well under pressure and good technical skills and knowledge” (www.tourismtraining.com.au).

The Tourism industry has a well-established qualification framework organised around a range of areas in the tourism sectors.

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

The study of courses in the Tourism Curriculum Framework can lead to a variety of career opportunities across a range of industries. Enterprises for which tourism competencies are required include retail travel agencies, tour wholesalers and operators, theme parks and attractions, tourist associations, conference/convention centres and visitor information centres, as well as many enterprises within the hospitality sector.

6 Aim

The Tourism Curriculum Framework is designed to enable students to acquire a range of technical, personal, interpersonal and organisational skills valued both within and beyond the workplace. Students will also acquire underpinning skills and knowledge related to functional areas within the tourism industry. Through study of this framework, students will gain experience that can be applied in a range of contexts, including work, study and leisure. Study within this framework will also assist students in making informed career choices.

7 Tourism Curriculum Framework

7.1 Training Package qualifications

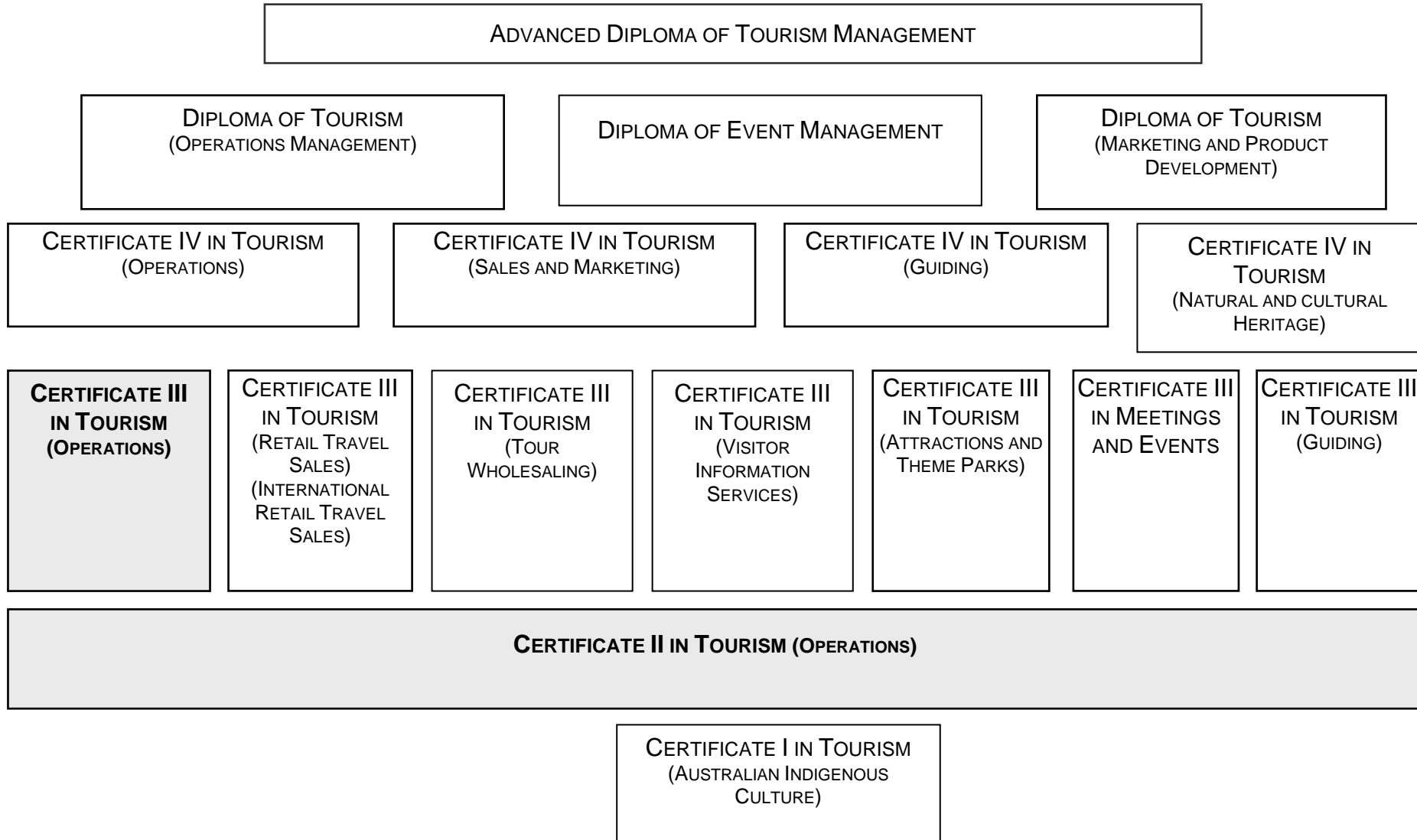
The Tourism Curriculum Framework is based on the national Tourism Training Package (THT02).

This training package incorporates six nationally recognised qualification levels ranging from AQF Certificate I to an Advanced Diploma of Tourism Management, based on the national Tourism competency standards. These qualifications are shown in Table 1. Packaging requirements for qualifications are reproduced in Section 15.

The qualifications and/or statements of attainment showing partial completion available in the Tourism Curriculum Framework are indicated in **bold**.

Table 1. Qualifications available within the Tourism Training Package

National Code	Qualification Name
	<i>Indigenous Culture Qualification (Cert I)</i>
THT10102	Certificate I in Tourism (Australian Indigenous Culture)
	<i>Cross-industry Qualifications (Cert II – III)</i>
THT20502	Certificate II in Tourism (Operations)
THT31002	Certificate III in Tourism (Operations)
	<i>Sector-Specific Tourism Qualifications (Cert III – IV)</i>
THT30202	Certificate III in Tourism (Retail Travel Sales)
THT30302	Certificate III in Tourism (International Retail Travel Sales)
THT30502	Certificate III in Tourism (Tour Wholesaling)
THT30602	Certificate III in Tourism (Visitor Information Services)
THT30702	Certificate III in Tourism (Attractions and Theme Parks)
THT30902	Certificate III in Tourism (Guiding)
THT40302	Certificate IV in Tourism (Guiding)
THT40402	Certificate IV in Tourism (Natural and Cultural Heritage)
	<i>Meetings and Event Management Qualifications</i>
THT30102	Certificate III in Meetings and Events
THT50202	Diploma of Event Management
	<i>Cross-Industry Tourism Qualifications (Cert IV – Advanced Diploma)</i>
THT40102	Certificate IV in Tourism (Sales & Marketing)
THT40202	Certificate IV in Tourism (Operations)
THT50102	Diploma of Tourism (Marketing and Product Development)
THT50302	Diploma of Tourism (Operations Management)
THT60102	Advanced Diploma of Tourism Management



Certificate II is designed to reflect the role of individuals who work in a tourism context, who perform a range of mainly routine tasks and who work under direct supervision. This entry-level qualification is flexible and broadly based and is designed to meet a broad range of industry needs.

Certificate III is designed to reflect the role of individuals who work in a tourism context, perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations.

The qualifications in Tourism available in the Tourism Curriculum Framework are:

- Certificate II in Tourism (Operations) THT20502
- Certificate III in Tourism (Operations) THT31002.

If a qualification is only partly achieved, a Statement of Attainment can be issued for successful achievement of a single unit or for a group of units. At a later date, a person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for a full qualification. RTOs must recognise and give credit for the competencies that have been recorded on a Statement of Attainment.

7.2 Units of competency included in the Tourism Curriculum Framework

The Tourism Curriculum Framework includes the following units of competency from the Tourism Training Package.

Table 2. Units of Competency in the Tourism Curriculum Framework

Units of competency		Tourism area	HSC indicative hours of credit
THHCOR01B	Work with colleagues and customers	Common Core	10
THHCOR02B	Work in a socially diverse environment	Common Core	5
THHCOR03B	Follow health, safety and security procedures	Common Core	10
THHGCS01B	Develop and update local knowledge	Customer Service, Sales and Marketing	10
THHGGA01B	Communicate on the telephone	General Administration	5
THHGGA02B	Perform office procedures	General Administration	15
THHGFA01B	Process financial transactions	Financial Administration	15
THTTCO01B	Develop and update tourism industry knowledge	Tourism Core	25
THTSOP02B	Source and provide destination information and advice	Sales and Office Operations	55
THTSOP03B	Access and interpret product information	Sales and Office Operations	35
THHGCS02B	Promote products and services to customers	Customer Service, Sales and Marketing	10
THHGCS03B	Deal with conflict situations	Customer Service, Sales and Marketing	5
BSBCMN205A	Use business technology	Computer Technology	20
BSBCMN213A	Produce simple word-processed documents	Computer Technology	25

The HSC examination specifications detailed in this syllabus apply to the 2009 HSC examination.
New HSC examination specifications will apply to the new syllabus endorsed for the 2010 HSC examination and beyond.

Units of competency		Tourism area	HSC indicative hours of credit
THTSOP15B	Process and monitor event registrations	Meetings and Events	15
THTFME01B	Coordinate guest and delegate registrations at venues	Meetings and Events	15
THTFME03A	Develop and update event industry knowledge	Meetings and Events	10
THTFME09A	Develop and update knowledge of protocol	Meetings and Events	15
THTSOP05B	Prepare quotations	Sales and Office Operations	10
THTSOP06B	Receive and process reservations	Sales and Office Operations	25
THTSOP09B	Process non-air documentation	Sales and Office Operations	30
THTFAT01B	Provide on-site information and assistance	Attractions and Theme Parks	10
THTFTG07B [*]	Research and share general information on Australian Indigenous cultures	Guiding	15

* This optional unit can only be delivered after having approval from your relevant school authority.

8 Course structures

8.1 Courses within the Tourism Curriculum Framework

An industry curriculum framework for the Higher School Certificate describes the units of competency that have been identified as being suitable for the purposes of the Higher School Certificate. Units of competency in the Tourism Curriculum Framework are detailed in Table 2.

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

The Tourism Curriculum Framework includes the following courses:

- Tourism (120 indicative hours)
- Tourism (240 indicative hours)
- Tourism Extension (60 indicative hours)
- Tourism Extension (120 indicative hours).

The selection of units of competency within course structures should provide the opportunity for students to achieve eligibility for a qualification. Section 8.2 provides information on HSC course structure and AQF qualifications. Section 15 outlines the qualification packaging rules for each qualification contained within the Tourism Industry Curriculum Framework. Both sections should be consulted when designing courses.

Compulsory units of competency are those which are mandatory to study for the **HSC** course. **Core** units of competency are those required under the **AQF** to be eligible for the vocational qualification. Refer to Section 8.2.

8.2 HSC course structures and AQF qualifications

Units of competency			HSC Courses		AQF Qualification: Tourism (Operations)	
Unit code	Unit title	Functional area	Tourism (120 indicative hours)	Tourism (240 indicative hours)	Certificate II in Tourism (Operations)	Certificate III in Tourism (Operations)
THHCOR01B	Work with colleagues and customers	Common Core	compulsory	compulsory	core	core
THHCOR02B	Work in a socially diverse environment	Common Core	compulsory	compulsory	core	core
THHCOR03B	Follow health, safety and security procedures	Common Core	compulsory	compulsory	core	core
THHGCS01B	Develop and update local knowledge	Customer Service, Sales and Marketing	compulsory	compulsory	core	core
THHGGA01B	Communicate on the telephone	General Administration	compulsory	compulsory	elective	core
THHGGA02B	Perform office procedures	General Administration	elective	compulsory	elective	elective
THHGFA01B	Process financial transactions	Financial Administration	elective	compulsory	elective	elective
THTTCO01B	Develop and update tourism industry knowledge	Tourism Core	compulsory	compulsory	core	core
THTSOP02B	Source and provide destination information and advice	Sales and Office Operations	–	compulsory	elective	elective
THTSOP03B	Access and interpret product information	Sales and Office Operations	–	compulsory	elective	elective

Tourism Curriculum Framework Stage 6 Syllabus

The HSC examination specifications detailed in this syllabus apply to the 2009 HSC examination.
New HSC examination specifications will apply to the new syllabus endorsed for the 2010 HSC examination and beyond.

Unit code	Unit title	Functional area	Tourism (120 indicative hours)	Tourism (240 indicative hours)	Certificate II in Tourism (Operations)	Certificate III in Tourism (Operations)
THHGCS02B	Promote products and services to customers	Customer Service, Sales and Marketing	elective	elective	elective	core
THHGCS03B	Deal with conflict situations	Customer Service, Sales and Marketing	elective	elective	elective	core
BSBCM205A	Use business technology	Computer Technology	elective	elective	elective	elective
BSBCM213A	Produce simple word-processed documents	Computer Technology	elective	elective	elective	elective
THTSOP15B	Process and monitor event registrations	Meetings and Events	–	elective	elective	elective
THTFME01B	Coordinate guest and delegate registrations at venues	Meetings and Events	–	elective	elective	elective
THTFME03A	Develop and update event industry knowledge	Meetings and Events	elective	elective	elective	elective
THTFME09A	Develop and update knowledge of protocol	Meetings and Events	–	elective	elective	elective
THTSOP05B	Prepare quotations	Sales and Office Operations	–	elective	elective	elective
THTSOP06B	Receive and process reservations	Sales and Office Operations	elective	elective	elective	elective
THTSOP09B	Process non-air documentation	Sales and Office Operations	–	elective	elective	elective
THTFAT01B	Provide on-site information and assistance	Attractions and Theme Parks	elective	elective	elective	elective
THTFTG07B	Research and share general information on Australian Indigenous cultures	Guiding	–	elective	elective	elective

8.3 Allocation of HSC indicative hours of credit

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

However, for the purposes of the Higher School Certificate, courses must be described in terms of their indicative hours. Courses are 120 indicative hour courses, 240 indicative hour courses or (in the case of extension courses) 60 indicative hour courses.

For this reason, indicative hours for unit credit towards the Higher School Certificate have been assigned to each unit of competency within the framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements 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 in Table 2, only the delivery hours. It is also expected that students will need to spend additional time in practicing skills in a work environment and in completing projects and assignments, in order to fulfil industry assessment requirements.

Table 2 lists the indicative hours assigned to each unit of competency included in the Tourism Curriculum Framework for the purpose of unit credit towards the Higher School Certificate.

8.4 Tourism (120 indicative hours)

Purpose

The purpose of this course is to provide students with basic skills and knowledge as preparation for entry-level employment in a Tourism environment.

Course Structure

This course is comprised of six compulsory units of competency and nine elective units of competency.

Section 15 outlines the qualification packaging rules for each qualification contained within the Tourism Industry Curriculum Framework. This should guide selection of units of competency.

It is recommended that the combination of units of competency chosen provide broad experiences across the industry.

120 indicative hour courses are accredited for a total of two Preliminary and/or HSC level units.

Course Requirements

Students must undertake **all** of the compulsory units of competency plus a **minimum** of 55 hours of elective units of competency.

Students must complete a minimum of 35 hours of mandatory work placement.

Table 3. Tourism (120 indicative hours)

COMPULSORY Attempt ALL units		
Unit code	Unit title	HSC hours
THHCOR01B	Work with colleagues and customers	10
THHCOR02B	Work in a socially diverse environment	5
THHCOR03B	Follow health, safety and security procedures	10
THHGCS01B	Develop and update local knowledge	10
THHGGA01B	Communicate on the telephone	5
THTTCO01B	Develop and update tourism industry knowledge	25

AND

ELECTIVE Attempt a minimum of 55 hours		
Unit code	Unit title	HSC hours
THHGCS03B	Deal with conflict situations	5
THHGGA02B	Perform office procedures	15
THHGFA01B	Process financial transactions	15
THHGCS02B	Promote products and services to customers	10
BSBCMN205A	Use business technology	20
BSBCMN213A	Produce simple word-processed documents	25
THTFME03A	Develop and update event industry knowledge	10
THTSOP06B	Receive and process reservations	25
THTFAT01B	Provide on-site information and assistance	10
Possible Qualification: Statement of Attainment towards Certificate II in Tourism (Operations) THT20502		

Qualifications

To receive AQF qualifications, students must meet the assessment requirements of the Tourism Training Package. A qualified assessor must conduct assessment.

Qualification rules are contained in Section 15 of Part A of this syllabus.

Further information on assessment is included in Section 11 of Part A of this syllabus.

8.5 Tourism (240 indicative hours)

Purpose

The purpose of this course is to provide students with the opportunity to gain a range of skills and knowledge suitable for employment in a Tourism environment and to provide pathways for university and other tertiary study.

Course structure

This course is comprised of ten compulsory units of competency and thirteen elective units of competency.

Section 15 outlines the qualification packaging rules for each qualification contained within the Tourism Industry Curriculum Framework. This should guide selection of units of competency.

It is recommended that the combination of units of competency chosen provide broad experiences across the industry.

240 indicative hour courses are accredited for a total of four Preliminary and/or HSC level units.

Course requirements

Students must attempt **ALL** compulsory units of competency and a **minimum** of 55 hours of elective units of competency.

Students must complete a minimum of 70 hours of mandatory work placement.

An external written Higher School Certificate examination will be conducted for this course. This examination is optional. Students undertaking the course will nominate during the HSC year whether or not they elect to undertake the external written examination.

Table 4 Tourism (240 indicative hours)

COMPULSORY		
Attempt ALL units		
Unit code	Unit title	HSC hours
THHCOR01B	Work with colleagues and customers	10
THHCOR02B	Work in a socially diverse environment	5
THHCOR03B	Follow health, safety and security procedures	10
THHGCS01B	Develop and update local knowledge	10
THHGGA01B	Communicate on the telephone	5
THHGGA02B	Perform office procedures	15
THHGFA01B	Process financial transactions	15
THTTCO01B	Develop and update tourism industry knowledge	25
THTSOP02B	Source and provide destination information and advice	55
THTSOP03B	Access and interpret product information	35

AND

ELECTIVE		
Attempt a minimum of 55 hours		
Unit code	Unit title	HSC hours
THHGCS02B	Promote products and services to customers	10
THHGCS03B	Deal with conflict situations	5
BSBCMN205A	Use business technology	20
BSBCMN213A	Produce simple word-processed documents	25
THTSOP15B	Process and monitor event registrations	15
THTFME01B	Coordinate guest and delegate registrations at venues	15
THTFME03A	Develop and update event industry knowledge	10
THTFME09A	Develop and update knowledge of protocol	15
THTSOP05B	Prepare quotations	10
THTSOP06B	Receive and process reservations	25
THTSOP09B	Process non-air documentation	30
THTFAT01B	Provide on-site information and assistance	10
THTFTG07B	Research and share general information on Australian Indigenous cultures	15
Qualification: Certificate II in Tourism (Operations) THT20502, or Statement of Attainment towards Certificate III in Tourism (Operations) THT31002		

Qualifications

To receive AQF qualifications, students must meet the assessment requirements of the Tourism Training Package. A qualified assessor must conduct assessment.

Qualification rules are contained in Section 15 of Part A of this syllabus.

Further information on assessment is included in Section 11 of Part A of this syllabus.

8.6 Tourism Extension (60 or 120 indicative hours)

Purpose

The purpose of extension courses is to provide students with the opportunity to gain credit towards additional qualifications in Tourism. They are available to all students undertaking Tourism (240 indicative hours) but are intended especially for students with particular interest and aptitude in this industry area.

The maximum Preliminary and/or HSC units available from this framework is 6 units: that is, courses can total up to 360 hours. Students are excluded from studying both the 60-hour and 120-hour extension course.

Course structure

The extension course can consist of any units of competency drawn from Tourism (240-hour course) that students have not previously attempted.

Section 15 outlines the qualification packaging rules for each qualification contained within the Tourism Industry Curriculum Framework. This should guide selection of units of competency.

While the qualifications in this framework are broadly focused, it is recommended that the combination of units of competency chosen focus on an occupational outcome.

The 60 indicative hour course is accredited for a total of one Preliminary and/or HSC unit. The 120 indicative hour course is accredited for a total of two Preliminary and/or HSC units.

Course requirements

Students may only elect to study extension courses if they are currently enrolled in, or have completed, the Tourism (240-hour) course.

60 indicative hour courses:

Units should be selected to a minimum of 60 indicative hours.

Students must complete a minimum of 14 additional hours of mandatory work placement.

120 indicative hour courses:

Units should be selected to a minimum of 120 indicative hours.

Students must complete a minimum of 35 additional hours of mandatory work placement.

Qualifications

To be eligible to receive AQF qualifications, students must meet the assessment requirements of the Tourism Training Package. A qualified assessor must conduct assessment.

Possible qualifications:

- Certificate III in Tourism (Operations) THT31002

For students to be eligible for Certificate III in Tourism (Operations) they must demonstrate achievement of *THHGCS02B Promote products and services* and *THHGCS03B Deal with conflict situations* and three units of competency from the pool of HSC elective units of competency across a range of these tourism areas: Sales and Office Operations and/or Guiding and/or Attractions and Theme Parks and/or Meetings and Events.

Qualification rules are outlined in Section 15 of Part A of this syllabus.

Further information on assessment is included in Section 11 of Part A of this syllabus.

9 Outcomes and content

9.1 Units of competency

Details about individual units of competency included in the Tourism Curriculum Framework for the Higher School Certificate are contained in Part B of this syllabus. Part B details unit of competency content and HSC requirements and advice.

The text for each unit of competency in the Tourism Curriculum Framework is reproduced exactly from the Tourism Training Package. Units of competency consist of:

- elements of competency
- performance criteria
- range statement
- evidence guide, including
 - essential knowledge and skills to be assessed
 - linkages to other units
 - critical aspects of assessment
 - context of assessment and resource implications
 - assessment methods.

In addition, Part B of this syllabus contains an additional section entitled *HSC Requirements and Advice*. This section prescribes the scope of learning and minimum experiences expected for each unit of competency.

The units of competency to be delivered and assessed are determined by the scope of registration of each RTO. Teachers and trainers should check their RTO's scope of registration before determining which units of competency are to be included in their teaching and assessment programs. School principals should seek documentary evidence of the scope of any external RTO delivering the HSC course. Scope of registration can be checked on the National Training Information Services (NTIS) website (www.ntis.gov.au).

Information about the delivery of training programs by RTOs other than schools or TAFE colleges are contained in the Board of Studies *Assessment, Certification and Examination (ACE) Manual* or relevant Board of Studies Official Notices.

Units of competency may also be accessed from the National Tourism Training Package and from the National Training Information Service (NTIS) website (www.ntis.gov.au).

9.2 Course delivery

RTOs offering training programs which deliver HSC Tourism courses must take into consideration details provided in *HSC Requirements and Advice* (including key terms and concepts) as well as the following details for each unit of competency: the elements of competency, performance criteria, range statement and all aspects of the evidence guide.

Within the evidence guide, particular attention should be given to details provided under *Linkages with Other Units* (to ensure any pre-requisite/co-requisite requirements have been met), the *Essential Knowledge and Skills to be Assessed* and the *Range Statement*. The Range Statement frequently makes reference to 'may include'. This has been clarified in the HSC Requirements and Advice column to prescribe what learning experiences **must** be included for the HSC. Where the Range Statement states 'must include' it has not been repeated in the HSC column. As it is compulsory learning for the training package, it is therefore compulsory learning for the HSC.

It is the responsibility of the RTO to determine both the resources required for course delivery and the qualifications required by teachers and trainers delivering courses within the Tourism Curriculum Framework on behalf of the RTO.

Separate advice on learning materials, resource requirements and teacher qualifications is available from school system authorities.

Further advice on curriculum materials that may be used to support the delivery of courses within the Tourism Curriculum Framework is contained in the Tourism Support Document and Resource List. This information is provided as a guide to RTOs delivering HSC courses within the curriculum framework. The use of the resources listed is not mandatory.

10 Work placement

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

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

Learning in the workplace will enable students to:

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

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

Work placement requirement

Students are required to complete the following mandatory work placement:

- Tourism (120 indicative hours)
– a minimum of 35 hours in a workplace
- Tourism (240 indicative hours)
– a minimum of 70 hours in a workplace
- Tourism Extension (60 indicative hours)
– a minimum of 14 additional hours in a workplace
- Tourism Extension (120 indicative hours)
– a minimum of 35 additional hours in a workplace.

It is the responsibility of the school or other RTO to determine how course outcomes are best to be achieved and to structure delivery accordingly. If additional work placement or classroom time is required to enable individual or class groups of students to achieve the competencies, this will be determined by the deliverer but does not affect the indicative HSC hours.

Work placement is to be undertaken in a tourism industry enterprise. It is permissible for up to 50% to be undertaken in a simulated tourism environment.

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

Part-time work

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

11 Assessment requirements and advice

PLEASE NOTE

The HSC examination specifications detailed in this syllabus refer to the 2009 HSC examination. New HSC examination specifications will apply to the new syllabus endorsed for the 2010 HSC examination and beyond.

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

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

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

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

documents used by the Board of Studies NSW and RTOs to report both measures of achievement.

11.1 Competency-based assessment

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

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

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

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

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

11.2 Training package requirements

To achieve an AQF Certificate or Statement of Attainment, a student or worker must be assessed as competent according to the requirements set out in the National Training Package. A qualified assessor, under the auspices of the RTO that is to issue the qualification, must conduct the assessment.

Assessment guidelines

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

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

The assessment guidelines of the Tourism Training Package set out information on:

- the assessment system
- assessment principles and options
- assessor qualifications and using qualified assessors
- designing and conducting assessments
- recording and reporting of assessment outcomes
- appeal, reassessment and audit processes
- assessment resources.

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

In addition to the assessment guidelines, the Tourism Training Package contains an evidence guide for assessment of each unit of competency. These requirements are set out within the text of each unit of competency in Part B of the syllabus.

Using qualified assessors

The assessment guidelines in the Tourism Training Package specify that a qualified assessor must conduct assessment.

In general terms, there are two components of assessor qualification:

- a minimum qualification as a workplace assessor
- a minimum level of technical competence based on current knowledge of and/or experience in industry.

It is important to note that one individual need not meet the two components of assessor qualification. The 'qualified assessor' might consist of an assessment team in which one partner has assessor qualifications and the other has industry knowledge.

Assessors must have the following assessment units of competency from the Training Package for Assessment and Workplace Training, or must have demonstrated equivalent competencies:

- BSZ401A Plan assessment
- BSZ402A Conduct assessment
- BSZ403A Review assessment
- **plus** the relevant vocational competencies, at least to the level being assessed.

In the tourism industry, competence in the relevant standards should ideally be complemented by 3 years recent and relevant industry experience, including work experience in more than one enterprise. Supervisory and/or management experience may also be of benefit.

Note: Trainer requirements are contained in the Industry Curriculum Framework Information Package (ICFIP) developed by each school authority.

11.3 The Competency Record Book

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

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

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

As stated in Section 11.1 of this syllabus it is emphasised that elements and performance criteria need not (and should not) be assessed individually.

11.4 HSC Examination: Tourism (240 indicative hours)

The Higher School Certificate examination in Tourism is optional. It will consist of a written examination. Students will nominate during the HSC year whether they will undertake the optional examination. Students choosing to undertake the examination can have their mark contribute to the UAI.

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

11.5 Higher School Certificate Examination specifications

The examination in Tourism is a 2-hour written paper worth 100 marks. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100.

The paper will be based on three areas.

- 1 Compulsory units of competency in Tourism (240 indicative hours), including:
 - elements of competency
 - performance criteria
 - range statement
 - evidence guide, including
 - essential knowledge and skills to be assessed
 - critical aspects of assessment
 - context of assessment and resource implications

The compulsory units of competency are:

Unit code	Unit title
THHCOR01B	Work with colleagues and customers
THHCOR02B	Work in a socially diverse environment
THHCOR03B	Follow health, safety and security procedures
THTTCO01B	Develop and update tourism industry knowledge
THHGCS01B	Develop and update local knowledge
THHGGA01B	Communicate on the telephone
THHGGA02B	Perform office procedures
THHGFA01B	Process financial transactions
THTSOP02B	Source and provide destination information and advice
THTSOP03B	Access and interpret product information

- 2 Minimum prescribed learning contained in the HSC requirements and advice for each compulsory unit of competency (see *Tourism Curriculum Framework, Part B*), described as:
 - key terms and concepts, and
 - learning experiences for the HSC.
- 3 Associated key competencies.

The paper will consist of THREE sections.

Section I (15 marks)

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

Section II (35 marks)

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

Section III (30 marks)

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

12 HSC requirements and certification

12.1 Course Completion Requirements

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

- followed the course developed or endorsed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes
- undertaken the mandatory work placement.

12.2 Preliminary and HSC unit credit

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

12.3 Higher School Certificate Record of Achievement

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

No mark will be listed for the achievement of competency but the Record of Achievement will refer to the AQF Certificates and Statements of Attainment, which will be issued separately.

For students enrolled in Tourism (240 indicative hours) and who undertake the written HSC examination, a scaled examination mark out of 100 will be recorded on the Higher School Certificate Record of Achievement. No school-based assessment mark will be recorded.

12.4 AQF qualifications

Students who undertake the following HSC courses may be eligible for AQF certification as described below. Requirements for each qualification are in Section 15.

- **Tourism (120 indicative hours)** [Refer to Section 8.3]
 - Statement of Attainment towards Certificate II in Tourism (Operations) THT20502
- **Tourism (240 indicative hours)** [Refer to Section 8.4]
 - Certificate II in Tourism (Operations) THT20502
- **Extension courses** [Refer to Section 8.5]
 - Certificate III in Tourism (Operations) (THT31002)

13 Other information

13.1 Providing for all students

Students with Special Education Needs

Courses within the Tourism Curriculum Framework are available to all students.

Students with special education needs who meet the eligibility requirements for undertaking Stage 6 Life Skills courses may access:

- all courses within the Tourism Curriculum Framework under regular course arrangements
- OR
- units of competency selected through the individual transition-planning process from the relevant course units of competency detailed in Table 2 (Section 7) of this syllabus.

The latter option recognises that students with special education needs may require additional time to demonstrate the required level of competence.

The appropriate units of competency will be selected through the individual transition-planning process and should be directed towards the achievement of an AQF Certificate.

It is recommended that the individual transition planning should prioritise the core units of competency as they provide essential foundation skills for employment in the Tourism industry. Additional units of competency should then be selected according to the identified individual needs of the student.

Successful participation in courses within the Tourism Curriculum Framework for students with special education needs will require:

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

To develop skills and knowledge to industry standard, students with special education needs may require extended time and additional support off the job and in the workplace.

Further advice on the implementation of the Tourism Curriculum Framework for students with special education needs is contained in the *Stage 6 Industry Curriculum Framework Support Document for Students with Special Education Needs*. This document is available on the Board of Studies website.

Work placement

Students with special education needs must undertake the minimum work placement requirements for courses within the Tourism Curriculum Framework. These requirements are detailed in the course requirements for each course and in Section 10 of this syllabus.

Assessment

Students with special education needs are subject to the assessment requirements detailed in Section 11 of this syllabus.

AQF qualifications

Students with special education needs are eligible for AQF qualifications under the same arrangements as for all students. To receive AQF qualifications, students must meet the assessment requirements of the Tourism Training Package. Assessment must be conducted by a qualified assessor.

Eligibility to enrol in Life Skills courses in Stage 6

In general, students entering a Life Skills course in Stage 6 will have completed at least four Life Skills courses in Stage 5. In special circumstances, a student who has not undertaken at least four Life Skills courses in Stage 5 may wish to enrol in Life Skills courses in Stage 6.

These special circumstances might include situations where:

- a student has attempted regular syllabuses for the School Certificate but has experienced significant difficulty
- a student transfers from interstate or overseas
- a student has a deteriorating condition.

The completion of a transition-planning process for each student is a condition of access to Life Skills courses in Stage 6.

The Board expects that the majority of students who enrol in Life Skills courses in Stage 6 will be students with an intellectual disability.

Gender and cultural considerations

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

Trainees

The Tourism Curriculum Framework includes provision for trainees to fulfil their requirements and gain an AQF qualification.

Trainees who are seeking credit towards the Higher School Certificate for their training should undertake Tourism (240 indicative hours).

Further information on requirements and arrangements for part-time traineeships in the Tourism industry is available from school system authorities, the Department of Education and Training and New Apprenticeship Centres.

13.2 Key competencies

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

The key competencies referred to in this industry curriculum framework are:

- collecting, organising and analysing information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

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

Performance Level 1 describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.

Performance Level 2 describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

Performance Level 3 describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

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

13.3 Links between the Tourism Curriculum Framework and other HSC courses

Students may draw on skills and knowledge acquired in the study of general education HSC subjects to develop competencies in Tourism.

Learning in English, for example, will contribute to the development of communication and team competencies; learning in Business Studies to financial competencies; learning in Legal Studies to competencies related to occupational health and safety; and learning in Information Processes and Technology, or Software Design and Development, to technology competencies. Conversely, skills and knowledge acquired through learning and experience in Tourism courses may assist students in achieving the learning outcomes of general education HSC courses.

Where students are undertaking VET courses in more than one industry curriculum framework, similar competencies may be required. In these cases, learning in one area may contribute significantly to learning in another. In particular, parts of the Tourism Curriculum Framework have strong links to the Hospitality Curriculum Framework, as well as to the Business Services Curriculum Framework and to the Entertainment Curriculum Framework.

Where students apply for recognition of competencies achieved in other contexts, they will need to present evidence that is acceptable to, and judged by, a qualified assessor as part of a Tourism competency assessment. Students should be informed of the links between courses within the Tourism Curriculum Framework and other courses that they are studying, and of possible assessment opportunities.

Students may not claim HSC unit credit twice for the same unit of competency. Where a student is undertaking two VET courses involving common units of competency, 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 Higher School Certificate unit credit.

Further advice on these matters is contained in the Tourism support document and in the *Assessment, Certification and Examination (ACE) Manual* published by the Board of Studies (www.boardofstudies.nsw.edu.au).

13.4 Articulation to further training

Students achieving units of competency in this industry curriculum framework can apply to have those units recognised in other endorsed training package qualifications (such as Hospitality) which contain the same units of competency.

Students and teachers should study the qualifications within the Tourism Training Package to identify possible training pathways.

Students who proceed to higher-level courses at TAFE or through other RTOs may be eligible for advanced standing in related university courses under arrangements between RTOs and universities.

Students seeking to gain credit towards AQF qualifications in other industries may use the qualifications gained in Tourism as evidence of competency for related units of competency in any national training packages.

14 AQF levels

The various levels of AQF VET qualifications reflect levels of performance and degrees of responsibility for one's own output and the output of others in a workplace context. The level of a qualification thus provides an indication of the standard of achievement expected, which is comparable across industries and provides a context for assessment.

Industry curriculum frameworks relate to VET sector AQF Levels I to III. A brief description of AQF Levels I, II and III, adapted from the *Australian Qualifications Framework Implementation Handbook*¹, are provided below.

AQF Level I

Work is likely to be carried out under direct supervision. Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities, most of which would be routine and predictable.

An individual demonstrating competencies at this level would be able to:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills, such as the use of relevant tools
- perform a sequence of routine tasks given clear direction

¹ Australian Qualifications Framework (AQF) Advisory Board, 2002, *Australian Qualifications Framework Implementation Handbook*, 3rd edn, Carlton, Vic.

- receive and pass on messages/information.

AQF Level II

Work is likely to be carried out under direct supervision. Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

An individual demonstrating competencies at this level would be able to:

- demonstrate basic operational knowledge in a moderate range of areas
- apply a defined range of skills
- apply known solutions to a limited range of predictable problems
- perform a range of tasks where choice is required between options within a limited range
- assess and record information from various sources
- take limited responsibility for one's own outputs in work and learning.

AQF Level III

Breadth, depth and complexity of knowledge and competencies would cover the selecting, adapting and transferring of skills and knowledge to new environments, and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts, with some complexity in the extent and choice of options available.

An individual demonstrating these competencies would be able to:

- perform a defined range of skilled operations usually within a range of broader related activities involving known routines, methods and procedures
- exercise some discretion and judgement in the selection of equipment, services or contingency measures
- operate within known time constraints
- take some responsibility for others
- participate in teams, including group or team coordination.

AQF Statements of Attainment and Certificates are ONLY issued on the basis of successful achievement of competency as determined by a qualified assessor.

15 Minimum requirements for AQF Qualifications

Set out below are the units of competency available in the Tourism Curriculum Framework and requirements for the AQF qualifications available in this framework. The information regarding the AQF qualification packaging rules is reproduced from the Tourism Industry Training Package. It is included here so that the minimum requirements for achieving the industry qualifications are clear. Students who meet these requirements will be eligible for the relevant AQF Certificate, whether or not they have met the additional requirements of the HSC course.

Table 5. Units of Competency in the Tourism Curriculum Framework

Units of competency		Tourism area
THHCOR01B	Work with colleagues and customers	Common Core
THHCOR02B	Work in a socially diverse environment	Common Core
THHCOR03B	Follow health, safety and security procedures	Common Core
THHGCS01B	Develop and update local knowledge	Customer Service, Sales and Marketing
THHGGA01B	Communicate on the telephone	General Administration
THHGGA02B	Perform office procedures	General Administration
THHGFA01B	Process financial transactions	Financial Administration
THTTCO01B	Develop and update tourism industry knowledge	Tourism Core
THTSOP02B	Source and provide destination information and advice	Sales and Office Operations
THTSOP03B	Access and interpret product information	Sales and Office Operations
THHGCS02B	Promote products and services to customers	Customer Service, Sales and Marketing
THHGCS03B	Deal with conflict situations	Customer Service, Sales and Marketing
BSBCMN205A	Use business technology	Computer Technology
BSBCMN213A	Produce simple word-processed documents	Computer Technology
THTSOP15B	Process and monitor event registrations	Meetings and Events
THTFME01B	Coordinate guest and delegate registrations at venues	Meetings and Events
THTFME03A	Develop and update event industry knowledge	Meetings and Events
THTFME09A	Develop and update knowledge of protocol	Meetings and Events
THTSOP05B	Prepare quotations	Sales and Office Operations
THTSOP06B	Receive and process reservations	Sales and Office Operations
THTSOP09B	Process non-air documentation	Sales and Office Operations
THTFAT01B	Provide on-site information and assistance	Attractions and Theme Parks
THTFTG07B [*]	Research and share general information on Australian Indigenous cultures	Guiding

* This optional unit can only be delivered after having approval from your relevant school authority.

THT20502: Certificate II in Tourism (Operations)

Core Units

THHCOR01B	Work with colleagues and customers
THHCOR02B	Work in a socially diverse environment
THHCOR03B	Follow health, safety and security procedures
THTTCO01B	Develop and update tourism industry knowledge
THHGCS01B	Develop and update local knowledge

Elective Units

Six (6) units with at least two (2) from one or more of the areas of the Tourism Training Package specified below:

- Sales/Office Operations
- Guiding
- Tour Operations
- Attractions and Theme Parks
- Wine Tourism
- Meetings and Events

Remaining units may be selected from any relevant endorsed Training Package. Only one language unit may be counted as an elective within this qualification.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

The tourism areas available within the Tourism Industry Curriculum Framework are:

- Sales and Office Operations
- Guiding (THTFTG07B only)
- Attractions and Theme Parks (THTFAT01B only)
- Meetings and Events

THT31002: Certificate III in Tourism (Operations)

Core Units

THHCOR01B	Work with colleagues and customers
THHCOR02B	Work in a socially diverse environment
THHCOR03B	Follow health, safety and security procedures
THTTCO01B	Develop and update tourism industry knowledge
THHGCS01B	Develop and update local knowledge
THHGGA01B	Communicate on the telephone
THHGCS02B	Promote products and services to customers
THHGCS03B	Deal with conflict situations

Elective Units

Nine (9) units with at least four (4) from one or more of the areas of the Tourism Training Package specified below:

- | | |
|---------------------------|-------------------------------|
| ▪ Sales/Office Operations | ▪ Attractions and Theme Parks |
| ▪ Guiding | ▪ Wine Tourism |
| ▪ Tour Operations | ▪ Meetings and Events |

Remaining units may be selected from any relevant endorsed Training Package. Only one language unit may be counted as an elective within this qualification.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

The tourism areas available within the Tourism Industry Curriculum Framework are:

- Sales and Office Operations
- Guiding (THTFTG07B only)
- Attractions and Theme Parks (THTFAT01B only)
- Meetings and Events

16 Glossary

ANTA	Australian National Training Authority.
AQF	Australian Qualifications Framework. The AQF is a comprehensive policy framework defining all qualifications recognised nationally in post-compulsory education and training within Australia. The qualification level depends on the depth, complexity and the degree of autonomy involved in the work. The Australian Qualifications Framework comprises guidelines which define each qualification together with principles and protocols covering articulation, issuing of a qualification, and transition arrangements.
AQTF	Australian Quality Training Framework. The AQTF is a comprehensive approach to national recognition of vocational education and training (VET). It is based on a quality assured approach to the registration of providers that assess competency outcomes and issue qualifications. It includes mutual recognition, processes for registering training organisations, and quality assurance.
assessment guidelines	The requirements of the assessment system in the industry's training package. This component is mandatory and needs to be read in conjunction with the assessment requirements of each competency standard.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard.
competency standards/units of competency	<p>The specification of knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace, expressed as a competency standard. They provide a description of the skills, knowledge and attitudes required to perform particular kinds of work. Competency standards also define the outcomes for training delivery, assessment and the issuing of qualifications and Statements of Attainment under the Australian Qualifications Framework.</p> <p>Units of competency are composed of elements of competency. They include performance criteria (which specify the required level of performance), the range of variables (which indicates the context for performance) and the evidence guide (which indicates the context for assessment).</p> <p>Competencies are developed nationally as an endorsed component of training packages or, where no relevant training package exists, as the basis for defining the learning outcomes of an accredited course.</p>

compliance assessment	A systematic and independent external assessment administered by a State Training Authority/State Recognition Authority to determine whether a Registered Training Organisation is operating effectively within its registered scope.
compulsory units of competency	Compulsory units of competency are those which are mandatory to study for the HSC course.
core units of competency	Core units of competency are those required under the AQF to be eligible for the qualification
element of competency	The basic building blocks of the unit of competency. Elements of competency break down a unit of competency into workplace-related tasks.
ICFIP	Industry Curriculum Framework Information Package. This document is produced by the school system authorities to provide schools with information on teacher qualifications and resource requirements that must be adhered to for the delivery of vocational courses. It also includes quality assurance checklists that must be completed each year, to demonstrate compliance with the Australian Quality Training Framework.
ITAB	Industry Training Advisory Body. ITABs are independent incorporated associations or companies that assist with the development of training programs. The national ITABs are also concerned with the development of National Training Packages.
mutual recognition	This encompasses Registered Training Organisations, qualifications and training products: <ul style="list-style-type: none">• Registered Training Organisations – acceptance by a State Recognition Authority/State Training Authority enabling a Registered Training Organisation to operate within its jurisdiction on the basis of its primary registration• qualifications – acceptance by a Registered Training Organisation of the recognition decisions of other Registered Training Organisations/State Recognition Authorities relating to the issuing of qualifications and Statements of Attainment, enabling individuals to receive full recognition of their achievements, including credit transfer where appropriate• training products – acceptance of recognised training products available in the training market. This includes endorsed training packages, training programs for packages, and accredited courses.
NTF	National Training Framework.

NTIS	National Training Information Service. The NTIS is a relational database that provides up-to-date information on recognised vocational education and training, including details of endorsed training packages and their components (competency standards, assessment guidelines and qualifications, and any non-endorsed components) together with details of Registered Training Organisations and their scope of registration. The web address for NTIS is www.ntis.gov.au
OHS	Occupational Health and Safety.
QRRRC	Qualifications, Recognition and Resource Requirements Committee. This Committee determines the teacher qualifications and resource requirements for the delivery of VET courses in NSW schools. It also has responsibility for recognising teacher qualifications and recommending appropriate professional development for VET teachers. The Committee includes representatives from the school systems, industry, TAFE NSW and the Office of the Board of Studies.
qualification	The defined set of competencies that establishes a specified identifiable point of achievement, relevant to industry and community needs, expressed in accordance with the titles of the Australian Qualifications Framework and recognised through endorsement as part of a training package or through accreditation. The credential awarded by a Registered Training Organisation demonstrates the achievement of the defined set of competencies.
RTO	Registered Training Organisation. Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation that meets the requirements for registration.
scope of registration	Defines the parameters of recognition as a Registered Training Organisation in respect of the products and services offered and the range of areas in which the organisation operates. Scope establishes whether the organisation is registered for training delivery and/or skill recognition services and the qualifications and Statements of Attainment it has been granted authority to issue, identified by training packages or accredited courses.
statement of attainment	The formal certification issued by a relevant approved body (Registered Training Organisation or State Recognition Authority), in recognition that a person has achieved some of the competencies identified for a particular qualification (within a training package, accredited course or customised qualification).

training packages Comprehensive, integrated products that provide national benchmarks and resources for delivery, assessment and qualifications in vocational education and training. Training packages comprise endorsed components of national competency standards, assessment guidelines and qualifications, combined with non-endorsed components that may include learning strategies, assessment resources and professional development materials.

VET **Vocational Education and Training.**

VETAB **The Vocational Education and Training Accreditation Board.**