Stage 6 Syllabus

Tourism, Travel and Events Curriculum Framework

based on the SIT12 Tourism, Travel and Hospitality Training Package (version 2)

for implementation from 2014
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1 Introduction to the Tourism, Travel and Events Curriculum Framework

Industry curriculum frameworks provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC).

HSC courses within Industry Curriculum Frameworks count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

1.1 AQF VET qualifications available in the Tourism, Travel and Events Curriculum Framework

The Tourism, Travel and Events Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed SIT12 Tourism, Travel and Hospitality Training Package.

The AQF VET qualifications available in the Tourism, Travel and Events Curriculum Framework are:

- SIT30112 Certificate III in Tourism
- SIT30612 Certificate III in Events
- SIT31312 Certificate III in Travel (Statement of Attainment only).

1.2 Industry context – tourism, travel and events

Tourism, travel and events are separate but closely linked industries providing Australian and international consumers with diverse products and services. These industries are dominated by a mix of interdependent small to medium businesses.

The tourism and travel industries include arranging and selling tour and travel products; the provision of travel, tour, accommodation and reservation services; and travellers’ consumption of these products and services. The tourism industry also incorporates the tourism-related activities of businesses and organisations in allied industries including education and training, hospitality, retail, sport and recreation and transport.

The events industry includes the coordination and management of business, community, cultural, leisure and religious events. Participants in an event typically utilise the products and services provided by the tourism and travel industries.¹

1.3 HSC VET course and AQF VET qualification completion requirements

The requirements for the completion of an HSC VET course are different to the requirements for AQF VET qualification completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

1.3.1 HSC VET course requirements

HSC VET courses in the Tourism, Travel and Events Curriculum Framework are made up of:

- units of competency:
  - associated HSC mandatory units of competency
  - associated HSC stream units of competency
  - HSC elective units of competency
- HSC outcomes and content
- mandatory HSC work placement requirements.

For a student to be considered to have satisfactorily completed a course within the Tourism, Travel and Events Curriculum Framework they must meet the:

- HSC VET course requirements (refer to Sections 2.2–2.4 of this Syllabus)
- requirements for satisfactory course completion (refer to the Board’s Assessment Certification Examination (ACE) website) – there must be sufficient evidence that the student has:
  - followed the course developed by the Board
  - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
  - achieved some or all of the course outcomes
  - undertaken the mandatory work placement.

1.3.2 AQF VET qualification requirements

To receive AQF VET qualifications, students must meet the assessment requirements of the SIT12 Tourism, Travel and Hospitality Training Package (http://training.gov.au).

AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as qualification packaging rules. The qualification packaging rules describe the number and range of core and elective units of competency required for eligibility for an AQF VET qualification.

Units of competency should be selected to meet qualification packaging rules for the intended qualification pathway. Selection of units of competency should also be guided by the job outcome sought and local industry requirements.

Qualification packaging rules for each AQF VET qualification available through the Tourism, Travel and Events Curriculum Framework are contained in the SIT12 Tourism, Travel and Hospitality Training Package. Associated documents have been developed to describe how qualifications can be achieved through the Framework. These are available on the Board’s website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/tourism-travel-events.html.
1.4 HSC VET course delivery

HSC VET courses can only be delivered by a Registered Training Organisation (RTO) with the relevant qualification and units of competency on their scope of registration. Scope of registration can be checked at [http://training.gov.au](http://training.gov.au).

RTOs offering training programs for the delivery and assessment of the Tourism, Travel and Events HSC VET courses must meet the requirements of the VET Quality Framework, the *SIT12 Tourism, Travel and Hospitality Training Package* and the HSC course.

Information about the delivery of HSC VET courses by RTOs other than school system RTOs or TAFE NSW institutes is contained on the Board’s [Assessment Certification Examination (ACE) website](http://training.gov.au).

Non-government schools outsourcing delivery of HSC VET courses to external providers also need to refer to the *Registered and Accredited Individual Non-government Schools (NSW) Manual* or *Registration Systems and Member Non-government Schools (NSW) Manual* which are available on the Board’s website at [www.boardofstudies.nsw.edu.au/manuals/#regaccredsystemsmanuals](http://www.boardofstudies.nsw.edu.au/manuals/#regaccredsystemsmanuals).

1.5 Outcomes and content

The HSC outcomes and content for this industry curriculum framework are defined in:

- the units of competency (refer to Section 2.4 of this Syllabus)
- HSC Content focus areas (refer to Section 3 of this Syllabus).

1.6 Assessment requirements and advice

The HSC VET courses are competency-based. The Board of Studies and the VET Quality Framework require that a competency-based approach to assessment is used. Advice on appropriate assessment practice in relation to the Tourism, Travel and Events Curriculum Framework is contained in the *Assessment and Reporting in Tourism, Travel and Events Stage 6* document.

An integrated or holistic approach to course delivery and assessment should be adopted.
2 Course structures and requirements

2.1 Tourism, Travel and Events HSC VET courses

This Framework specifies the range of industry-developed units of competency from the SIT12 Tourism, Travel and Hospitality Training Package for inclusion in the HSC. It describes how these units of competency are arranged in HSC VET courses to gain unit credit for the HSC.

The Tourism, Travel and Events Curriculum Framework contains the following courses:
- Tourism, Travel and Events (120 indicative hours) – see Section 2.2 of this Syllabus
- Tourism, Travel and Events (240 indicative hours) – see Section 2.3 of this Syllabus.

2.1.1 Unit credit for the Higher School Certificate

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

The HSC credit units will be allocated to students’ Preliminary and/or HSC patterns of study as required.

The pattern of study (BOS course number) entered on Schools Online (Administration) should reflect the delivery of the HSC VET course over successive years. For example, delivery of the 240 HSC indicative hour course over two years should be entered as 2 units x 2 years. Students will be credentialled for the HSC credit units entered each calendar year, provided they have satisfactorily completed the course requirements for that calendar year as determined by the school, college or RTO.

Table 1 HSC credit units for Tourism, Travel and Events HSC courses

<table>
<thead>
<tr>
<th>HSC VET course</th>
<th>HSC credit units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism, Travel and Events (120 indicative hours)</td>
<td>2</td>
</tr>
<tr>
<td>Tourism, Travel and Events (240 indicative hours)</td>
<td>4</td>
</tr>
</tbody>
</table>
2.1.2 Board of Studies course numbers

<table>
<thead>
<tr>
<th>BOS course name</th>
<th>Pattern of study</th>
<th>BOS course number</th>
<th>Schools Online (Administration) entry advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism, Travel and Events (120 hours)</td>
<td>2 units x 1 year</td>
<td>27400</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Tourism, Travel and Events (240 hours)</td>
<td>2 units x 2 years</td>
<td>27401</td>
<td>Enter this course number for both Preliminary (Year 11) and HSC (Year 12)</td>
</tr>
<tr>
<td>or</td>
<td>4 units x 1 year</td>
<td>27402</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Tourism, Travel and Events HSC Examination</td>
<td>n/a</td>
<td>27499</td>
<td>Enter this course number as an HSC (Year 12) entry in the year the examination is undertaken</td>
</tr>
</tbody>
</table>

2.1.3 Allocation of HSC indicative hours of credit

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

However, for the purposes of the HSC, VET 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. 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 HSC indicative hours allocated, only the delivery hours.

Students may need to spend additional time practising skills in a work environment and completing projects and assignments, in order to fulfil Training Package assessment requirements.

The HSC indicative hours assigned to each unit of competency are listed in Section 2.4 of this Syllabus.
2.1.4 Work placement requirements

Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to each HSC VET course according to the qualification being undertaken.

Work placement is to be undertaken in an appropriate tourism or travel or events work environment.

Students undertaking courses as part of a school-based traineeship will meet the mandatory work placement hour requirements through the on-the-job training component of the traineeship.

For units of competency that must be assessed in a tourism or travel or events work environment, work placement provides an opportunity to collect evidence required for a student to be deemed competent.

Recognition of Prior Learning (RPL) may be granted for mandatory work placement requirements. Students’ outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course (ACE 8051 – Assessment Certification Examination (ACE) website).

Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing ‘N’ determinations as outlined on the Board’s Assessment Certification Examination (ACE) website.

Students must complete the following work placement for Tourism, Travel and Events Curriculum Framework courses.

Table 2 Minimum work placement hours for Tourism, Travel and Events HSC courses

<table>
<thead>
<tr>
<th>Tourism, Travel and Events Framework course</th>
<th>Minimum work placement requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism, Travel and Events (120 indicative hours)</td>
<td>35 hours</td>
</tr>
<tr>
<td>Tourism, Travel and Events (240 indicative hours)</td>
<td>70 hours</td>
</tr>
</tbody>
</table>

Refer to the Work Placement in Tourism, Travel and Events document for further information.
2.2 Tourism, Travel and Events (120 indicative hours)

AQF VET qualifications

The Tourism, Travel and Events (120 indicative hours) course provides a pathway to the following qualifications:

Statement of Attainment towards:
- SIT30112 Certificate III in Tourism
- SIT30612 Certificate III in Events
- SIT31312 Certificate III in Travel.

Course structure

This course consists of a selection of units of competency from the HSC mandatory, streams and/or elective pool to a minimum of 120 HSC indicative hours.

(See Section 2.4, Tables 3–6 of this Syllabus.)

Course requirements – Tourism, Travel and Events (120 indicative hours)

Students must attempt:

- a selection of units of competency from the HSC mandatory, streams and/or elective pool to a minimum of 120 HSC indicative hours
  (Section 2.4, Tables 3–6)

- a minimum of 35 hours of work placement
  (Section 2.1.4)
2.3 Tourism, Travel and Events (240 indicative hours)

AQF VET qualifications

The Tourism, Travel and Events (240 indicative hours) course provides a pathway to the following qualifications:

- **SIT30112 Certificate III in Tourism**
- **SIT30612 Certificate III in Events**

Statement of Attainment towards:

- **SIT31312 Certificate III in Travel**.

Course structure

This course consists of:

- five mandatory focus areas (containing six associated units of competency)
- two stream focus areas:
  - Tourism and Travel (containing three associated units of competency)
  - Events (containing four associated units of competency)
- a range of elective units of competency which can be selected from the stream not already undertaken and/or the HSC elective pool
- HSC Content – for the mandatory and stream focus areas.

(See Section 2.4, Tables 3–6 and Section 3 of this Syllabus.)

Tourism, Travel and Events HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour course (refer to Section 4 of this Syllabus).

The HSC Content (focus areas) for the HSC examination is detailed in Section 3 of this Syllabus.
Course requirements – Tourism, Travel and Events (240 indicative hours) – students attempt **ONE** of the following:

**Pathway to SIT30112 Certificate III in Tourism**

- **Six** associated mandatory units of competency (Section 2.4, Table 3)
  - with the following focus areas
    - Australian destinations
    - Safety
    - Sustainability
    - Working in the industry
    - Working with customers
  (Section 3)

- **Three** associated stream units of competency (Section 2.4, Table 4)
  - with the Tourism and Travel focus area
  (Section 3)

- HSC elective units of competency to a minimum of **80 HSC indicative hours** from the stream not already undertaken and/or the HSC elective pool (Section 2.4, Tables 5 & 6)

- A minimum of **70 hours of work placement** (Section 2.1.4)

**Pathway to SIT30612 Certificate III in Events**

- **Six** associated mandatory units of competency (Section 2.4, Table 3)
  - with the following focus areas
    - Australian destinations
    - Safety
    - Sustainability
    - Working in the industry
    - Working with customers
  (Section 3)

- **Four** associated stream units of competency (Section 2.4, Table 5)
  - with the Events focus area
  (Section 3)

- HSC elective units of competency to a minimum of **85 HSC indicative hours** from the stream not already undertaken and/or the elective pool (Section 2.4, Tables 4 & 6)

- A minimum of **70 hours of work placement** (Section 2.1.4)

**Pathway to SIT31312 Certificate III in Travel**

- **Six** associated mandatory units of competency (Section 2.4, Table 3)
  - with the following focus areas
    - Australian destinations
    - Safety
    - Sustainability
    - Working in the industry
    - Working with customers
  (Section 3)

- **Three** associated stream units of competency (Section 2.4, Table 4)
  - with the Tourism and Travel focus area
  (Section 3)

- HSC elective units of competency to a minimum of **80 HSC indicative hours** from the stream not already undertaken and/or the elective pool (Section 2.4, Tables 5 & 6)

- A minimum of **70 hours of work placement** (Section 2.1.4)
2.4 Tourism, Travel and Events units of competency


Table 3  Associated mandatory units of competency for the 240-hour course

Attempt the following units of competency:

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australian destinations</strong></td>
<td></td>
</tr>
<tr>
<td>SITTTSLS302  Provide advice on Australian destinations</td>
<td>25</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>SITXWHS101  Participate in safe work practices</td>
<td>15</td>
</tr>
<tr>
<td><strong>Sustainability</strong></td>
<td></td>
</tr>
<tr>
<td>BSBSUS201A  Participate in environmentally sustainable work practices</td>
<td>15</td>
</tr>
<tr>
<td><strong>Working in the industry</strong></td>
<td></td>
</tr>
<tr>
<td>SITTIND201  Source and use information on the tourism and travel industry</td>
<td>20</td>
</tr>
<tr>
<td><strong>Working with customers</strong></td>
<td></td>
</tr>
<tr>
<td>SITXCCS303  Provide service to customers</td>
<td>20</td>
</tr>
<tr>
<td>SITXCOM201  Show social and cultural sensitivity $^2$</td>
<td>10</td>
</tr>
</tbody>
</table>

Total HSC indicative hours for mandatory: 105

$^2$ The underpinning knowledge of this associated unit of competency is also addressed in the HSC focus area *Working in the industry.*
For the 240-hour course, attempt all units of competency from **ONE** of the following streams:

Table 4  **Associated units of competency – Tourism and Travel stream**

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITTTSL202  Access and interpret product information</td>
<td>20</td>
</tr>
<tr>
<td>SITTTSL303  Sell tourism products and services</td>
<td>20</td>
</tr>
<tr>
<td>SITTTSL304  Prepare quotations</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total HSC indicative hours for Tourism and Travel:** 55

**OR**

Table 5  **Associated units of competency – Events stream**

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXEVT301  Access information on event operations</td>
<td>5</td>
</tr>
<tr>
<td>SITXEVT302  Process and monitor event registrations</td>
<td>10</td>
</tr>
<tr>
<td>SITXEVT303  Coordinate on-site event registrations</td>
<td>15</td>
</tr>
<tr>
<td>SITXEVT304  Provide event staging support</td>
<td>20</td>
</tr>
</tbody>
</table>

**Total HSC indicative hours for Events:** 50
Plus a selection of units of competency from the stream not already undertaken and/or the HSC elective pool.

For the:
- **Tourism and Travel stream**, students undertake a minimum of 80 HSC indicative hours
- **Events stream**, students undertake a minimum of 85 HSC indicative hours.

### Table 6  HSC elective pool

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client and Customer Service</strong></td>
<td></td>
</tr>
<tr>
<td>SITXCCS201 _ Provide visitor information</td>
<td>20</td>
</tr>
<tr>
<td>SITXCCS301 _ Provide lost and found services</td>
<td>5</td>
</tr>
<tr>
<td><strong>Communication and Teamwork</strong></td>
<td></td>
</tr>
<tr>
<td>BSBMM201A _ Communicate in the workplace</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR203B _ Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITXCOM202 _ Provide a briefing or scripted commentary</td>
<td>10</td>
</tr>
<tr>
<td>SITXCOM301 _ Address protocol requirements</td>
<td>15</td>
</tr>
<tr>
<td><strong>Computer Operations and ICT Management</strong></td>
<td></td>
</tr>
<tr>
<td>BSBITU201A _ Produce simple word processed documents</td>
<td>20</td>
</tr>
<tr>
<td>BSBITU202A _ Create and use spreadsheets</td>
<td>15</td>
</tr>
<tr>
<td>BSBITU301A _ Create and use databases</td>
<td>20</td>
</tr>
<tr>
<td>BSBITU302B _ Create electronic presentations</td>
<td>15</td>
</tr>
<tr>
<td>BSBITU306A _ Design and produce business documents</td>
<td>25</td>
</tr>
<tr>
<td>BSBWOR204A _ Use business technology</td>
<td>15</td>
</tr>
<tr>
<td><strong>Creative and Technical Production</strong></td>
<td></td>
</tr>
<tr>
<td>CUEAUD06B _ Apply a general knowledge of vision systems to work activities</td>
<td>10</td>
</tr>
<tr>
<td>CUESOU07B _ Apply a general knowledge of audio to work activities</td>
<td>10</td>
</tr>
<tr>
<td>CUETG05C _ Maintain physical production elements</td>
<td>20</td>
</tr>
<tr>
<td>CUETG15B _ Handle physical elements during bump in/bump out</td>
<td>20</td>
</tr>
<tr>
<td><strong>E-Business</strong></td>
<td></td>
</tr>
<tr>
<td>BSBITU305A _ Conduct online transactions</td>
<td>15</td>
</tr>
</tbody>
</table>
### Table 6 cont/d

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exhibitions</strong></td>
<td></td>
</tr>
<tr>
<td>CULEVP403A</td>
<td>Install and dismantle exhibition elements</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
</tr>
<tr>
<td>SITXFIN201</td>
<td>Process financial transactions</td>
</tr>
<tr>
<td><strong>First Aid</strong></td>
<td></td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td><strong>Guiding</strong></td>
<td></td>
</tr>
<tr>
<td>SITTGDE101</td>
<td>Interpret aspects of local Australian Indigenous culture</td>
</tr>
<tr>
<td>SITTGDE306</td>
<td>Research and share general information on Australian Indigenous cultures</td>
</tr>
<tr>
<td><strong>Inventory</strong></td>
<td></td>
</tr>
<tr>
<td>SITXINV201</td>
<td>Receive and store stock</td>
</tr>
<tr>
<td>SITXINV301</td>
<td>Purchase goods</td>
</tr>
<tr>
<td><strong>Marketing and Public Relations</strong></td>
<td></td>
</tr>
<tr>
<td>CUSMKG301A</td>
<td>Assist with the promotion of creative acts</td>
</tr>
<tr>
<td><strong>Quality and Innovation</strong></td>
<td></td>
</tr>
<tr>
<td>BSBINN201A</td>
<td>Contribute to workplace innovation</td>
</tr>
<tr>
<td>BSBINN301A</td>
<td>Promote innovation in a team environment</td>
</tr>
<tr>
<td><strong>Tourism Sales and Operations</strong></td>
<td></td>
</tr>
<tr>
<td>SITTTSLS201</td>
<td>Operate an online information system</td>
</tr>
<tr>
<td>SITTTSLS301</td>
<td>Provide advice on international destinations</td>
</tr>
<tr>
<td>SITTTSLS305</td>
<td>Process reservations</td>
</tr>
<tr>
<td>SITTTSLS306</td>
<td>Book supplier services</td>
</tr>
<tr>
<td>SITTTSLS307</td>
<td>Process travel-related documentation</td>
</tr>
<tr>
<td><strong>Venue and Facility Operations</strong></td>
<td></td>
</tr>
<tr>
<td>CUEFOH04C</td>
<td>Usher patrons</td>
</tr>
<tr>
<td>CUEFOH08B</td>
<td>Process incoming customer orders</td>
</tr>
<tr>
<td>CUEFOH10B</td>
<td>Monitor entry to a venue</td>
</tr>
<tr>
<td><strong>Work Health and Safety</strong></td>
<td></td>
</tr>
<tr>
<td>SITXWHS301</td>
<td>Identify hazards, assess and control safety risks</td>
</tr>
</tbody>
</table>
3 HSC Content

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency.

Students undertaking the 240 indicative hour course from the Tourism, Travel and Events Curriculum Framework must address all of the mandatory focus areas plus one stream focus area.

The Tourism, Travel and Events Curriculum Framework mandatory focus areas are:
- Australian destinations
- Safety
- Sustainability
- Working in the industry
- Working with customers.

The Tourism, Travel and Events Curriculum Framework stream focus areas are:
- Tourism and Travel
- Events.

The HSC examination in Tourism, Travel and Events is based on the HSC Content and employability skills for the Certificate III qualifications in this Framework (refer to Section 4 of this Syllabus).

Details of the employability skills for the AQF VET qualification pathways in this Framework are contained in the SIT12 Tourism, Travel and Hospitality Training Package. They are also available in the Employability Skills in Tourism, Travel and Events document.

The following table outlines the associated units of competency for each focus area.
### Table 7 Focus areas and associated units of competency

#### Mandatory

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian destinations</td>
<td>SITTTSL302</td>
<td>Provide advice on Australian destinations</td>
</tr>
<tr>
<td>Safety</td>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>Sustainability</td>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>Working in the industry</td>
<td>SITTIND201</td>
<td>Source and use information on the tourism and travel industry</td>
</tr>
<tr>
<td></td>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>Working with customers</td>
<td>SITXCCS303</td>
<td>Provide service to customers</td>
</tr>
<tr>
<td></td>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
</tr>
</tbody>
</table>

#### Stream

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism and Travel</td>
<td>SITTTSL202</td>
<td>Access and interpret product information</td>
</tr>
<tr>
<td></td>
<td>SITTTSL303</td>
<td>Sell tourism products and services</td>
</tr>
<tr>
<td></td>
<td>SITTTSL304</td>
<td>Prepare quotations</td>
</tr>
<tr>
<td>Events</td>
<td>SITXEVT301</td>
<td>Access information on event operations</td>
</tr>
<tr>
<td></td>
<td>SITXEVT302</td>
<td>Process and monitor event registrations</td>
</tr>
<tr>
<td></td>
<td>SITXEVT303</td>
<td>Coordinate on-site event registrations</td>
</tr>
<tr>
<td></td>
<td>SITXEVT304</td>
<td>Provide event staging support</td>
</tr>
</tbody>
</table>
3.1 **Australian destinations – mandatory focus area**

3.1.1 **Outcomes**

The student:
- sources information on Australian tourism regions, destinations and products
- investigates tourism regions, destinations and products from all Australian states and territories
- applies Australian destination knowledge to the provision of information and advice to customers.

3.1.2 **Associated unit of competency**

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:
- SITTTSL302 **Provide advice on Australian destinations**

The unit descriptor, elements and critical aspects for assessment for this unit of competency are provided below.

**SITTTSL302 Provide advice on Australian destinations**

**Descriptor**

This unit describes the performance outcomes, skills and knowledge required to source and provide customer information and advice for Australian destinations including the types of product a destination offers. It requires the ability to identify appropriate information sources and research destinations in order to develop and update a general destination knowledge base.

**Elements**

1. Develop knowledge of Australian destinations
2. Update knowledge of Australian destinations
3. Provide information and advice on Australian destinations.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:
- obtain current, relevant and accurate information on Australian tourism destinations by accessing a range of information sources and using different research methods
- provide tailored Australian destination information and advice to meet the different requests of multiple customers
- complete research activities and provide information and advice within commercial time constraints and deadlines determined by the customer or the organisation.

3.1.3 **Employability skills**

The following employability skills have been considered in the development of the scope of learning for the HSC:
- communication
- learning
- technology.
### 3.1.4 Scope of learning for the HSC

**tourism in Australia**
- difference between a region and a destination
- awareness of the major tourism regions and destinations for all Australian states and territories as defined by the relevant state/territory government tourism body

**information on Australian tourism regions, destinations and products**
- sources of information about Australian tourism regions, destinations and products:
  - brochures and flyers
  - computerised reservation systems (CRS)
  - destination libraries
  - global distribution system (GDS)
  - internet
  - manuals and guides
  - media reports
  - online information systems
  - sales kits
  - social media
  - state and regional tourist bureaux
  - suppliers
  - visitor information centres (VICs)
- formal and informal research methods to develop and update knowledge of Australian tourism regions, destinations and products:
  - listening to or reading or viewing sources of information
  - attending:
    - conferences
    - familiarisations
    - product launches
    - seminars and workshops
    - trade shows
  - discussions with and/or feedback from colleagues, customers and relevant organisations
  - on-site observations and exploration

**Australian tourism regions and destinations**

*For HSC course purposes, students must study at least the following Australian capital cities and regions. Registered Training Organisations (RTOs) may choose to cover additional regions and/or destinations, allowing students to draw on this information to answer HSC examination questions.*

- capital city and regions for Australian states and territories:
  - Australian Capital Territory – Canberra
  - New South Wales – Sydney, North Coast, Outback NSW and Snowy Mountains
  - Northern Territory – Darwin, Alice Springs and surrounds and Uluru and surrounds
Australian tourism regions and destinations cont/d

- Queensland – Brisbane, the Gold Coast, Tropical North Queensland and the Whitsundays
- South Australia – Adelaide, the Barossa Valley and Kangaroo Island
- Tasmania – Hobart and the Western Wilderness
- Victoria – Melbourne, the Great Ocean Road, the Goldfields and the High Country
- Western Australia – Perth, the North West region and the South West region

- for each of these capital cities and regions:
  - geographical features:
    - location
    - climate and seasonal factors
    - major cities, towns and tourist areas
    - major physical features
    - time zones
  - local history and culture
  - cultural, environmental and social areas of significance
  - major gateways and transport networks
  - local facilities
  - tourism products:
    - annual events
    - attractions (natural and man-made)
    - entertainment
    - hospitality services
    - tours
    - visitor services
    and their seasonal availability
  - related health and safety issues:
    - health advisory information and notices from government departments
    - safety advisory information and notices issued by emergency services
    - local and federal authorities
    - other regulatory information and notices

provision of information and advice

- difference between information and advice
- tailoring information and advice to meet customer needs, preferences and expectations
- importance of accuracy and timeliness when providing information and advice
- formats and styles commonly used to present information and advice to customers:
  - written
  - verbal
  - non-verbal
  - electronic
- provision of information and advice according to industry standards and workplace practices
### Storage of Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>organisation of information on Australian tourism regions, destinations and products</td>
</tr>
<tr>
<td></td>
<td>storage of information related to Australian tourism regions, destinations and products:</td>
</tr>
<tr>
<td></td>
<td>- computerised database</td>
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<tr>
<td></td>
<td>- files and notes</td>
</tr>
<tr>
<td></td>
<td>importance of maintaining accurate and current information</td>
</tr>
<tr>
<td></td>
<td>workplace procedures for updating stored information</td>
</tr>
</tbody>
</table>
3.2   Safety – mandatory focus area

3.2.1   Outcomes

The student:
- demonstrates an understanding of work health and safety (WHS) compliance, participation and consultation in the tourism and travel or events industry
- explains workplace policy, procedures and practices that ensure the safety of the tourism and travel or events worker and their colleagues and customers.
- describes security policy and procedures for a tourism and travel or events work environment
- applies risk management in a tourism and travel or events industry workplace
- proposes appropriate responses to emergency situations.

3.2.2   Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:
- SITXWHS101   Participate in safe work practices

The unit descriptor, elements and critical aspects for assessment for this unit of competency are provided below.

SITXWHS101   Participate in safe work practices

Descriptor   This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into all workplace activities. It requires the ability to follow predetermined health, safety and security procedures and to participate in organisational work health and safety management practices.

Elements   1. Work safely
2. Follow procedures for emergency situations
3. Participate in organisational work health and safety practices.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- integrate the use of predetermined health, safety and security procedures and safe work practices with day-to-day work functions
- participate in consultation activities
- integrate, into daily work activities, knowledge of the basic aspects of OHS or WHS legislation and the ramifications of disregarding this.

3.2.3   Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
- communication
- problem-solving
- planning and organising
- learning
- teamwork.
### 3.2.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th><strong>Work health and safety (WHS)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• meaning of health, safety and security</td>
</tr>
<tr>
<td>• implications of the cost of workplace injury:</td>
</tr>
<tr>
<td>– human</td>
</tr>
<tr>
<td>– social</td>
</tr>
<tr>
<td>– economic</td>
</tr>
<tr>
<td>– organisational</td>
</tr>
<tr>
<td>• acknowledge that WHS is everyone’s responsibility in the workplace and the implications of this responsibility</td>
</tr>
<tr>
<td>• concept of ‘participation’ and ‘consultation’ in relation to WHS</td>
</tr>
<tr>
<td>• primary role/function of key bodies involved in WHS:</td>
</tr>
<tr>
<td>– WorkCover NSW</td>
</tr>
<tr>
<td>– Safe Work Australia</td>
</tr>
<tr>
<td>– local councils</td>
</tr>
<tr>
<td>– unions</td>
</tr>
<tr>
<td>– professional associations</td>
</tr>
<tr>
<td>• identify internal and external sources of workplace WHS information</td>
</tr>
<tr>
<td>• importance of acting within level of authority and scope of responsibility in relation to WHS in the workplace:</td>
</tr>
<tr>
<td>– taking initiative</td>
</tr>
<tr>
<td>– problem-solving</td>
</tr>
<tr>
<td>– decision-making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHS compliance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• difference between an act, regulation, code of practice and industry/workplace standard</td>
</tr>
<tr>
<td>• purpose and intent of WHS legislation and codes of practice and their application to the tourism and travel or events industry workplace and a specific job role:</td>
</tr>
<tr>
<td>– WHS legislation:</td>
</tr>
<tr>
<td>• Work Health and Safety Act 2011 (NSW) (as amended)</td>
</tr>
<tr>
<td>• Work Health and Safety Regulation 2011 (NSW) (as amended)</td>
</tr>
<tr>
<td>– codes of practice related to:</td>
</tr>
<tr>
<td>• manual handling</td>
</tr>
<tr>
<td>• risk management</td>
</tr>
<tr>
<td>• WHS consultation</td>
</tr>
<tr>
<td>• WHS duties, rights and responsibilities of the person conducting a business or undertaking (PCBU), officers and workers</td>
</tr>
<tr>
<td>• ramifications of failure to observe (non-compliance) WHS workplace policy and procedures and legislative requirements</td>
</tr>
</tbody>
</table>
**WHS compliance cont/d**

- safety signs, symbols and barricades used in tourism and travel or events industry and their use in the workplace:
  - legislative requirements
  - meaning of colour and shape
  - appropriate placement and positioning

- tourism and travel or events industry and workplace requirements for monitoring and reporting in relation to workplace safety

- describe how, when and to whom to report:
  - types:
    - formal/informal
    - written
    - verbal
  - reporting to appropriate persons

- purpose and importance of monitoring and reporting

- apply workplace policy and protocols and regulatory requirements when recording and reporting in relation to WHS

**WHS consultation and participation**

- opportunities for providing input into WHS consultation and participation processes:
  - WHS audit
  - WHS inspection
  - formal and informal discussion
  - meeting
  - training

- requirements (including election/formation) of a health and safety committee or health and safety representative (HSR) and their role and responsibilities in the workplace

- role and responsibilities of relevant personnel in WHS consultation and participation:
  - PCBU
  - manager-supervisor/team leader
  - self
  - other workers
  - union

- importance of identifying and reporting:
  - WHS issues and concerns
  - workplace hazards
  - unsafe work practices
  - breaches of health, safety and security
  and examples of each for the tourism and travel or events industry and workplaces
risk management

- difference between a hazard and a risk

- risk management and its application in tourism and travel or events workplaces:
  - hazard identification:
    - potential hazards to self, colleagues, customers and others typical to the industry
    - range of hazards:
      - human factors (self and others)
      - manual handling
      - tools and equipment
      - work environment
      - work processes and practices
      - working with electricity
  - risk assessment
  - risk control (hierarchy):
    - eliminate the risk
    - minimise the risk:
      - substitution
      - modification
      - isolation
      - engineering control
    - other controls:
      - administration
      - safe work practices
      - personal protective equipment (PPE)
  - monitor and review

safe work practices and procedures

- safe work practices and procedures and their purposes:
  - WHS induction training
  - adherence to work instructions, workplace policy and standard operating procedures (SOPs)
  - selection, use and maintenance of PPE
  - security
  - manual handling techniques:
    - when working individually, in pairs and with a team:
      - moving, lifting, carrying and placing items down
      - working with tools and equipment
      - bending and twisting
      - mechanical aids/lifting equipment
      - undertaking repetitious tasks
    - legal weight limits
  - ergonomics and posture:
    - correct placement of equipment
    - sitting and standing positions
    - task rotation
    - use of adjustable furniture
  - tools and equipment:
    - appropriate selection, correct use, regular maintenance and correct storage
### safe work practices and procedures cont/d

- electrical tagging
  - working with electricity
  - housekeeping:
    - clean-up procedures
    - waste disposal
    - consideration of WHS and the environment

- importance of safe work practices and procedures

- propose safe work procedures and practices for a workplace and individual job role within the tourism and travel or events industry

### security

- potential security breaches in a tourism and travel or events industry workplace

- workplace security policy and procedures in relation to:
  - cash
  - documents
  - equipment
  - keys/access pass
  - people:
    - staff
    - customers
    - others
  - records
  - stock/supplies
  - workplace/building:
    - secure areas
    - general access

- strategies to deal with breaches in security

- reporting breaches in security to appropriate personnel

### incidents, accidents and emergencies

- difference between an incident, accident and emergency

- a range of incidents, accidents and emergencies common to the tourism and travel or events industry

- distinguish between a manageable first aid situation and an emergency situation

- range of potential injuries common to tourism and travel or events workplaces and their cause(s) and basic first aid for these injuries

- procedures for responding to incidents, accidents and emergencies:
  - emergency situations
  - seeking assistance
<table>
<thead>
<tr>
<th>incidents, accidents and emergencies cont'd</th>
</tr>
</thead>
<tbody>
<tr>
<td>- emergency contact numbers</td>
</tr>
<tr>
<td>- emergency signals, alarms and exits:</td>
</tr>
<tr>
<td>- location</td>
</tr>
<tr>
<td>- use</td>
</tr>
<tr>
<td>- procedures to follow:</td>
</tr>
<tr>
<td>- notification</td>
</tr>
<tr>
<td>- workplace policy and procedures:</td>
</tr>
<tr>
<td>- evacuation</td>
</tr>
<tr>
<td>- security</td>
</tr>
<tr>
<td>- reporting</td>
</tr>
<tr>
<td>- basic process of fighting a fire</td>
</tr>
<tr>
<td>- use of firefighting equipment:</td>
</tr>
<tr>
<td>- fire blanket</td>
</tr>
<tr>
<td>- fire extinguishers</td>
</tr>
<tr>
<td>- role of personnel in an emergency</td>
</tr>
<tr>
<td>- first aid:</td>
</tr>
<tr>
<td>- basic principles</td>
</tr>
<tr>
<td>- personnel responsible</td>
</tr>
</tbody>
</table>

- apply workplace policy and protocols and regulatory requirements when recording and reporting in relation to incidents, accidents and emergencies.
3.3 **Sustainability – mandatory focus area**

3.3.1 **Outcomes**

The student:
- explains the fundamental principles of sustainability
- analyses resource consumption in the tourism and travel or events workplace
- evaluates the workplace in relation to environmentally sustainable work practices
- proposes improvements for resource efficiency and sustainability in a tourism and travel or events workplace
- understands environmental hazard identification and risk control.

3.3.2 **Associated unit of competency**

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:
- **BSBSUS201A** Participate in environmentally sustainable work practices

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

**BSBSUS201A**  
**Participate in environmentally sustainable work practices**

**Descriptor**  
This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines.

**Elements**

1. Identify current resource use
2. Comply with environmental regulations
3. Seek opportunities to improve resource efficiency.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:
- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required
- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
- identifying organisational improvements by applying efficient resource use to daily activities
- knowledge of environmental and resource hazards/risks.
3.3.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising.
### 3.3.4 Scope of learning for the HSC

#### environment

- current environmental issues affecting the tourism and travel or events industry:
  - conservation
  - energy use and efficiency
  - pollution
  - recycling/re-use
  - resource use and efficiency
  - sustainability
  - waste management

- concept of:
  - sustainability in the workplace
  - environmentally sustainable work practices
  - environmentally sustainable workplace

- potential impact of the tourism and travel or events industry workplace practices on the environment

- consequences of neglecting environmentally sustainable work practices

- responsibilities of employees in a tourism and travel or events workplace:
  - following work instructions, standard operating procedures and inspection processes
  - reporting and communicating environmental issues
  - maintaining environmental records:
    - incident and accident reports
    - inspection reports

#### resources

- definition of ‘resource’

- resources used in the tourism and travel or events industry and in a specific job role:
  - energy
  - human
  - natural materials
  - technology and associated consumables

- concept of ‘resource efficiency’ in a tourism and travel or events work environment

- measuring resource consumption within a tourism and travel or events workplace:
  - techniques to collect and measure resource consumption
  - electronic and manual tools for measuring and documenting resource use

- identifying opportunities for improved resource efficiency in a tourism and travel or events work environment
environmental compliance

- purpose and intent of environmental legislation and its application to the tourism and travel or events industry, the workplace and a specific job role
  - *Protection of the Environment Operations Act 1997* (NSW) (as amended)
  - *Clean Energy Act 2011* (Cth) (as amended)

- definition of:
  - ‘compliance’
  - ‘best practice’

- levels of compliance in relation to environmental requirements:
  - workplace
  - industry
  - government (local, State/Territory and Commonwealth)
  - international

- consequences of failure to comply with environmental requirements

- workplace policy and procedures relating to environmental compliance

- individual worker and workplace responsibilities in relation to the environment

- industry and workplace requirements for monitoring and reporting in relation to the environment

- describing how, when and to whom to report:
  - types:
    - formal/informal
    - written
    - verbal
  - reporting to appropriate persons

- primary role/function of key environmental bodies:
  - NSW Environment Protection Authority (EPA)
  - NSW Department of Environment and Climate Change
  - Clean Energy Regulator (Cth)
  - Department of Climate Change and Efficiency (Cth)
  - local councils

environmentally sustainable work practices

- strategies and procedures to work in an environmentally sustainable manner for a specific tourism and travel or events workplace and job role:
  - environmental risk management:
    - hazard identification
    - risk assessment
    - risk control
  - use of renewable, recyclable, reusable and recoverable resources
  - efficient use of energy and resources:
    - use of alternative forms of energy or energy conservation
    - reducing emissions of greenhouse gases
  - waste management systems
### Environmentally Sustainable Work Practices Cont'd

- workplace policy and procedures for environmentally sustainable work practices
- examples of best practice in relation to sustainability in the tourism and travel or events industry
- propose improvements for environmentally sustainable work practices:
  - workplace
  - team
  - individual worker
3.4 Working in the industry—mandatory focus area

3.4.1 Outcomes

The student:
- examines the nature of the tourism and travel industry
- demonstrates an understanding of working in the tourism and travel industry
- explains how to communicate and work effectively with others in a tourism and travel workplace
- applies tourism and travel industry and workplace standards to ensure quality outcomes.

3.4.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
- SITTIND201 Source and use information on the tourism and travel industry
- SITXCOM201 Show social and cultural sensitivity

The unit descriptor, elements and critical aspects for assessment for these units of competency are provided below.

SITTIND201 Source and use information on the tourism and travel industry

Descriptor
This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the tourism and travel industry. This includes industry structure, technology, laws and ethical issues specifically relevant to the tourism and travel industry. Tourism personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

Elements
1. Source and use relevant industry information
2. Source and use compliance information in daily activities
3. Source and use information on tourism technology
4. Update personal and organisational knowledge of the tourism industry.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- source current tourism industry information and use this in day-to-day activities to maximise effective performance
- demonstrate knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors
- integrate knowledge of the basic aspects of key laws and ethical issues specifically relevant to the tourism industry.

SITXCOM201 Show social and cultural sensitivity

Descriptor
This unit describes the performance outcomes, skills and knowledge required to be socially aware when serving customers and working with colleagues. It requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity and address cross-cultural misunderstandings.
Elements

1. Communicate with customers and colleagues from diverse backgrounds
2. Address cross-cultural misunderstandings.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- communicate with colleagues and customers from diverse range of social and cultural groups with respect and sensitivity
- integrate knowledge of different cultures and cultural characteristics when communicating with colleagues and customers.

3.4.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
- communication
- teamwork
- initiative and enterprise
- learning
- problem-solving
- technology.
### 3.4.4 Scope of learning for the HSC

*For students undertaking Certificate III in Events, this scope of learning needs to be applied to both the tourism and travel industry and the events industry.*

<table>
<thead>
<tr>
<th>information on the industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>• basic research skills in order to obtain and use information:</td>
</tr>
<tr>
<td>– identifying and accessing relevant information</td>
</tr>
<tr>
<td>– questioning techniques to obtain information</td>
</tr>
<tr>
<td>– validating information</td>
</tr>
<tr>
<td>– interpreting and using information</td>
</tr>
<tr>
<td>– sorting, summarising and presenting information</td>
</tr>
<tr>
<td>• sources of information that can be used when gathering current and emerging information on the tourism and travel industry:</td>
</tr>
<tr>
<td>– colleagues and manager/supervisor/team leader</td>
</tr>
<tr>
<td>– experienced industry personnel</td>
</tr>
<tr>
<td>– familiarisations and educational</td>
</tr>
<tr>
<td>– industry bodies and professional associations</td>
</tr>
<tr>
<td>– internet</td>
</tr>
<tr>
<td>– journals</td>
</tr>
<tr>
<td>– libraries</td>
</tr>
<tr>
<td>– networks</td>
</tr>
<tr>
<td>– training courses</td>
</tr>
<tr>
<td>– unions</td>
</tr>
<tr>
<td>– workplace manuals</td>
</tr>
<tr>
<td>• opportunities to source and use a range of current and emerging information on the tourism and travel industry:</td>
</tr>
<tr>
<td>– utilise online information systems and other information and communications technologies</td>
</tr>
<tr>
<td>– integrate into daily work activities and operational duties</td>
</tr>
<tr>
<td>– share researched information with colleagues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>nature of the industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>• general features of the tourism and travel industry</td>
</tr>
<tr>
<td>• sectors within the tourism and travel industry, including:</td>
</tr>
<tr>
<td>– accommodation</td>
</tr>
<tr>
<td>– attractions</td>
</tr>
<tr>
<td>– information services and promotion</td>
</tr>
<tr>
<td>– retail travel</td>
</tr>
<tr>
<td>– theme parks</td>
</tr>
<tr>
<td>– tour guiding</td>
</tr>
<tr>
<td>– tour operations</td>
</tr>
<tr>
<td>– tour wholesaling (inbound and outbound)</td>
</tr>
<tr>
<td>• for sectors within the tourism and travel industry:</td>
</tr>
<tr>
<td>– primary role/function(s)</td>
</tr>
<tr>
<td>nature of the industry cont/d</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>– service(s) provided</td>
</tr>
<tr>
<td>– examples of business</td>
</tr>
<tr>
<td>– interrelationship between sectors</td>
</tr>
</tbody>
</table>

- general nature of allied and related industries and their relationship to the tourism and travel industry:
  - arts
  - entertainment
  - meetings, incentives, conferences and events (MICE)
  - hospitality
  - retail
  - sport
  - transport

- primary role(s) and duties performed by personnel across the tourism and travel industry sectors

- current issues and trends affecting the tourism and travel industry and implications for delivery of service

<table>
<thead>
<tr>
<th>working in the industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>– purpose and intent of legislative requirements relevant to the tourism and travel industry and a particular sector:</td>
</tr>
<tr>
<td>– Australian Consumer Law</td>
</tr>
<tr>
<td>– Criminal Code Act 1995 (Cth) (as amended) in relation to child sex offences outside Australia</td>
</tr>
<tr>
<td>– Fair Work System</td>
</tr>
<tr>
<td>– Privacy Act 1998 (Cth) (as amended)</td>
</tr>
<tr>
<td>– Tourism Services Act 2003 (Qld) (as amended)</td>
</tr>
<tr>
<td>– travel agents licensing</td>
</tr>
<tr>
<td>– working with children checks</td>
</tr>
</tbody>
</table>

- application of legislative requirements for a specific tourism and travel workplace and job role

- definition of quality assurance and an overview of the role of employees

- industry accreditation schemes:
  - purpose
  - examples
  - requirements
  - responsibilities of the participant
  - business benefits of participation

- purpose and value of a code of conduct for the tourism and travel industry and worker

- purpose of occupational licensing and examples of licensing for the tourism and travel industry and their requirements
working in the industry cont/d

- appreciate the value of work standards
- work standards for the tourism and travel industry and specific to tourism and travel industry workplace and job role
- implications of non-adherence to work standards
- workplace policy, guidelines and procedures related to compliance when working in the tourism and travel industry
- ramifications of failure to observe (non-compliance) legislative requirements, quality assurance processes and workplace policy, guidelines and procedures
- the difference between legal and ethical
- legal and ethical issues affecting the tourism and travel industry
- legal and ethical obligations of the tourism and travel industry worker

employment

- career pathways across the tourism and travel industry and the knowledge and skills required for different job roles
- types of employment in tourism and travel industry:
  - full-time
  - part-time
  - casual
  - contract
- the differences between an award, agreement and contract and how they apply to workers in the tourism and travel industry
- investigate the employment terms and conditions for a specific job role
- employer and employee rights and responsibilities in relation to employment
- equal employment opportunity (EEO):
  - principles
  - intent of EEO legislation
  - reciprocal rights and responsibilities of employers and employees
  - workplace policy and procedures relating to EEO
- primary role of a range of key cross-industry and sector-specific bodies for both employers and employees:
  - employer groups
  - employee groups
  - professional associations
  - unions
anti-discrimination

- bullying and harassment in the workplace:
  - indirect
  - direct
  - types:
    - verbal
    - physical
    - psychological
    - sexual

- principles of anti-discrimination

- intent of anti-discrimination legislation

- reciprocal rights and responsibilities of employers and employees in relation to anti-discrimination

- workplace policy and procedures relating to anti-discrimination

- strategies to eliminate bias and harassment in the workplace

- consequences, including legal ramifications, of discriminatory workplace behaviour

- recourse available to individuals in the event of discriminatory workplace behaviour

tourism and travel industry worker

- tourism and travel industry worker:
  - personal attributes and work ethic valued by the tourism and travel industry
  - interpersonal skills beneficial to an individual working in a tourism and travel workplace
  - presentation standards for a specific tourism and travel workplace and job role
  - behaviour to support a safe and sustainable tourism and travel work environment

- how personal values, opinions and ethics can affect everyday work

- duties and responsibilities:
  - for a specific job role within the tourism and travel industry
  - relationship between individual roles and the role of the team or work group
  - difference between individual and workplace goals and plans

- industry currency:
  - importance of maintaining currency
  - individual and organisational strategies to maintain currency:
    - training and professional development activities
    - using information:
      - about the structure and operation of the tourism and travel industry
      - to assist operational duties
      - about features of current and in-trend products and services
    - sharing information with colleagues
### Tourism and Travel Industry Worker Cont/d

- **Feedback:**
  - Value of feedback to an individual worker, the workplace and the industry
  - Sources of feedback:
    - Personal reflection
    - Formal/informal
    - Direct/indirect
  - Strategies for obtaining and interpreting feedback from supervisor(s) and colleagues
  - Dealing with positive feedback and negative feedback
  - Responsibility of a worker to seek and provide feedback and improve

### Work Practices

- An understanding that work practices and experiences differ between workplaces
- How work practices are implemented and maintained in accordance with industry standards and workplace policy and procedures
- Effect of poor work practices on colleagues, the workplace, the industry and a customer
- Tasks typical to a tourism and travel industry workplace:
  - Routine
  - Rostered
  - Non-routine
- Access and use a range of sources containing information related to work responsibilities (work instructions)
- Strategies for understanding and clarifying work instructions
- A range of opportunities to read, interpret and follow instructions for work tasks of varying degrees of difficulty
- Time and task management:
  - Constraints
  - Principles
  - Prioritisation
  - Techniques
- Recording and reporting in the tourism and travel industry:
  - Workplace policy and procedures applying to record-keeping and reporting
  - Legislative requirements for confidentiality and privacy
  - Lines of communication and reporting

### Technology

- Current and emerging technologies in the tourism and travel industry and workplace, including e-business and social media
- Impact of current and emerging technology on operational duties and service delivery
**technology cont/d**

- role of current and emerging technology in development of new and improved work practices
- selection and use of technology appropriate to day-to-day work activities and work tasks in the tourism and travel industry
- range of technological skills required for working in the tourism and travel industry

**working with others**

- colleagues with special needs and implications for the workplace
- communication in the workplace with colleagues:
  - formal and informal
  - effective verbal, non-verbal and written communication
  - effective questioning and listening techniques
  - barriers to effective communication and strategies to overcome them
- importance of teamwork when working in the tourism and travel workplace:
  - meaning of ‘team’ and ‘teamwork’
  - characteristics of effective teamwork
  - benefits of teamwork to the tourism and travel workplace
  - examples of teams or work groups in a tourism and travel workplace and their area(s) of responsibility
- delivering quality work outcomes through teamwork and work groups
- importance of developing collegial work relationships
- value of networking with colleagues and suppliers

**cultural diversity**

- concept of cultural diversity, cultural awareness and inclusiveness
- key principles of fairness and equity
- workplace diversity:
  - benefits
  - need for tolerance in the workplace
  - importance of respect and sensitivity
  - proactive strategies for promoting workplace diversity and accommodating individual differences
  - culturally appropriate work practices
  - effective cross-cultural communication skills

**misunderstandings and conflict**

- the difference between being passive, aggressive and assertive
### Tourism, Travel and Events Curriculum Framework Stage 6 Syllabus

<table>
<thead>
<tr>
<th>misunderstandings and conflict cont/d</th>
</tr>
</thead>
<tbody>
<tr>
<td>• causes of misunderstandings and conflict when working with others and in the delivery of service</td>
</tr>
<tr>
<td>• the extent to which conflict can be a positive or negative experience</td>
</tr>
<tr>
<td>• conflict management:</td>
</tr>
<tr>
<td>– conflict-resolution techniques</td>
</tr>
<tr>
<td>– different approaches to conflict management, including problem-solving, negotiation and mediation</td>
</tr>
<tr>
<td>– workplace policy and procedures regarding management of conflict</td>
</tr>
<tr>
<td>• identify own response to misunderstandings and conflict and evaluate personal approach to management and resolution of conflict</td>
</tr>
<tr>
<td>• identify when it is appropriate to seek assistance when misunderstandings or conflict arise and whose assistance should be sought when conflict escalates.</td>
</tr>
<tr>
<td>• organisational and individual strategies to deal with cross-cultural misunderstandings in the workplace</td>
</tr>
</tbody>
</table>
3.5   Working with customers – mandatory focus area

3.5.1   Outcomes

The student:
- explains the fundamental principles of quality customer service
- proposes appropriate responses to customer inquiries, dissatisfaction and complaints
- communicates with respect and sensitivity to customers from diverse social and cultural groups
- applies knowledge of workplace policy and procedures and industry standards to ensure quality customer service.

3.5.2   Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
- SITXCCS303  Provide service to customers
- SITXCOM201  Show social and cultural sensitivity

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

SITXCCS303   Provide service to customers

Descriptor    This unit describes the performance outcomes, skills and knowledge required to communicate effectively with and provide quality service to both internal and external customers. It requires the ability to establish rapport with customers, determine and address customer needs and expectations and respond to complaints.

Elements      1. Communicate with internal and external customers
   2. Deliver service according to defined standards
   3. Provide service to customers
   4. Respond to customer complaints
   5. Provide internal feedback on customer service practices.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- provide quality customer service on multiple occasions and cover a range of diverse customer service situations, including the resolution of complaints
- communicate effectively with a variety of internal and external customers including those with special needs
- demonstrate knowledge of professional service standards expected of service industry personnel
- complete service within commercial time constraints and designated response times so that all customers are served effectively.
SITXCOM201  Show social and cultural sensitivity

Descriptor  This unit describes the performance outcomes, skills and knowledge required to be socially aware when serving customers and working with colleagues. It requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity and address cross-cultural misunderstandings.

Elements  1. Communicate with customers and colleagues from diverse backgrounds
2. Address cross-cultural misunderstandings.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- communicate with colleagues and customers from diverse range of social and cultural groups with respect and sensitivity
- integrate knowledge of different cultures and cultural characteristics when communicating with colleagues and customers.

3.5.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
- communication
- learning
- planning and organising.
### 3.5.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>customers</th>
</tr>
</thead>
</table>
| - types of customers:  
  - internal  
  - external  
  - new  
  - repeat  
| - knowledge of the main social and cultural groups in Australian society and inbound tourist markets, including:  
  - general characteristics  
  - social and cultural differences  
  - key aspects of their cultural and religious protocols  
  - preferences for tourism and travel products and/or services  
| - customers with special needs and implications for customer service  
| - difference between customer needs, preferences and expectations  
| - establishing customer needs, preferences and expectations through:  
  - active listening  
  - open, closed and reflective questions  
  - observation and recognition of non-verbal signs  
| - effective verbal, written and non-verbal communication when dealing with customers face-to-face, over the telephone and electronically, including dealing sensitively with social and cultural differences |

<table>
<thead>
<tr>
<th>quality customer service</th>
</tr>
</thead>
</table>
| - industry approaches to service delivery:  
  - underpinning principles  
  - standards of customer service for industry personnel  
  - how work is organised and undertaken  
| - the relationship between customer service and business success  
| - concept of a ‘customer focused’ workplace  
| - characteristics and benefits of quality customer service  
| - concept of ‘fair and equitable treatment’ of all customers  
| - timing and designated response times for quality service to workplace and industry standard  
| - role of communication in the provision of quality service  
| - strategies for establishing quality customer service |
### Quality Customer Service Cont/d

- Detailed knowledge of a range of products and services offered at a tourism and travel or events workplace
- Matching customer needs, preferences and expectations to appropriate products and/or services
- Opportunities to deliver additional level of service beyond a customer’s immediate request or expectation
- Importance of developing collegial working relationships with others involved in the provision of customer service
- How optimal customer service can be delivered through the implementation of teamwork
- Importance of improving customer service by seeking assistance from and/or referring customers to other personnel, agencies or services
- Seeking feedback on customer service practices:
  - The value of feedback from staff and customers
  - Its use in improving and enhancing service delivery

### Workplace Policy and Procedures for Customer Interaction

- Workplace policy and procedures for establishing contact with customers:
  - Approaching a customer
  - Developing customer rapport
- Workplace policy and procedures for dealing with:
  - Customers from diverse backgrounds
  - Customers with special needs
  - Difficult and abusive customers
- Workplace policy and procedures for directing customers to more experienced staff

### Customer Inquiries

- A range of customer inquiries common to the tourism and travel or events workplace
- Establishing the details of the inquiry by questioning, summarising and reiterating
- Methods for recording customer inquiries:
  - Paper-based
  - Electronic
- Sources of information that can be used when handling customer inquiries
- Effective responses to a range of customer inquiries common to tourism and travel or events within appropriate time frames
## customer dissatisfaction and complaints

- causes of customer dissatisfaction and complaints
- examples of customer dissatisfaction and complaints common to tourism and travel or events
- complaints handling policy and procedures
- skills required for handling complaints including problem-solving, decision-making, negotiating
- using conflict resolution techniques when handling customer dissatisfaction and complaints
- effective responses to a range of instances of customer dissatisfaction and complaints
- importance of:
  - tourism and travel or events staff offering a range of viable solutions:
    - in accordance with workplace policy and procedures
    - in socially and culturally appropriate ways
  - tourism and travel or events staff and the customer agreeing on what is to be done in regard to the complaint
  - implementing solutions within acceptable time frames
- the importance of acting within level of authority and scope of responsibility when handling customer dissatisfaction and complaints
- identify when it is appropriate to seek assistance and/or refer customer to other appropriate personnel for issues that cannot be resolved effectively
- an awareness of the importance of recording and/or reporting instances of customer dissatisfaction and complaints
- workplace practices for recording and reporting:
  - formal and informal
  - verbal and written
- recognition of the value of customer feedback and complaints
3.6  Tourism and travel – stream focus area

3.6.1  Outcomes

The student:

- interprets tourism and travel products and services information to meet operational, sales and customer needs
- understands the techniques and workplace procedures for selling tourism and travel products and services
- understands the importance and application of workplace policy and procedures, industry standards and legislative requirements to the preparation and presentation of quotations.

3.6.2  Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

- SITTTSL202  Access and interpret product information
- SITTTSL303  Sell tourism products and services
- SITTTSL304  Prepare quotations

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

SITTTSL202  Access and interpret product information

Desc[riptor]  This unit describes the performance outcomes, skills and knowledge required to access information on tourism, hospitality or events products to fulfil any sales or operational need. It requires the ability to identify product information sources and to interpret specific details of the products.

Tourism personnel selling travel insurance to a retail client must meet the requirements of the Financial Services Reform Act (2001). Sales personnel must complete a course delivered by the insurance provider in order to interpret provisions of the insurance policy.

Elements  1. Access product information
2. Interpret product information
3. Update knowledge of products.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- obtain current, relevant and accurate information on tourism, hospitality or event products by accessing a range of information sources and using different research methods
- interpret information on diverse products to meet different sales, operational and customer needs
- interpret industry terminology and common abbreviations for major product categories
- complete activities within commercial time constraints and deadlines determined by the customer or the organisation.
SITTTSL303  Sell tourism products and services

Descriptor  This unit describes the performance outcomes, skills and knowledge required to proactively sell tourism, hospitality or event products and services. It requires the ability to identify specific customer needs, suggest a range of products to meet those needs, provide current and accurate product information and close the sale. The unit only covers sales skills and not related product and destination knowledge which is found in other units.

Elements  1. Identify customer needs
2. Suggest products to meet customer needs
3. Provide specific product information and advice
4. Sell the product
5. Follow up sales opportunities.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- proactively sell multiple and diverse tourism, hospitality or event products to meet the different requirements of customers
- communicate with customers, correctly interpret their requirements and use a range of sales techniques in response to different customer types
- integrate product knowledge into the sales process
- demonstrate knowledge of the primary components of relevant legislation and actions that must be adhered to by businesses
- complete sales activities within commercial time constraints and deadlines determined by the customer or the organisation.

SITTTSL304  Prepare quotations

Descriptor  This unit describes the performance outcomes, skills and knowledge required to calculate the costs of products and services and to present quotations to customers. It requires the ability to provide quotations for products and services where business pricing has already been determined.

Elements  1. Calculate costs of products and services
2. Provide quotations to customer
3. Update and amend quotations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- prepare multiple quotations covering a diverse range of tourism, hospitality or event products and services to meet the different requirements of customers
- integrate knowledge of commissions, mark-ups and fees into quotation activities
- demonstrate knowledge of the primary components of consumer protection laws and actions that must be adhered to by organisations
- complete quotations within commercial time constraints and deadlines determined by the customer and the organisation.
3.6.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:

- communication
- initiative and enterprise
- learning
- problem-solving
- technology.
### 3.6.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th><strong>tourism and travel products and services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• sales and operational needs for product information</td>
</tr>
<tr>
<td>• knowledge of product and service range in tourism and travel</td>
</tr>
<tr>
<td>• product, service and workplace knowledge required by employee in a tourism and travel environment:</td>
</tr>
<tr>
<td>– products and services:</td>
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<tr>
<td>▪ brand options</td>
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<tr>
<td>▪ features</td>
</tr>
<tr>
<td>▪ benefits and limitations</td>
</tr>
<tr>
<td>▪ inclusions and exclusions</td>
</tr>
<tr>
<td>▪ terms and conditions of sale</td>
</tr>
<tr>
<td>▪ availability</td>
</tr>
<tr>
<td>▪ costs, tariffs and rates</td>
</tr>
<tr>
<td>▪ fees, taxes and levies</td>
</tr>
<tr>
<td>– workplace:</td>
</tr>
<tr>
<td>▪ booking procedures</td>
</tr>
<tr>
<td>▪ complementary product(s) and/or service(s)</td>
</tr>
<tr>
<td>▪ special offers</td>
</tr>
<tr>
<td>▪ loyalty schemes</td>
</tr>
<tr>
<td>• matching products and services to sales and/or operational needs</td>
</tr>
<tr>
<td>• industry terminology and abbreviations commonly used in the provision of tourism and travel products and services:</td>
</tr>
<tr>
<td>– 24-hour clock</td>
</tr>
<tr>
<td>– phonetic alphabet</td>
</tr>
<tr>
<td>– product codes and specifications</td>
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<tr>
<td>– city codes</td>
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<tr>
<td>– operator codes</td>
</tr>
<tr>
<td>– other industry-accepted abbreviations and codes</td>
</tr>
<tr>
<td>– commonly used industry jargon</td>
</tr>
<tr>
<td>• legal and ethical issues related to tourism and travel products and services that:</td>
</tr>
<tr>
<td>– breach laws</td>
</tr>
<tr>
<td>– breach cultural and/or religious taboos</td>
</tr>
<tr>
<td>– cause negative environmental, cultural and social impacts</td>
</tr>
<tr>
<td>• customer, sales and operational risks related to tourism and travel products and services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>selling tourism and travel products and services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• selling tourism and travel products and services in accordance with:</td>
</tr>
<tr>
<td>– legislative requirements:</td>
</tr>
<tr>
<td>▪ Australian Consumer Law</td>
</tr>
<tr>
<td>▪ <em>Financial Services Reform Act 2001</em> (Cth) (as amended)</td>
</tr>
<tr>
<td>▪ <em>Queensland Tourism Services Act 2003</em> (Qld) (as amended)</td>
</tr>
</tbody>
</table>
- **Criminal Code Act 1995 (Cth) (as amended) in relation to child sex offences outside Australia**
  - industry codes of practice
  - workplace policy and procedures

- types of sales including:
  - single product and service
  - multiple product and/or service(s)
  - complete product and/or service package

- approaching a customer:
  - methods, including:
    - greeting
    - merchandise
    - service
  - timing of approaches
  - opening techniques

- sales approaches appropriate when making a sale:
  - face-to-face
  - over the telephone
  - electronically

- importance of understanding customers, providing current and accurate information and providing quality service when making a sale

- an awareness of customer buying behaviour, including emotional and rational motives

- determining customer buying behaviour through questioning, listening and observation

- matching customer preferences, needs and expectations to appropriate product(s) and service(s)

- answering routine customer questions when making a sale

- selling techniques, including:
  - up-selling
  - top down
  - offering alternatives
  - suggestive selling
  - selling benefits to customer

- customer buying signals or cues leading to sale

- techniques to close a sale, including:
  - direct order (using a closed question)
  - active (helping the customer decide)
  - steps (allowing the customer to decide one step at a time)
  - alternative (offer a choice)
  - difficulty (apply deadlines)
  - assumptive (assume customer is making a purchase)
### Selling Tourism and Travel Products and Services Cont'd

- A range of strategies to overcome customer objections including those related to price, time and product/service characteristics and dissatisfactions
- Solution(s) to customer objections within level of authority

### Quotations

- The quotation:
  - Industry and workplace specific standard format(s) and inclusions
  - Product and service components that may be included
  - Itemised segments, parts and/or options with costings
  - Related conditions and/or limitations:
    - Current date and expiry date
    - General conditions of sale
    - Prices subject to change
    - Payment requirements and method of payment
    - Inclusions and exclusions
    - Cooling-off period
  - Options for additional product(s) and/or service(s) for customer’s consideration

- Pricing quotations:
  - Sources of costs for products, services and fees
  - Negotiating costs with suppliers within scope of individual responsibility and according to commercial agreements and relationships
  - Commissions and mark-up rates and procedures

- Numerical calculations common to the tourism and travel workplace:
  - Addition
  - Subtraction
  - Multiplication
  - Division
  - Percentage

- Financial calculations related to:
  - Product and service costs
  - Commissions, mark-ups and fees
  - Sales and product coordination fees
  - Currency conversions

- Checking and verification of numerical and financial calculations used in the preparation of quotations

- Importance of accuracy in relation to preparation of quotations

- Purpose and intent of consumer protection laws related to the provision of quotations

- Workplace policy, procedures and practices for:
  - Preparing initial quotations
  - Provision of secondary quotations including updates, amendments and changed customer or supplier request
<table>
<thead>
<tr>
<th>quotations cont/d</th>
</tr>
</thead>
<tbody>
<tr>
<td>– presenting quotations to customer</td>
</tr>
<tr>
<td>– customer acceptance of quotations</td>
</tr>
<tr>
<td>– records management:</td>
</tr>
<tr>
<td>▪ recording customer details and requirements, outcomes of calculations and quotations</td>
</tr>
<tr>
<td>▪ tourism and travel documentation commonly used in the industry</td>
</tr>
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<td>▪ computer and manual records</td>
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<tr>
<td>▪ version control and tracking processes</td>
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<tr>
<td>▪ filing</td>
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</tbody>
</table>
3.7  Events – stream focus area

3.7.1  Outcomes

The student:
- demonstrates an understanding of working in the events industry
- applies knowledge of event industry policy and practice
- explains workplace procedures for coordinating and monitoring registrations for events
- integrates fundamental knowledge of event staging and technical production requirements

3.7.2  Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
- SITXEVT301  Access information on event operations
- SITXEVT302  Process and monitor event registrations
- SITXEVT303  Coordinate on-site event registrations
- SITXEVT304  Provide event staging support

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

SITXEVT301  Access information on event operations

Descriptor  This unit describes the performance outcomes, skills and knowledge required to access and interpret current and emerging information on event industry operations. This includes industry structure, technology, laws and ethical issues specifically relevant to event coordination. Event personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

Elements  1. Access and interpret relevant industry information
2. Source information on event industry practice, products and services
3. Source and use compliance information in daily activities
4. Access and use information on events technology
5. Update personal and organisational knowledge of the event industry.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- source current event industry information and use this in day-to-day activities to maximise effective performance
- demonstrate knowledge of the event industry, including main roles, functions and interrelationships of sectors
- integrate knowledge of the basic aspects of key laws and ethical issues specifically relevant to the event industry:
  - environmental protection
  - local community protection
  - consumer protection.
SITXEVT302  Process and monitor event registrations

Descriptor  This unit describes the performance outcomes, skills and knowledge required to process attendee registrations for events and administer these through to finalisation. It requires the ability to record customer information, monitor attendance numbers, generate sales and operational reports and issue customer documents for event attendance.

Elements  1. Process registrations
           2. Update registrations
           3. Monitor and report on registrations
           4. Produce final registration documentation.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
• accurately process and administer registrations through to finalisation for multiple events
• issue financial administration and event attendance documents for multiple and diverse customers
• generate accurate registration reports and proactively identify and report on attendance problems
• integrate knowledge of:
  – event programs and costs
  – formats for reports and documents
  – information required by event managers to monitor attendance numbers and deliver events
• process and monitor event registrations with speed and efficiency and within event deadlines.

SITXEVT303  Coordinate on-site event registrations

Descriptor  This unit describes the performance outcomes, skills and knowledge required to prepare for and process on-site attendee registrations at events. It requires the ability to collect and collate all registration materials in advance of the event, set up the registration area and check attendees’ registration details before admission.

Elements  1. Prepare on-site registration materials
           2. Set up registration area
           3. Process on-site registrations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
• prepare registration materials and equipment and process on-site attendee registrations for multiple events
• check registration details and provide event documentation for multiple and diverse attendees
• identify and resolve registration discrepancies
• integrate knowledge of:
  – event programs and costs
  – formats for registration reports and attendee documents
procedures for processing on-site registrations
- safety and access issues for on-site registration areas
- process on-site event registrations with speed and efficiency and within event deadlines

SITXEVT304 Provide event staging support

**Descriptor**  
This unit describes the performance outcomes, skills and knowledge required to assist with staging requirements during event set up, operation and break down. It requires the ability to integrate fundamental knowledge of event staging and technical production requirements

**Elements**
1. Prepare for event staging
2. Provide on-site staging assistance
3. Provide feedback on event operations.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:
- efficiently assist with staging requirements for multiple and diverse events during event set up, operation and break down
- communicate and work effectively with venue personnel, event staging and technical production specialists for smooth service delivery to attendees
- integrate knowledge of:
  - basic aspects of event staging products and services
  - roles and general responsibilities of different personnel in the event staging process
- provide event staging support in live time where commercially realistic time pressures and constraints play a key factor.

3.7.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
- communication
- planning and organising
- problem-solving
- teamwork
- technology.
3.7.4 Scope of learning for the HSC

The underpinning knowledge for the associated unit of competency – SITXEVT301 Access information on event operations – is also addressed in mandatory focus area Working in the industry (see Scope of learning for the HSC pp 37–43).

<table>
<thead>
<tr>
<th>events industry</th>
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<tbody>
<tr>
<td>• stages of event management, from concept development to execution</td>
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<tr>
<td>• types of events, including:</td>
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<td>– business and corporate</td>
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<td>– entertainment and leisure</td>
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<td>– exhibitions</td>
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<td>– fairs</td>
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<td>– festivals</td>
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<td>– government and civic</td>
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<td>– meetings and conventions</td>
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<tr>
<td>– sporting</td>
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<td>• characteristics of customers attending each of the different types of events</td>
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<td>• typical features of each of the event types:</td>
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<td>– program</td>
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<td>– schedule</td>
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<td>– inclusions</td>
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<td>– costs</td>
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<td>– format</td>
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<tr>
<td>– running order</td>
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<thead>
<tr>
<th>event registrations</th>
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<tbody>
<tr>
<td>• difference between and reasons for:</td>
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<tr>
<td>– off-site event registration</td>
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<tr>
<td>– on-site event registration</td>
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<tr>
<td>• importance of accuracy and timeliness when processing, monitoring and coordinating event registrations</td>
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<tr>
<td>• operation systems and software programs to process and monitor event registrations:</td>
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<tr>
<td>– event booking and ticketing systems</td>
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<td>– event project management</td>
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<tr>
<td>– off-site and on-site registration</td>
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<tr>
<td>• workplace policy and procedures to administer on-site and off-site registrations:</td>
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<td>– process registrations:</td>
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<tr>
<td>• type of information to be recorded</td>
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<tr>
<td>• customer information required</td>
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<tr>
<td>• customer payments</td>
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<tr>
<td>• record and update information</td>
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</tbody>
</table>
### event registrations cont/d

- monitor registrations:
  - information required by event coordinators and managers to monitor attendance and deliver events
  - emerging issues:
    - trends
    - discrepancies and problems
  - resolution of discrepancies and problems:
    - within scope of individual responsibility
    - referral to appropriate personnel
  - dealing with customer amendments and cancellations
  - on-going registration reports
- finalise registrations:
  - attendee documentation
  - registration reports

- components of on-site administration:
  - pre-arranged agreements
  - site inspection
  - registration area
  - registration materials and equipment
  - safety and access issues
  - admission to event

- time frames typical of the events industry for administering registrations

- documentation for event registration, payments, attendance and reports, including industry and workplace specific standard format(s) and inclusions

- management of event registration records

### event staging

- key phases in the event staging:
  - concept development
  - briefings
  - set-up
  - operation
  - break-down
  - debriefings

- event plans (documentation):
  - components
  - compliance with regulations and guidelines
  - industry and workplace specific standard format(s) and inclusions

- role, responsibilities and lines of reporting for those commonly involved in staging an event:
  - event management company
  - on-site event manager(s)
### Event Staging Cont/d

- internal event team members
- technical production specialists
- venue personnel
- contractors
- volunteers

- Purpose of the International Management System Standard ISO 20121 *Event Sustainability Management System*

- Workplace policy and procedures for the set-up, operation and break-down of an event

- Typical aspects included in event briefings and debriefings:
  - Details of programming, scheduling and rosters
  - Individual and team responsibilities
  - Client expectations and roles
  - Service expectations
  - Feedback
  - Suggestions for improvements

- Event staging requirements and resources:
  - Catering
  - Displays, stands and signage
  - Security
  - Talent
  - Technical equipment and production services:
    - Audio-visual
    - Lighting
    - Props
    - Sound
    - Stage design
  - Layout and styling of the venue or site

- Management of operational problems and contingencies:
  - Within level of authority
  - Referral to appropriate persons

- Safe and environmentally friendly work practices when staging events:
  - Energy, water and other resource management
  - Recycling and disposal of waste
  - Reducing impact on neighbouring residents
  - Crowd control
4 HSC examination

The Tourism, Travel and Events Curriculum Framework includes an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

The Tourism, Travel and Events HSC examination can contribute up to two units towards the calculation of a student’s ATAR.

Students who have completed the Tourism, Travel and Events (240 indicative hours) course are eligible to sit for the Tourism, Travel and Events HSC examination.

Students who want to sit for the Tourism, Travel and Events HSC examination must be entered for both the Tourism, Travel and Events (240 indicative hours) course and the Tourism, Travel and Events examination on Schools Online (Administration).

The HSC examination specifications, which describe the format of the external HSC examination, are contained in the Assessment and Reporting in Tourism, Travel and Events Stage 6 document.

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

4.1 Examinable outcomes and content

The HSC examination in Tourism, Travel and Events is based on the HSC Content and employability skills for the Certificate III qualifications in this Framework (refer to the Employability Skills in Tourism, Travel and Events document).

The HSC Content is detailed in Section 3 of this Syllabus.

4.2 Relationship of the Tourism, Travel and Events (240 indicative hours) course structure to the HSC examination

The relationship between the Tourism, Travel and Events (240 indicative hours) course structure, the HSC Content and the HSC examination is described in the Assessment and Reporting in Tourism, Travel and Events Stage 6 document.
5 Other important information

5.1 Exclusions

Where there is significant overlap between an HSC VET course and other HSC VET or general education courses, the Board has an exclusion between the courses. Exclusions are applied at a course level rather than at the unit of competency level.

In this Framework, students can only undertake the Tourism, Travel and Events (120 indicative hours) course or the Tourism, Travel and Events (240 indicative hours) course.

Schools should check all course exclusions when determining an appropriate pattern of study for their students.

VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

5.2 Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students who have current knowledge, skills or experience relevant to a VET course may be granted credit towards the course requirements.

Arrangements for RPL and credit transfer within VET courses, including processes, application forms and examples of possible scenarios, are detailed on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/rpl.html.

5.3 School-based apprentices and trainees

Information regarding provision for school-based apprentices and trainees within the HSC is available on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/apprenticeships-traineeships.html.


5.4 Students with special education needs

Students with special education needs may access a VET course in one of two ways:

- by undertaking the course under regular course arrangements, or
- by undertaking selected units of competency within the course that have been identified through the collaborative curriculum planning process.

For more information, see the VET Courses and Students with Special Education Needs fact sheet on the Board’s website.
5.5 Access by students in Years 9 and 10 (Stage 5)

In certain circumstances students in Years 9 and 10 (Stage 5) may access Stage 6 VET courses. Further information is available on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html.
6 Glossary

**AQF**
**Australian Qualifications Framework**
The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.

**Australian Apprenticeships**
Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based (www.australianapprenticeships.gov.au).

**competency**
The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

**core units of competency**
Units of competency required by the Training Package to be eligible for an AQF VET qualification.

**elements of competency**
The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.

**focus areas**
HSC Content is organised into focus areas. HSC Content prescribes the scope of learning for the HSC.

**mandatory units of competency**
Units of competency that must be studied for an HSC VET course.

**recognition of prior learning (RPL)**
The result of an assessment of an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

**RTO**
**Registered Training Organisation**
A training organisation registered by a registering body in accordance with the VET Quality Framework, within a defined scope of registration (include TAFE NSW institutes, private providers and school system RTOs).

**scope of registration**
The particular services and products an RTO is registered to provide. The RTO’s scope defines the specific AQF VET qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:
- both training delivery and assessment services, and to issue the relevant AQF VET qualifications and statements of attainment, or
- only assessment services, and to issue the relevant AQF VET qualifications and statements of attainment.
### Stage 5
In NSW, Stage 5 relates to Years 9 and 10 of schooling.

### Stage 6
In NSW, Stage 6 relates to Years 11 and 12 of schooling.

### Statement of Attainment
May be issued in the vocational education and training sector by an RTO when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s).

### training.gov.au
**http://training.gov.au**
The national register for recording information about RTOs, Training Packages and accredited courses.

### Training Package
A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF VET qualifications for a specific industry, industry sector or enterprise.

### training plan
A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.

### unit of competency
Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

### VET
**Vocational Education and Training**

### VET qualification
Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF VET qualification, as specified by:
- a nationally endorsed Training Package, or
- an accredited course that provides training for the qualification.

### VET Quality Framework
The VET Quality Framework comprises:
- the Standards for NVR Registered Training Organisations
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework.