Tourism and Hospitality

Curriculum Framework
Stage 6

Tourism Support Document

2000
Acknowledgement

Material from the Tourism Training Package included in this document is © Australian National Training Authority (ANTA). Reproduced with permission.

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

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

The Board of Studies owns the copyright on all syllabus support documents. Schools and colleges may reproduce this support document in part or in full for bona fide student or classroom purposes only. Acknowledgement of the Board of Studies copyright must be included on any reproductions. Students may copy reasonable portions of the support document for the purposes of research or study. Any other use of this syllabus must be referred to the Copyright Officer, Board of Studies NSW.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, Board of Studies NSW, 117 Clarence St, Sydney NSW 2000, Tel (02) 9367 8111; fax (02) 9279 1482.

© Board of Studies NSW 2000

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

Tel: (02) 9367 8111

Internet: http://www.boardofstudies.nsw.edu.au

ISBN 0 7313 4458 8

200059
Contents

1 Introduction ......................................................................................................................... 4
2 Teaching Programs ............................................................................................................. 5
  2.1 General Information .......................................................................................................... 5
  2.2 A Modular Approach to Delivery ...................................................................................... 6
  2.3 Programmed Modules ...................................................................................................... 8
    2.3.1 Work with Colleagues and Customers (6694B) ........................................................... 8
    2.3.2 Tourism Employment in a Socially Diverse Environment (4532H) ............................... 9
    2.3.3 Follow Health, Safety & Security Procedures (6694D) .............................................. 10
    2.3.4 Develop and Update Tourism Industry Knowledge (6694A) .................................... 11
    2.3.5 Tourism Office Procedures (4532A) ......................................................................... 12
    2.3.6 Tourism Computer Operations (4532C) .................................................................... 13
    2.3.7 Tourism Products - Australia & Pacific (4532D) ....................................................... 14
    2.3.8 Tourism Destination Information (4532B) .................................................................. 16
    2.3.9 Update Local Knowledge (7008C) ............................................................................ 17
    2.3.10 Module Name: Non Air Documentation - Retail (4532N) .......................................... 18
3 Assessment ....................................................................................................................... 19
  3.1 Industry Curriculum Frameworks - The Purposes of Assessment .................................... 19
  3.2 Assessment for AQF Certification ................................................................................... 19
    3.2.1 Guiding Principles for Developing Assessment Materials ............................................ 19
    3.2.2 Assessment and Evidence Gathering Methods ............................................................ 20
    3.2.3 Principles for Conducting Assessments .................................................................... 20
    3.2.4 Programming Assessment ....................................................................................... 20
  3.3 The HSC Examination .................................................................................................... 21
    3.3.1 Internal Examinations ............................................................................................... 21
  3.4 Recording Assessment ................................................................................................... 22
    3.4.1 Competency Record - Sample Unit of Competency Record Sheet ............................ 23
4 Work Placement ............................................................................................................... 24
  4.1 Principles Underpinning Work Placement in the Higher School Certificate .................... 24
  4.2 Work Placement for Tourism Courses ........................................................................... 26
5 Resources ......................................................................................................................... 27
  5.1 Teaching and Learning Materials .................................................................................... 27
  5.2 Resource List ................................................................................................................. 28
1 Introduction

The Tourism and Hospitality Curriculum Framework has been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications in Tourism under the Australian Qualifications Framework. The framework is based on the national Tourism Training Package (THT98).

This industry curriculum framework incorporates all Higher School Certificate Tourism and Hospitality VET whether:
- delivered by schools
- delivered by TAFE colleges
- delivered by other Registered Training Organisations (RTOs) on behalf of schools or TAFE colleges.

This document, the Tourism Support Document, contains materials and advice which is intended to assist teachers and trainers in the implementation of tourism courses within the framework, and in the assessment of student competency. It should be read in conjunction with Part A and Tourism Part B of the Tourism and Hospitality Curriculum Framework Stage 6 Syllabus (Board of Studies NSW, 1999).

Part A of the syllabus contains general advice about the Tourism and Hospitality Curriculum Framework and describes course structures and requirements, including work placement. For HSC accreditation, the delivery of all courses in tourism must comply with the structures and requirements described in Part A.

Tourism Part B of the syllabus contains the text of the units of competency from the Tourism Training Package that comprise the AQF Certificate II in Tourism (Sales and Office Operations). Part B must be used in the delivery of all HSC courses in Tourism.

The syllabus documentation for the Tourism and Hospitality Curriculum Framework also includes a competency record for recording assessment activities and student achievement of competency in tourism courses. The use of the competency record is recommended but is not mandatory. RTOs may choose to design an alternative form of competency record or use versions produced by industry bodies.

Industry Curriculum Framework Documentation

The Board of Studies has also developed the Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs.

Part A and Tourism Part B of the syllabus are available in hard copy from the Board of Studies and may also be accessed on the Board’s website http://www.boardofstudies.nsw.edu.au. The competency record and the support documents may be accessed through the website.
2. Teaching Programs

2.1 General Information

Teaching programs for courses in the Tourism and Hospitality Curriculum Framework can be developed using a number of different approaches.

These include:
- programming individual units of competency sequentially
- identifying a theme which is common to several units of competency and programming teaching and learning activities which address this theme
- devising a project, experience or event which requires students to learn and use a number of competencies
- using curriculum modules which correspond to one or more units of competency
- a combination of any of the above.

Each approach may have merit depending on the nature of particular competencies, access to facilities, equipment, resources and workplaces, and the needs and experience of the student group and individual students.

When considering these approaches, teachers and trainers should keep in mind the following general principles.

- VET courses focus on the achievement of workplace competence. They are intended to equip students with the skills and knowledge required to perform workplace roles to the standard expected in industry. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations, as well as industry specific skills.
- Students must be given the opportunity to develop skills over time and have multiple opportunities to demonstrate that they possess the necessary combination of skills and knowledge.
- Students must have the opportunity to develop and practise skills in a workplace setting.
- Assessment of competence involves the assessment of skills and knowledge combined. An integrated or holistic approach to assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes. An integrated approach to course delivery will facilitate integrated competency assessment.

On the basis of these principles, it is recommended that teachers and trainers develop teaching and learning programs that allow for the integrated development of several elements and/or units of competency simultaneously. Where this is not possible, learning activities developed for individual units of competency should seek to integrate elements within the unit and to address the linkages to other units identified in the training package and in the syllabus.

Where possible, assessment tasks and events should be included as an integral part of training.
2.2 A Modular Approach to Delivery

It is expected that HSC courses in tourism will be mainly delivered, in the first instance, by TAFE NSW. For this reason, the advice included in this section focuses on the delivery of the TAFE NSW modules which TAFE will use to deliver tourism courses within the Tourism and Hospitality Curriculum Framework.

- Tourism-Sales/Office Operations (240 Indicative Hours) will be delivered in TAFE through TAFE Course No 7048 Certificate II in Tourism (Sales and Office Operations)
- Tourism-Sales/Office Operations (120 Indicative Hours) will be delivered in TAFE through TAFE Course 7050 Statement of Attainment in Tourism (Sales and Office Operations)

A mapping of the TAFE NSW modules contained in these TAFE courses to the units of competency from the Tourism Training Package which have been included in the Tourism and Hospitality Curriculum Framework is shown below. The mapping has been provided by TAFE NSW.

Note that the use of these modules is not mandatory. Other RTOs, including schools, which have the AQF Certificate II in Tourism (Sales/Office Operations) and/or the relevant units of competency from the Tourism Training Package within their scope of registration may choose other forms of delivery for HSC courses in tourism.

<p>| Tourism-Sales/Office Operations (120 Indicative Hours) |
|---------------------------------|------------------|-------------------|-------------------|</p>
<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Indicative Hours for HSC credit</th>
<th>TAFE NSW Modules</th>
<th>TAFE Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTHHCOR01A</td>
<td>Work with Colleagues and Customers</td>
<td>10</td>
<td>6694B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work with Colleagues and Customers</td>
</tr>
<tr>
<td>TTHHCOR02A</td>
<td>Work in a Socially Diverse Environment</td>
<td>5</td>
<td>4532H</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tourism Employment in a Socially Diverse Environment</td>
</tr>
<tr>
<td>TTHHCOR03A</td>
<td>Follow Health, Safety and Security Procedures</td>
<td>10</td>
<td>6694D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Follow Health, Safety and Security Procedures</td>
</tr>
<tr>
<td>THTTCO01A</td>
<td>Develop and Update Tourism Industry Knowledge</td>
<td>27</td>
<td>6694A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Develop and Update Tourism Industry Knowledge</td>
</tr>
<tr>
<td>TTHHGGA01A</td>
<td>Communicate on the Telephone</td>
<td>5</td>
<td>4532A</td>
</tr>
<tr>
<td></td>
<td>TTHHGGA02A</td>
<td>20</td>
<td>Tourism Office Procedures</td>
</tr>
<tr>
<td></td>
<td>Perform Clerical Procedures</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>TTHHGFA01A</td>
<td>Process Financial Transactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTHHGCT01A</td>
<td>Access and Retrieve Computer Data</td>
<td>10</td>
<td>4532C</td>
</tr>
<tr>
<td></td>
<td>Produce Documents on Computer</td>
<td>27</td>
<td>Tourism Computer Operations</td>
</tr>
<tr>
<td>Total Indicative Hours</td>
<td></td>
<td>131</td>
<td>Total Nominal Hours</td>
</tr>
</tbody>
</table>
## Tourism-Sales/Office Operations (240 Indicative Hours)

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Indicative Hours for HSC credit</th>
<th>TAFE NSW Modules</th>
<th>TAFE Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THHCOR01A Work with Colleagues and Customers</td>
<td>10</td>
<td>6694B Work with Colleagues and Customers</td>
<td>18</td>
</tr>
<tr>
<td>THHCOR02A Work in a Socially Diverse Environment</td>
<td>5</td>
<td>4532H Tourism Employment in a Socially Diverse Environment</td>
<td>20</td>
</tr>
<tr>
<td>THHCOR03A Follow Health, Safety and Security Procedures</td>
<td>10</td>
<td>6694D Follow Health, Safety and Security Procedures</td>
<td>6</td>
</tr>
<tr>
<td>THTTCO01A Develop and Update Tourism Industry Knowledge</td>
<td>27</td>
<td>6694A Develop and Update Tourism Industry Knowledge</td>
<td>20</td>
</tr>
<tr>
<td>THHGGA01A Communicate on the Telephone</td>
<td>5</td>
<td>4532A Tourism Office Procedures</td>
<td>20</td>
</tr>
<tr>
<td>THHGGA02A Perform Clerical Procedures</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THHGFA01A Process Financial Transactions</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THHGCT01A Access and Retrieve Computer Data</td>
<td>10</td>
<td>4532C Tourism Computer Operations</td>
<td>27</td>
</tr>
<tr>
<td>THHGCT02A Produce Documents on Computer</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTSOP03A Access and Interpret Product Information</td>
<td>36</td>
<td>4532D Tourism Products Australia and Pacific</td>
<td>36</td>
</tr>
<tr>
<td>THTSOP02A Source and Provide Destination Information and Advice</td>
<td>54</td>
<td>Tourism Destination Information</td>
<td>54</td>
</tr>
<tr>
<td>Either</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTSOP09A Process Non-Air Documentation</td>
<td>30</td>
<td>4532N Non-Air DocumentationRetail</td>
<td>30</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THHGCS01A Develop and Update Local Knowledge</td>
<td>20</td>
<td>7008C Update Local Knowledge</td>
<td>27</td>
</tr>
<tr>
<td>Total Indicative Hours</td>
<td>235/245</td>
<td>Total Nominal Hours</td>
<td>228/231</td>
</tr>
</tbody>
</table>
2.3 Programmed Modules

2.3.1 Module Name: Work with Colleagues and Customers (6694B)

Unit of Competency: THHCOR01A Work with Colleagues and Customers

Suggested Time Allowed: 18 hours

Module Purpose:
To provide a learning pathway to assist the participant to work with colleagues and customers, in a range of tourism industry environments.

On successful completion of these modules, participants should be able to:
LO1 Demonstrate effective and appropriate communication methods/skills in the context of a tourism-related workplace.
LO2 Demonstrate the provision of assistance to internal and external customers.
LO3 Explain the importance of personal presentation in relation to tourism industry occupations.
LO4 Describe practices which contribute to effective teamwork in the context of a tourism-related workplace.

Resources:
- Section 10, ‘Guidelines to Teachers’ of TAFE module document
- ANTA, Training Package Resources for VET in Schools: Approaches to Delivery and Assessment in Tourism 1, Curriculum Corporation, 1999
- Tourism Training Package (THT98)
- Fitzgerald, Helen, Cross-Cultural Communication for the Tourism & Hospitality Industry, Hospitality Press, Melbourne
- Hemmings, P, Cultural Awareness: Hospitality Perspective, Regency Institute Hotel School Media Unit, Adelaide, 1994
- Van Der Wagen, L, Communication in Tourism and Hospitality, Hospitality Press, Melbourne, 1997

Assessment:
Role-play/s, oral and written case study/ies and quiz.

For further details check the TAFE module document.
2.3.2 Module Name: Tourism Employment in a Socially Diverse Environment (4532H)

Unit(s) of Competency: THHCORO2A Work in a Socially Diverse Environment

Suggested Time Allowed: 20 hours

Module Purpose:
To provide a learning pathway to assist the participant to work in a socially diverse environment, in a range of tourism industry sectors.

On successful completion of this module, the participants will be able to:

- LO1 Work with colleagues and customers from diverse social and cultural backgrounds
- LO2 Deal with cross-cultural misunderstandings.

Resources:
- Language and Culture series, National Centre for English Language Teaching and Research, Macquarie University, Sydney
- Fitzgerald, Helen, Cross-Cultural Communication for the Tourism & Hospitality Industry, Hospitality Press, Melbourne
- Van Der Wagen, L, Communication in Tourism and Hospitality, Hospitality Press, Melbourne, 1997
- ANTA Training Package Resources for VET in Schools Approaches to Delivery and Assessment in Tourism 1, Curriculum Corporation, 1999
- Videos:
  - Dealing with Cultural Differences in Tourism and Hospitality, VEA
  - Working in a Socially Diverse Environment, VEA

Assessment:
Assessment should include case studies and role-plays based on travel and tourism industry scenarios. Such case studies and role-plays should allow participants to demonstrate their ‘cultural awareness’ in a range of situations. The situations will vary according to the context of the workplace and the culture/subculture involved. Assessment may also include short quizzes.

For further details, check TAFE module document.
2.3.3 Module Name: Follow Health, Safety & Security Procedures (6694D)

Unit(s) of Competency: THHCORO3A Follow Health and Safety Procedures

Suggested Time Allowed: 6 hours

Module Purpose:
To provide participants with an overview of Occupational, Health & Safety requirements and the way in which it affects employees within the travel and tourism industry in all tourism workplaces.

On successful completion of this module participants should be able to:
LO1 Outline the responsibilities and obligations of relevant State or Territory’s Occupational Health and Safety legislation.
LO2 Follow workplace procedures on health, safety and security.
LO3 Explain the methods for dealing with emergency situations.
LO4 Explain the importance of appropriate personal hygiene and professional presentation as required in relation to workplace health and safety.

Resources:
• Section 10, ‘Guidelines to Teachers’ of TAFE module document
• ANTA Training Package Resources for VET in Schools: Approaches to Delivery and Assessment in Tourism 1, Curriculum Corporation, 1999
• Tourism Training Package (THT98)
• Relevant statutory legislation (State and/or Commonwealth) on workplace health and safety

Assessment:
Assessing knowledge of Occupational Health and Safety policies and procedures may require simple quizzes or tests. For application of the organisation of emergency situation procedures, case studies or role-plays are appropriate.

For further details check TAFE module document.
2.3.4 Module Name: Develop and Update Tourism Industry Knowledge (6694A)

Unit(s) of Competency: THHCO01A Develop and Update Tourism Industry Knowledge

Suggested Time Allowed: 20 hours

This section is under development
2.3.5 Module Name: Tourism Office Procedures (4532A)

Unit(s) of Competency: THHGGA01A Communicate on the Telephone
THHGGA02A Perform Clerical Procedures
THHGFA01A Process Financial Transactions

Suggested Time Allowed: 20 hours

Module Purpose:
To provide a learning pathway to assist the participant to communicate effectively on the telephone, perform clerical procedures and process financial transactions, in a range of tourism industry environments.

On successful completion of this module participants should be able to:
LO1 Communicate in an efficient and professional manner on the telephone.
LO2 Process office documentation relevant to the travel and tourism industry.
LO3 Produce draft correspondence relevant to the travel and tourism industry.
LO4 Identify office equipment used in the travel and tourism industry and operate it efficiently and safely.
LO5 Process and balance basic financial transactions relevant to the travel and tourism industry.

Resources:
- Section 10, ‘Guidelines to Teachers’ of TAFE module document
- ANTA Training Package Resources for VET in Schools: Approaches to Delivery and Assessment in Tourism 2 and 3, Curriculum Corporation 1999
- Tourism Training Package (THT98)

Assessment:
Quiz, practical demonstration exercises and role-play(s).

For further details check the TAFE module document.
Module Name: Tourism Computer Operations (4532C)

Unit(s) of Competency: THHGCT01A Access and Retrieve Computer Data
THHGCT02A Produce Documents on Computer

Suggested Time Allowed: 27 hours

Module Purpose:
To provide a learning pathway to assist the participant to access and retrieve computer data and produce documents on computer, in a range of tourism industry environments.

On successful completion of this module, participants should be able to:

LO1 Demonstrate OH&S practices relevant to computer operations.
LO2 Demonstrate procedures for basic data entry on a computer.
LO3 Key in data using appropriate keyboard/mouse techniques to ensure that designated speed and accuracy requirements are met.
LO4 Produce computer documents from written or oral text using a word processing application.

Resources:
- Section 10, ‘Guidelines to Teachers’ of TAFE module document
- ANTA Training Package Resources for VET in Schools: Approaches to Delivery and Assessment in Tourism 3, Curriculum Corporation, 1999
- Tourism Training Package (THT98)
- Oxford Dictionary of Computing
- Microtech Education, Student Workbooks (for all software applications), Belgrave (Victoria); www.microteach.com.au
- Napper, D & Craig, D, Keyboarding, Pitman, Sydney, 1991
- Video: Computerworks Program 1: Computer Basics, EMA, South Melbourne

Assessment
Practical demonstration of OH&S procedures; short-answer quiz and practical demonstration exercise(s) including the production of nominated computer document(s) using a word processing application.

For further details check the TAFE module document.
Module Name: Tourism Products - Australia & Pacific (4532D)

Unit(s) of Competency: THTSOP03A Access and Interpret Product Information

Suggested Time Allowed: 36 hours

Module Purpose:
To provide a learning pathway to assist the participant to access and interpret product information for destination regions in Australia and the Pacific, in a range of tourism industry environments.

On successful completion of this module, students should be able to:

LO1. Identify and access current, relevant and accurate information about tourism products for destination regions in Australia and the Pacific.

LO2. Interpret, explain and discuss information about tourism products for destination regions in Australia and the Pacific.

LO3. Provide information and advise to customers about tourism products for the destination regions in Australia and the Pacific.

Resources:

Australia:
- Destination guide books
- State/territory and regional tourism publications
- Supplier brochures and manuals
- Encyclopedias and other reference books
- Australian atlas
- Trade press supplements such as *Travel Trade, Travelweek*
- Supplier videos
- State, territory and regional tourism authority videos
- Other video, eg ABC *Holiday* series
Pacific:
- Lonely Planet Guides to the Pacific:
  - Fiji
  - Micronesia
  - New Zealand
  - New Caledonia
  - Papua New Guinea
  - Rarotonga and the Cook Islands
  - Samoa
  - Solomon Islands
  - Tahiti and French Polynesia
  - Tonga
  - Vanuatu
- Pacific Fact File
- Fodor's Travel Guides
- Insight Pocket Guides, APA Publications

Other resources:
- A large wall map (about 3m x 4m - available from map centres)
- A world globe
- A current atlas
- World Travel Guide (latest edition), Columbus Press

Assessment:
Quiz, case study incorporating a role-play presentation.

For further details check TAFE module document.
2.3.8 Module Name: Tourism Destination Information (4532B)

Unit(s) of Competency: THTSOP02A Source and Provide Destination Information and Advice

Suggested Time Allowed: 54 hours

Module Purpose:
To provide a learning pathway to assist the participant to source and provide destination information and advice, in a range of tourism industry environments.

On successful completion of the module, the participant will be able to:

LO1. Access current, relevant and accurate information on domestic and international tourism destinations.

LO2. Develop and update knowledge on domestic and international tourism destinations.

LO3. Provide tourism destination information and advice to meet the requirements of travel and tourism industry customers.

Resources:
Various titles of the following guides as appropriate to selected destinations:
- Fodor's Travel Guides, Hodder and Stoughton, London
- Fromer's Travel Guides, Prentice Hall, New York
- Let's Go Guides, Pan Books, London
- Lonely Planet Guides, Michelin Tyre Co, London
- Current Atlas
- Gregorys World Map
- Promotional publications and videos from:
  - National Tourist Offices
  - Tour Wholesalers
  - Airlines

Each student will need access to a current atlas both in class and for homework. The atlas must be comprehensive, with a good domestic and world coverage; it must have a good index and must contain both physical and political maps. Tour brochures with their maps, photos and itinerary/destination descriptions are an excellent source of reference material for this module.

Other resources available to students include film and television documentaries, articles in the general press, guidebooks, travel literature, tourism industry publications, information from government tourist offices and national tourism organizations, CD-ROMs and various Internet sites.

Assessment:
Assessment should include:
1. Completion of a written quiz to assess the currency, accuracy and relevance of tourism destination knowledge.
2. Preparation of a resource portfolio of information.
3. A short role-play presentation.

For further details check TAFE module document.
2.3.9 Module Name: Update Local Knowledge (7008C)

Unit(s) of Competency: THHGCS01A Develop and Update Local Knowledge

Suggested Time Allowed: 27 hours

Module Purpose:
To provide a learning pathway to assist the participant to develop and update local knowledge.

Upon successful completion of this module, participants should be able to:
LO1. Identify and access current, relevant and accurate sources of information about the local area.
LO2. Develop and update knowledge on the local area.

Resources:
- Brochures from local Visitors’ Information Centres
- Leaflets from local attractions
- NRMA Australia guidebooks

Tour brochures with their maps, photos and itinerary/destination descriptions are an excellent source of reference material for this module.

Other resources available to students include film and television documentaries, articles in the general press, guidebooks, travel literature, tourism industry publications, information from government tourist offices, Visitor Information Centres, local shire councils and national tourism organisations, CD-ROMs and various internet sites.

Assessment:
Assessment should include:
1. Completion of a written quiz to assess the currency, accuracy and relevance of local area knowledge.
2. Preparation of a resource portfolio of information about the local area.

For further details check TAFE module document.
2.3.10 Module Name: Non Air Documentation - Retail (4532N)

Unit of Competency: THTSOP09A Process Non-Air Documentation

Suggested Time Allowed: 30 hours

Module Purpose:
To provide a learning pathway to assist the participant to process non-air documentation, in a retail travel environment.

Upon successful completion of this module, participants will be able to:

LO1 Identify and access sources of information about tourism products.
LO2 Interpret information required for processing tourism industry documentation appropriate to the retail sector of the tourism industry.
LO3 Process documentation for the retail sector of the tourism industry in accordance with standard industry practices.

Resources:
- Section 10, ‘Guidelines to Teachers’ of TAFE module document
- Tourism Training Package (THT98)
- Harris, R & Howard, J, The Australian Travel Agency (latest edition), McGraw Hill, Sydney
- Suppliers of training materials, clue cards, brochures, timetables, fare schedules and document blanks

Assessment:
Quiz and documentation file/case study

For further details check the TAFE module document.
3 Assessment

3.1 Industry Curriculum Frameworks - The Purposes of Assessment

Assessment for Higher School Certificate VET courses within industry curriculum frameworks has two distinct purposes.

(i) Assessment for Australian Qualifications Framework (AQF) VET qualifications (competency based assessment)
   • applies to all courses within frameworks
   • provides industry recognition.

(ii) Assessment for the Universities Admissions Index (UAI)
   • optional for 240 hour courses only
   • written HSC examination.

3.2 Assessment for AQF Certification

Assessment for AQF Certification
- is competency based
- must be reliable, flexible, fair and valid; judgements are made on the basis of evidence, which may be in a variety of forms
- must be conducted by qualified assessors and be consistent with Training Package Assessment Guidelines
- assesses students as competent or as not yet competent.

An integrated or holistic approach to competency based assessment is encouraged.

3.2.1 Guiding Principles for Developing Assessment Materials

*This section is reproduced from the Assessment Guidelines of the Tourism Training Package (THT98)*

The guidelines for designing assessment materials are based on the following principles, methods and general format for assessing competence:

- the purpose of assessment is to establish whether the participant has achieved the required level of competence as described in the Tourism Industry National Competency Standards.
- the assessment involves making a judgement of the participant's competence based on:
  ♦ Assessment criteria outlined in the competency standards
  ♦ Sufficient evidence of the participant's performance over a period of time
  ♦ The key principles of validity, reliability, fairness and flexibility.
- the criteria for assessment are holistic. That is, they integrate knowledge, skills and understanding in 'whole of work' situations. The criteria for a particular unit are also cross-referenced to other units so that assessment is coordinated and duplication is minimised.
- an integrated approach to assessment includes a combination of:

Task skills - the requirement to perform individual tasks
Task management skills - the requirement to manage a number of different tasks within the job
Contingency management skills - the requirement to respond to irregularities and breakdowns in routine
Job/role environment skills - the requirement to deal with the responsibilities and expectations of the work environment including working with others.

- Assessment conditions should be or simulate the contemporary, authentic workplace situation
- Assessment methods should gather appropriate evidence for the competency being assessed
- Assessment methods are equitable for all groups of participants.

When designing assessment materials, there should be a table of specifications made out for each unit of competence. Units of competence may be combined for training and assessment purposes and advice on this is provided, where particularly relevant, within the standards. The table of specifications should identify which evidence would suit each unit of competence or part thereof:

<table>
<thead>
<tr>
<th>Elements and Performance Criteria</th>
<th>Suitable Forms of Evidence</th>
</tr>
</thead>
</table>

3.2.2 Assessment and Evidence Gathering Methods

The Assessment Guidelines of the Tourism Training Package detail a range of appropriate assessment and evidence gathering methods. Teachers and trainers are advised to refer to this information when designing assessment programs.

3.2.3 Principles for Conducting Assessments

*This section is reproduced from the Assessment Guidelines of the Tourism Training Package.*

Assessment should be based on the following principles:
- Assessors must ensure that the assessment is consistent with the principles of validity, equity, authenticity and sufficiency
- The person to be assessed must understand:
  - what is to be assessed
  - how it is to be assessed
  - where and when the assessment is to occur
- The person being assessed must be aware of:
  - their options for reassessment
  - The assessment appeals process
- Assessors must provide feedback to the person being assessed, identify any missing evidence of competence and provide advice on how to overcome the skills gap
- Assessors must record the outcome of assessment:
  - On a document for the person being assessed and
  - On the Registered Training Authority's documentation.

3.2.4 Programming Assessment

An integrated approach to assessment, in which a number of elements or units of competency
are assessed together, is encouraged. This accords with the concept of competence as integration of a wide range of skills, knowledge and attitudes.

This approach also reduces the danger of overassessment, which can easily occur if units and elements of competency are assessed individually.

In addition, it is preferable that assessment be integrated with training delivery. For this reason, the programmed modules shown in Section 2 include assessment strategies.

Some forms of assessment will be ongoing. Evidence of competence gathered through the observation of student performance in the classroom, in the workplace or in a simulated work environment will provide one means of ongoing assessment. Questioning of students in the course of teaching and learning activities, self-assessment and peer assessment and reports from workplace supervisors will also allow evidence of competence to be gathered on an ongoing basis.

Other evidence may be collected through specific assessment tasks and events such as projects and assignments, portfolios, written and practical tests and presentations, role-plays and simulations.

It is advisable for teachers and assessors to decide in advance on the forms of assessment and evidence gathering methods to be used for various units or groups of units and devise a planned program of assessment.

Where specific assessment events are to be used these should be scheduled well in advance, keeping in mind the assessment demands placed on students in their other HSC subjects. As with other HSC courses, students should be informed of how and when they will be assessed.

3.3 The HSC Examination

The HSC examination

- is independent of competency in writing of school (or other RTO) requirements for assessment in each course based assessment requirements for AQF qualifications
- is optional for students of Tourism - Sales/Office Operations (240 indicative hours) and is intended for Universities Admission Index (UAI) purposes only
- is a two hour written paper.

3.3.1 Internal Examinations

Teachers and trainers should bear in mind that students enrolled in Tourism - Sales/Office Operations (240 indicative hours) may choose to undertake the optional written HSC examination. These students should have the opportunity to practise appropriate written tasks under examination conditions. As far as possible internal examinations set for this purpose should reflect the specifications and conditions of the HSC examination.
For this reason, it is highly recommended that students sit at least for a trial HSC examination.

Note that a trial HSC or other internal examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency based assessment program.

### 3.4 Recording Assessment

It is advisable that a competency record be maintained containing information about both units and elements of competency. The Tourism Competency Record developed by the Board of Studies as part of the syllabus documentation may be used for this purpose. Alternatively, Registered Training Organisations (RTOs) may use records designed by themselves or by industry bodies.

Schools and other RTOs will be required to report to the Office of the Board of Studies on units of competency for which students have been assessed as competent.

A sample record sheet for an individual unit of competency from the Board of Studies competency record is shown below.

The competency record also contains the following pro formas:
- forms for recording student, school, RTO and work placement employer details
- a summary list of units of competency for each available (or partly available) AQF qualification
- a verification statement.
### 3.4.1 Competency Record - Sample Unit of Competency Record Sheet

**THHCOR01A Work with Colleagues and Customers**

<table>
<thead>
<tr>
<th>Element of Competency</th>
<th>Competent (Assessor Signature)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate in the workplace</td>
<td></td>
</tr>
<tr>
<td>2. Provide assistance to internal and external customers</td>
<td></td>
</tr>
<tr>
<td>3. Maintain personal presentation standards</td>
<td></td>
</tr>
</tbody>
</table>

**VERIFICATION OF ACHIEVEMENT OF UNIT OF COMPETENCY**

I, ________________________, of _______________________, (name of assessor) (Registered Training Organisation)

certify that

__________________________ (name of student)

has demonstrated competence in the unit of competency

**THHCOR01A Work with Colleagues and Customers**

Signature ______________________ Date ______________________
4 Work Placement

The following principles have been formally endorsed by the Board of Studies for HSC VET courses.

4.1 Principles Underpinning Work Placement in the Higher School Certificate

Preamble

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

Industry curriculum frameworks are derived from national training packages. Courses within the frameworks specify the range of industry-developed units of competency from the relevant training packages and have been identified as suitable for the purposes of the Higher School Certificate. VET courses in industry curriculum frameworks are aligned to national vocational qualifications.

Although not all training packages mandate work placement it is a mandatory HSC requirement of each course within the frameworks. Indicative hours have been assigned to the work placement requirement for each course.

Learning in the workplace serves a number of purposes including enabling students to:
- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the Key Competencies.

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

The following principles should be read in conjunction with any systems documentation relating to work placement, for example the Industry Curriculum Frameworks Information Package.

Principle 1

Work placement must have a clearly articulated and documented purpose. The structure of the work-based learning experience needs to be planned and developmental.

A range and number of purposes are possible including, for example,
- learning about a particular industry, workplace culture and career opportunities
- practising skills learnt off the job
- developing new skills
- improving work-related skills
- developing skills including key competencies such as teamwork, using technology, problem solving
• achieving entry level competencies
• achieving workplace performance of particular competency standards
• assessing in a realistic environment or allowing for holistic assessment
• providing opportunities to build skills in a developmental manner from the simple to the complex
• providing opportunities for the learner to reflect upon the work-place learning experience in the context of individual current knowledge and understanding.
• encouraging students to undertake further education and training.

Principle 2
The scheduling of the work placement should reflect student readiness and should complement off-the-job learning programs.

The scheduling of the work placement should take account of:
• whether or not students are workplace ready in terms of the competencies they will need to develop and demonstrate in the workplace
• how the timing of the work placement links to overall course planning
• the degree of flexibility available at both the workplace and the school
• how the alignment of both on and off the job competencies can be best achieved.

An individual work placement program focusing on a developmental approach should be negotiated with the workplace supervisor/employer. This approach should focus on students moving from simple to more complex tasks. Dependence on supervision should reduce over time as students move towards greater independence in the workplace. The ultimate goal of a work placement should be competence and autonomy in the range of tasks required for the job being undertaken.

Principle 3
Work placement should be relevant to the VET courses being undertaken.

The ‘real’ tasks being undertaken in the work-place should complement the tasks and learning being undertaken by the student in their VET courses at school. Work placement may also provide students with the opportunity of having learning outcomes/units of competency assessed in the workplace by accredited trainers and assessors.

Principle 4
Work placement can provide opportunities for work-based assessment

Not all industry curriculum frameworks specify that it is mandatory for competencies to be assessed in the workplace. Assessment events should relate to overall course planning and the purpose of the work placement. In a competency based course, assessment of competencies is criterion-referenced. This means that a participant’s performance is judged against a prescribed standard – not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent.
Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

Assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

4.2 Work Placement for Tourism Courses

HSC courses in tourism are designed to provide participants with the skills, knowledge and work-related attitudes required to perform the role of entry level employee in a range of tourism sectors. These employees perform a variety of administrative duties whilst also assisting those employees working at AQF Certificate III and higher.

Occupational outcomes include retail travel assistant, documentation clerk, information assistant or operations assistant.

Ideally, work placement should occur in workplaces in the tourism industry. These include:

- Retail Travel Agency
- Retail Outlet of a Carrier eg Airline Retail Travel Centre
- Tour Wholesale Office
- Tour Operator’s Office
- Visitor Information Centre
- Park, Museum or other Attraction Office
- State Tourism Commission Office
- Meeting/Professional Conference Organiser

However, where there are insufficient opportunities for students to undertake work placement in a tourism specific workplace, work placement requirements may be partially met by placement in enterprises where similar workplace competencies are required. These could include hospitality front offices (eg motel), general offices (for the development of administration and computing competencies) and retail outlets (for the development of customer service and workplace communications competencies).

It is suggested that where work placements available in the tourism industry are not adequate to fully accommodate all students, these placements be shared between participating students. In this way, all students will have the opportunity to experience a tourism workplace and to contextualise competencies to tourism industry practice.

Teachers should use their professional judgement in the selection of relevant workplacements in related industry areas and the mix of tourism specific and more general workplace experience undertaken by each student.
5 Resources

5.1 Teaching and Learning Materials

It is the responsibility of the Registered Training Organisation to determine the teaching and learning materials that will be used to support the delivery of tourism courses within the Tourism and Hospitality Curriculum Framework.

In some cases, teachers and trainers may choose to use, as major teaching and learning resources, the materials developed to support the delivery of the Tourism Training Package and Training Package Resources for VET in Schools: Approaches to Delivery and Assessment in Tourism 1, 2 and 3.

RTOs may also choose to use TAFE NSW or other TAFE modules and their related learner guides as major resources. A mapping of TAFE NSW modules to units of competency is shown in Section 2 of this support document.

Alternatively, RTOs may develop their own training materials or use a combination of in-house and commercially produced curriculum resources.

Advice on curriculum materials which may be used to support the delivery of tourism courses within the Tourism and Hospitality Curriculum Framework is contained in Section 2 of this support document and in the Resource List below. This information is provided as a guide to RTOs and teachers delivering HSC courses within the curriculum framework. The use of the listed modules and other training materials is not mandatory.
5.2 Resource List

The principal resources for planning and implementing tourism courses from the Tourism and Hospitality Curriculum Framework are the syllabus documents themselves. Below is a list of additional resources which may be suitable for supporting the implementation of the framework. Care should be taken in the use of resources which are not designed to address the Tourism Training Package.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Comment</th>
</tr>
</thead>
</table>
| **Training Package Materials**                                           | The endorsed components of the Tourism Training Package are copyright Australian National Training Authority (ANTA) and available from Australian Training Products GPO Box 5347BB Melbourne Victoria 3001 PH (03) 9630 9836 FAX (03) 9639 4684 http://www.atpl.net.au  
They are also available from Tourism Training Australia Level 4, 64 Clarence Street Sydney NSW 2001 PH (02) 9290 1055 FAX (02) 9290 1001  
ANTA copyright conditions allow teachers and trainers to copy materials for use within their own training organisation or a workplace where training is being conducted. The exact text of ANTA copyright conditions is reproduced in the front of this support document. |
| **Training Package Endorsed Components**                                |                                                                                                                                           |
| Australian National Training Authority  
*Tourism Training Package THT98 - Tourism Competency Standards*,  
Australian Training Products, 1998                                     | Also available via the National Training Information System (NTIS) website http://www.anta.gov.au.ntis  
The relevant units of competency from the training package for Certificate II Tourism-Sales/Office Operations are reproduced in Part B of the syllabus. |
| Australian National Training Authority  
<table>
<thead>
<tr>
<th>Resource</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian National Training Authority</td>
<td>These resources were developed in consultation industry and with school and TAFE systems and Boards of Studies across Australia. They have been distributed to all secondary schools.</td>
</tr>
<tr>
<td>Training Package Resources for VET in Schools: An Approach to Delivery</td>
<td>They contain resources and activities for Certificate II in Tourism - Sales/Office Operations which can be used for teaching and learning and/or assessment and as exemplars for developing other resources and activities.</td>
</tr>
<tr>
<td>and Assessment in Tourism 1, Curriculum Corporation, Carlton South, 1999</td>
<td>Each volume addresses three units of competency from the Tourism Training Package.</td>
</tr>
<tr>
<td>ISBN 1 86366 452 1</td>
<td>These resources are available from the Curriculum Corporation and can also be accessed via the Curriculum Corporation VET in Schools website at <a href="http://www.curriculum.edu.au/vetis">http://www.curriculum.edu.au/vetis</a></td>
</tr>
<tr>
<td>Australian National Training Authority</td>
<td>The other resources in this series, particularly those for Hospitality, Administration and Information Technology also provide material which could be adapted for delivery and assessment of courses in Tourism.</td>
</tr>
<tr>
<td>Training Package Resources for VET in Schools: An Approach to Delivery</td>
<td></td>
</tr>
<tr>
<td>and Assessment in Tourism 2, Curriculum Corporation, Carlton South, 1999</td>
<td></td>
</tr>
<tr>
<td>ISBN 1 86366 467 X</td>
<td></td>
</tr>
<tr>
<td>Australian National Training Authority</td>
<td></td>
</tr>
<tr>
<td>Training Package Resources for VET in Schools: An Approach to Delivery</td>
<td></td>
</tr>
<tr>
<td>and Assessment in Tourism 3, Curriculum Corporation, Carlton South, 1999</td>
<td></td>
</tr>
<tr>
<td>ISBN 1 86366 468 8</td>
<td></td>
</tr>
<tr>
<td>Trainer Guides - Tourism</td>
<td>Notes on training delivery, individual topics, assessment strategies and overheads. These resources are available from Tourism Training Australia.</td>
</tr>
<tr>
<td>TTHCOR01A</td>
<td>Level 4, 64 Clarence Street</td>
</tr>
<tr>
<td>TTHCOR02A</td>
<td>Sydney 2001</td>
</tr>
<tr>
<td>TTHCOR03A</td>
<td>Phone 02 9290 1055</td>
</tr>
<tr>
<td>THTTCO01A</td>
<td>Fax 02 9290 1001</td>
</tr>
<tr>
<td>Trainee Workbooks – Tourism</td>
<td>Summary of competency information, individual topics with activities, suggested assessment strategies for on and off the job training. Available from Tourism Training Australia.</td>
</tr>
<tr>
<td>TTHCOR01A</td>
<td></td>
</tr>
<tr>
<td>TTHCOR02A</td>
<td></td>
</tr>
<tr>
<td>TTHCOR03A</td>
<td></td>
</tr>
<tr>
<td>THTTCO01A</td>
<td></td>
</tr>
<tr>
<td>THTSOP02A</td>
<td></td>
</tr>
<tr>
<td>THTSOP03A</td>
<td></td>
</tr>
<tr>
<td>THTSOP09A</td>
<td></td>
</tr>
<tr>
<td>Australian National Training Authority</td>
<td>This resource supports the Hospitality Training Package (THH97).</td>
</tr>
<tr>
<td>Training Package Resources for VET in Schools: An Approach to Delivery</td>
<td>It includes resources and activities that address units of competency which are common to Tourism and Hospitality.</td>
</tr>
<tr>
<td>and Assessment in Hospitality, Curriculum Corporation, Carlton South, 1999 ISBN 1 86366 450 5</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>Comment</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Training Package Support Materials</strong></td>
<td></td>
</tr>
<tr>
<td>Australian National Training Authority <em>Training Package Resources for VET in Schools: An Approach to Delivery and Assessment in Administration</em>, Curriculum Corporation, Carlton South, 1999 ISBN 1 86366 449 1</td>
<td>This resource supports the Administration Training Package (BSA97) It includes resources and activities which address Administration units of competency related to office administration, accounts, the use of computer software and document production.</td>
</tr>
<tr>
<td>Australian National Training Authority <em>Training Package Resources for VET in Schools: An Approach to Delivery and Assessment in Information Technology Client Support</em>, Curriculum Corporation, Carlton South, 1999 ISBN 1 86366 451 3</td>
<td>This resource supports the Information Technology Client Support Training Package (ICA98) It includes resources and activities which address Information Technology units of competency related to the use of computer software and document production.</td>
</tr>
<tr>
<td><strong>Other Teaching and Learning Materials</strong></td>
<td></td>
</tr>
<tr>
<td>TAFE NSW Tourism modules</td>
<td>A list of the relevant TAFE NSW modules, together with a mapping of the modules to units of competency in the Tourism Training Package is included in Section 2 of this support document. It is recommended that teachers consult the units of competency directly when selecting material from modules for use as teaching resources. TAFE teachers may access the modules and Guidelines to Teachers via the TAFE intranet. Other RTOs may obtain TAFE modules from the New South Wales Curriculum Clearinghouse. The Clearinghouse is a service provided by TAFE NSW on behalf of the Department of Education and Training. The purpose of the Clearinghouse is to make NSW Crown Copyright accredited courses, module descriptors and a range of curriculum and training products available to the public. Further inquiries can be made through the Clearinghouse Coordinator on 61 2 9217 3467.</td>
</tr>
<tr>
<td>Resource</td>
<td>Comment</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Australian National Training Authority, SACE Tourism Studies: Pathways into Tourism, Teacher Training and ATTRP Accreditation, Australian Training Products, Melbourne, 1997</strong></td>
<td>Available from Australian Training Products</td>
</tr>
<tr>
<td><strong>Harris, R &amp; Howard, J <em>Dictionary of Travel, Tourism and Hospitality Terms</em>, Hospitality Press, Melbourne, 1996</strong></td>
<td>Textbook</td>
</tr>
<tr>
<td><strong>Tourism Training Australia</strong></td>
<td>Video</td>
</tr>
<tr>
<td><strong>The Art of Customer Service</strong></td>
<td></td>
</tr>
</tbody>
</table>

For other resources related to specific units of competency refer to section 2 of this support document.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Comment</th>
</tr>
</thead>
</table>
| http://www.boardofstudies.nsw.edu.au  
Board of Studies | The Board of Studies website allows you to download the syllabus (Parts A and B), the competency record, the sample HSC Examination and this support document. It also provides access to the ACE Manual, Board of Studies announcements and Official Notices and other Board of Studies publications. |
| http://www.anta.gov.au.ntis  
ANTA National Training Information System | The National Training Information Service (NTIS) is the authorised database on vocational education and training in Australia. It contains detailed information on courses, qualifications, training packages, competency standards and training organisations. It also contains many useful links including to state VET agencies. |
NSW Board of Vocational Education and Training (BVET) | Information on Apprenticeships and Traineeships, Registration and Accreditation, Training Providers |
NSW Vocational Education and Training Accreditation Board | VETAB is responsible for the accreditation of VET courses and Registration of Training Organisations in NSW. Information on Registration, Accreditation and other aspects of VET |
| http://www.curriculum.edu.au/vetis  
Curriculum Corporation  
VET in Schools website | This site provides resources to assist in the implementation of Training Packages for VET in Schools programs. It includes general information, professional development, assessment materials, implementation guidelines and links to a range of resources. Each industry area site provides specialist details on implementation, assessment, support materials and resources. |
| http://www.atpl.net.au  
Australian Training Products (formerly ACTRAC Products) | This site provides a catalogue of products relating to Training Packages, endorsed and non-endorsed, curriculum and resources published by Australian Training Products (formerly ACTRAC Products). The catalogue is organised into industry/ITAB categories. |
New HSC | Professional Development for the new HSC. Includes access to Curriculum Support Newsletters New HSC Supplements for VET in schools and case studies on supporting VET in schools in terms of organisation and timetabling |
NSW Department of Education and Training | DET main site. Information on and links to all sections of the department. |
<table>
<thead>
<tr>
<th>Resource</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.tafensw.edu.au/">http://www.tafensw.edu.au/</a></td>
<td>TAFE NSW. Courses, Institutes, Campuses, publications, student information, links</td>
</tr>
<tr>
<td>TAFE NSW</td>
<td><a href="http://www.tafensw.edu.au/">http://www.tafensw.edu.au/</a></td>
</tr>
<tr>
<td><a href="http://www.tafensw.edu.au/library/studylinks/">http://www.tafensw.edu.au/library/studylinks/</a></td>
<td>TAFE sub-site with links to educational sites in specific VET areas</td>
</tr>
<tr>
<td><a href="http://www.detya.gov.au/">http://www.detya.gov.au/</a></td>
<td>DET Network for Education (School Education) DET schools site</td>
</tr>
<tr>
<td>DET Network for Education (School Education)</td>
<td><a href="http://www.detya.gov.au/">http://www.detya.gov.au/</a></td>
</tr>
<tr>
<td><a href="http://www.studentnet.edu.au/vet/">http://www.studentnet.edu.au/vet/</a></td>
<td>AIS NSW VET site</td>
</tr>
<tr>
<td>Association of Independent Schools</td>
<td><a href="http://www.studentnet.edu.au/vet/">http://www.studentnet.edu.au/vet/</a></td>
</tr>
<tr>
<td><a href="http://www.edna.edu.au">http://www.edna.edu.au</a></td>
<td>EdNA – Education Network Australia The EdNA site provides a huge range of educational information and links to other educational sites. It contains information on schools, VET, Adult and Community Education and Higher Education including VET/TAFE courses, university courses and scholarships. Funded by all Australian governments.</td>
</tr>
<tr>
<td><a href="http://www.veco.ash.org.au/">http://www.veco.ash.org.au/</a></td>
<td>Vocational Education Community Online This site is for anyone involved in VET in schools. It includes a resource library, tools and a number of chat lines/discussion rooms. The site is a project of the Australian Student Traineeship Foundation and Aussie School House.</td>
</tr>
<tr>
<td>Vocational Education Community Online</td>
<td><a href="http://www.veco.ash.org.au/">http://www.veco.ash.org.au/</a></td>
</tr>
<tr>
<td><a href="http://www.astf.com.au/">http://www.astf.com.au/</a></td>
<td>Australian Student Traineeship Foundation (ASTF) ASTF website. Includes publications, program details and links</td>
</tr>
<tr>
<td>Australian Student Traineeship Foundation (ASTF)</td>
<td><a href="http://www.astf.com.au/">http://www.astf.com.au/</a></td>
</tr>
<tr>
<td><a href="http://www.worksite.actu.asn.au">http://www.worksite.actu.asn.au</a></td>
<td>ACTU Worksite is a site for students and teachers providing information about: Australian industry, work issues, information on training and careers, information about unions and government bodies and links to other sites.</td>
</tr>
<tr>
<td>ACTU Worksite - Australian Council of Trade Unions Educational Worksite</td>
<td><a href="http://www.worksite.actu.asn.au">http://www.worksite.actu.asn.au</a></td>
</tr>
<tr>
<td>Resource</td>
<td>Comment</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><a href="http://www.curriculum.edu.au/">http://www.curriculum.edu.au/</a></td>
<td>OZJAC is a computer program, available by subscription, which brings together information on all accredited courses in Australia, links courses to jobs, and jobs to industry, with explanations of new concepts used in education, training and the labour market.</td>
</tr>
<tr>
<td>Curriculum Corporation (OZJAC)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.ncver.edu.au">http://www.ncver.edu.au</a></td>
<td>Includes a database of research projects in vocational education, reports and articles.</td>
</tr>
<tr>
<td>National Centre for Vocational Education Research</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.tafe.sa.edu.au/institutes/para/ftf/home.htm">http://www.tafe.sa.edu.au/institutes/para/ftf/home.htm</a></td>
<td>This website is the main communication channel for Framing the Future, a staff development initiative of the Australian National Training Authority. It supports people in the Australian VET sector who are involved in implementing the National Training Framework.</td>
</tr>
<tr>
<td>Framing the Future</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.acer.edu.au">http://www.acer.edu.au</a></td>
<td>ACER is a national body, which undertakes research to inform educational policy and practice. Includes information on current research, publications and test programs.</td>
</tr>
<tr>
<td>Australian Council for Educational Research</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.detya.gov.au/JobGuideOnline">http://www.detya.gov.au/JobGuideOnline</a></td>
<td>This is the online version of the DETYA Job Guide. It contains details of 600 occupations, and information on career choice and job seeking.</td>
</tr>
<tr>
<td><a href="http://www.jobsearch.gov.au">http://www.jobsearch.gov.au</a></td>
<td>Lists actual job vacancies around Australia. Also provides information on wages and conditions and employment services.</td>
</tr>
<tr>
<td>WorkCover NSW</td>
<td></td>
</tr>
<tr>
<td>Commission</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.ohs.com.au">www.ohs.com.au</a></td>
<td>This website provides a comprehensive list of publications and contacts for occupational health and safety including links to all relevant government sites.</td>
</tr>
<tr>
<td>Accident Investigation Occupational Health &amp; Safety consultants</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.austlii.edu.au">http://www.austlii.edu.au</a> Australian Legal Information Institute</td>
<td>Access to legislation and regulations</td>
</tr>
</tbody>
</table>