TRAINING & ASSESSMENT STRATEGY

SIT30116-Certificate III in Tourism

This training and assessment strategy is intended to inform trainers and assessors involved in the delivery of training and the collection of assessment evidence. It is also relevant to students, employers or supervisors. The strategy provides a top down perspective of the course and the training and assessment to be applied. This is a working document and will change over time as the course is subjected to continuous improvement. The training and assessment strategy should be read in conjunction with supporting learning and assessment documentation and CBC's Student Handbook.

Published by the Canterbury Business College (CBC)
email: info@canterburybc.com.au
Web: www.canterburybc.com.au

Training and Assessment Strategy

Name of RTO	**Canterbury Business College Pty Ltd**
Training Package	**SIT - Tourism, Travel and Hospitality Training Package**
Code and title of qualification	**SIT30116 Certificate III in Tourism** CRICOS Code – 094694J
Course Fee / Tuition Fee	$AU **6500** (includes tuition fees plus any additional compulsory costs) Please note Canterbury Business College reserves the right to vary Tuition Fees and/or Material Fees without prior notice. Please contact the College prior to enrolling to confirm the current cost and fee structure and refer to the Pre-enrolment Information Pack (Brochure) for Student Refund and Cancellation Policy.
Qualification Packaging rules	**Total number of units = 15 (4 core units plus 11 elective units)** Elective units guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.

Units of competencies

Cluster Name	Unit Code	Unit Name	Nominal Hours	Core / Elective
TERM 1				
Tourism - 1	SITTIND001	Source and use information on the tourism and travel industry	40	Core
	SITXCOM001	Source and present information	20	Elective
	SITTTSL001	Operate online information systems	40	Elective
	SITXCCS002	Provide visitor information	20	Elective
	SITTTSL004	Provide advice on Australian destinations	40	Elective
	SITXCCS006	Provide service to customers	20	Core
	SITXCOM002	Show social and cultural sensitivity	20	Core
TERM 2				
Tourism - 2	BSBSUS201	Participate in environmentally sustainable work practices	20	Elective
	SITXWHS001	Participate in safe work practices	20	Core
	BSBWOR203	Work effectively with others	20	Elective
	SITXHRM001	Coach others in job skills	20	Elective
	SITTTSL002	Access and interpret product information	20	Elective
	BSBITU202	Create and use spreadsheets	40	Elective
	BSBITU301	Create and use databases	40	Elective
	BSBITU306	Design and produce business documents	20	Elective

Course Description	This qualification reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills. They use discretion and judgement and have a sound knowledge of industry operations. They work with some independence and under limited supervision using plans, policies and procedures to guide work activities. **Job roles** This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage sites and any small tourism business. This qualification allows for multi-skilling and for specification in office-based roles involving the planning and coordination of tourism services, or roles in the field where products are delivered. **Possible job titles include:** • Adventure tourism guide • Attendant or senior ride operator in an attraction or theme park • Booking agent • Cellar door salesperson and guide in a winery • Customer service agent • guide and salesperson in an Indigenous cultural centre • inbound tour coordinator • marine tourism guide or dive tour operator • museum attendant • operations consultant for a tour operator • reservation sales agent • sales consultant • visitor information officer. *(As per SIT - Tourism, Travel and Hospitality Training Package)*
Duration	The training program for SIT30116-Certificate III in Tourism is conducted over a 26 weeks period (includes term breaks) and is divided into 2 terms. CBC students will attend class equivalent to 20 hours per week in full-time mode. Total Duration with Holidays = 26 weeks Holidays = 6 weeks Please contact info@canterburybc.com.au for a copy of timetable.
Pre-requisite requirements	***There are no entry requirements for this qualification.*** *(As per SIT-Tourism, Travel and Hospitality Training Package)* ***Pathways into the qualification*** Individuals may enter this qualification with limited or no vocational experience and without a lower level qualification. **Pathways from the qualification**

	After achieving SIT30116 Certificate III in Tourism, individuals could progress to a higher level qualification.
Licensing, legislative, regulatory or certification considerations	No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.
Language Literacy and Numeracy (LLN) requirements	• Canterbury Business College is committed to provide education opportunities to its students from non-English-speaking background (NESB). • Canterbury Business College will use enrolment procedures aimed at ensuring that only students with the requisite LLN skills enrol in its courses as stated in its assessing student's qualifications and English language proficiency Policy and Procedure. • Canterbury Business College recognises the need to pay particular attention to issues related to language in its training and assessment, in order to cater to the needs of the largest section of its target market, i.e. NESB students. • Canterbury Business College will take all reasonable measures to ensure that its staff are aware of the students' specific learning needs and make reasonable adjustments to training and assessment practices to cater for such needs. • Canterbury Business College reserves the right to refer students whose English language proficiency is demonstrably inadequate for their course to enrol in a package course comprising an ELICOS course of sufficient duration in an approved English Language Teaching (ELT) Centre. • If after the commencement of a program it is identified that a student has a Language, Literacy and Numeracy (LLN) issue; our staff can discuss different ways of conducting training and assessment to assist students to access additional tutorial (generally on Fridays) with the Head Trainer. • Students requiring any assistance or support with language, literacy or numeracy should speak confidentially with their trainers and assessor who will call on the Head Trainer and/or other assessors for assistance and guidance as required.
Clients	CBC's clients for this qualification are international students who would like to develop their skills and knowledge in order to create further educational and employment opportunities. Entry requirements for students: • An overall IELTS band 5.5 or equivalent and above (International Students only) • 18 years and above • Students will / may have to meet the entry criteria's depending on individual qualification requirements.

Learning and assessment arrangements	**Organisation's Delivery plan** All units within this qualification are combined into clusters (Refer to cluster breakdown). A logical sequence is maintained for all the clusters. Where applicable unit assessments having similar elements / criteria's / outcomes will be combined with appropriate assessment tools (Refer to the assessment plan to review the assessment tools used in the qualification) to achieve holistic assessment requirements to complete the qualification. The clusters are placed in a logical fashion to achieve critical aspects of assessments for progressive development of competency achieved from previous units / clusters. Units within clusters have multiple assessment tools to simulate / reflect real time workplace requirements. The qualification combines face-to-face trainer led theory/practical classes involving small groups/ individual activities, in a simulated environment resembling the workplace setting as close as possible. These 15 units of competency have been organised into 2 Terms and are delivered throughout the 26 weeks. The tables below set out how the units of competency making up this qualification are clustered for delivery and assessment.

Cluster Name	Unit of Competency
Tourism - 1	SITTIND001 Source and use information on the tourism and travel industry
	SITXCOM001 Source and present information
	SITTTSL001 Operate online information systems
	SITXCCS002 Provide visitor information
	SITTTSL004 Provide advice on Australian destinations
	SITXCCS006 Provide service to customers
	SITXCOM002 Show social and cultural sensitivity
Tourism - 2	BSBSUS201 Participate in environmentally sustainable work practices
	SITXWHS001 Participate in safe work practices
	BSBWOR203 Work effectively with others
	SITXHRM001 Coach others in job skills
	SITTTSL002 Access and interpret product information
	BSBITU202 Create and use spreadsheets
	BSBITU301 Create and use databases
	BSBITU306 Design and produce business documents

Delivery modes

Simulated workplace environment

CBC ensures that the training delivered is to the standards of a real workplace environment. To meet this requirement CBC has implemented a variety of assessment tools that will be implemented during the course of the qualification. These assessment tools assess various different elements of a real / actual workplace however in a simulated training environment.

CBC meets the need for a real-time workplace simulation environment by:

- A dedicated computer lab to reflect a real-time work environment for all practical training components of the course.
- The CBC trainers represent the role of a real client and portray the workplace demands while working on projects. This includes role play of difficult & diverse type customers.
- Students prepare time lines, schedule milestones, communicate, prepare documentation, conduct training in accordance with the client (trainer)
- Working as a team (group work/assignments), fulfilling responsibilities and expectations of the job and workplace.
- Assignments, which include multi-tasking, different roles within assignments, using workplace policies and templates.

Also, emphasis will be made to **simulate workplace situations** in order to develop identified employability skills such as**:**

- communicating with business contacts to promote the goals and objectives of the business
- obtaining feedback from colleagues and clients leading, planning and supervising the performance of team members to develop team cohesion and to foster innovative work practices
- accessing and assessing information for accuracy and relevance
- developing strategies for minimising risks identifying networking opportunities and developing operational strategies to ensure the viability of the business
- instigating new or different work practices to improve productivity or service delivery allocating work to meet time and budget constraints
- developing plans and schedules prioritising tasks
- using business technology to access, organise and monitor information
- participating in professional networks and associations to obtain and maintain personal knowledge and skills
- systematically identifying learning and development needs

	Evidence-gathering techniques / Assessment tools Evidence-gathering techniques takes place throughout the whole process and units of competency are assessed individually and within the cluster organisation. In order to facilitate a flexible approach to both learning and assessment, the evidence gathering is both formative and summative. Formative evaluation is ongoing throughout the delivery of the learning sequence at times mutually agreed upon between the assessor and the student. The form and timing of summative assessment will be discussed with the students at the beginning of each learning sequence. Please refer to **Appendix 1** for Evidence gathering techniques / Assessment tools. **Combinations of these methods will be used for most situations (eg. observations and oral questioning)**
	Please contact info@canterburybc.com.au for more information on Evidence gathering techniques / Assessment tools.
	Delivery and assessment staff A qualified Trainer and Assessor who will perform the assessments must possess the following: • TAE40110 Certificate IV in Training and Assessment • vocational qualifications at least up to the same level they are delivering • At least three years of relevant industry experience • At least three years of teaching/training experience Staff Matrix is available for review on request.

Recognition of Prior Learning (RPL) / Credit Transfer (CT)

Canterbury Business College recognises the skills and knowledge that students may have gained through previous studies, workplace and life experience. They may be entitled to gain recognition of prior learning before or after commencing the course that may exempt them from attending one or more units.

Students who believe they already have the skills and knowledge required to demonstrate competency can request a copy of the RPL application form. Students are provided with information regarding the evidence required for each qualification and must provide valid, sufficient, current and authentic evidence to demonstrate competency.

RPL is based on a portfolio and interview approach, where students accept the main responsibility for identifying, gathering and submitting evidence about their achievement of the competencies.

The RPL process may involve a practical demonstration assessment.

Where RPL is granted to overseas students the College will notify DIBP of the change to the duration of study or ensure a full-time 20 hour per week load for the student.

Special Needs Arrangements (Reasonable Adjustments)

All students, including those with disabilities, are treated equally, with dignity and be able to enjoy the benefits of the educational experience in the same way.
If there are students with special needs, the trainer/assessor takes into account the students' needs and makes appropriate adjustments to the training environment, wherever feasible and practicable and in consultation with the Principal and Head Trainer.

Transition Arrangements

The Principal / Course Coordinator are fully responsible for ensuring the management of the students into the revised version of this course.
This will include:

- Consultation with appropriate industry personnel to ensure relevance of learning and assessment materials.
- Revising and upgrading of existing assessment tools to the requirements of the revised qualification.
- Creation of new identified assessment tools.
- Revising and upgrading of existing learning materials to the requirements of the revised qualification.
- Creation and purchasing of new learning materials.
- Rewriting of this learning and assessment strategy to match the new qualification
- Training and or up-skilling of existing trainers and assessors into the requirements of the new qualification
- Updating of the trainer assessor matrix, mapping tables and other relevant documents against the new qualification.

Intervention Strategies

An Intervention Strategy is a plan of action that anticipates barriers and resources in relation to achieving a specific objective. Canterbury Business College endeavours to anticipate students' needs and implements a range of intervention strategies. Resources and facilities provide students with options to complete each unit of competency. If the student is deemed not yet competent or if he/she does not show an understanding of the course being taught, the student may be asked to:

- Discuss an intervention plan with the Head Trainer.
- Sit for a re-assessment.
- Attend a number of supervised studying hours.
- Repeat the unit

Assessment Process

The following describes the process for conducting assessments against the units of competency identified:

– **Step 1: Prepare for assessment.** The assessor is to:

- establishes the context and purpose of the evidence to be collected;
- identify and analyse the units of competency, training package and CBC's assessment strategy to identify the evidence requirements; and
- review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

– **Step 2: Prepare the student**. The assessor meets with the student to:

- explain the context and purpose of the assessment and the assessment process;
- explain the units of competency to be assessed and the evidence to be collected;
- outline the assessment procedure and the preparation the student should undertake, and answer any questions;
- assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people individual needs;
- seek feedback regarding the student's understanding of the evidence requirements and assessment process; and
- determine if the student is ready for assessment.

- **Step 3: Plan and prepare the evidence-gathering process**. The assessor must:

- establish a plan for gathering sufficient quality evidence about the student's consistent performance in order to make the assessment decision;
- organise equipment or resources required to support the evidence-gathering process; and
- coordinate and brief other personnel involved in the evidence-gathering process.

	– **Step 4: Collect the evidence and make the assessment decision.** The assessor must: • establish and oversee the assessment process to ensure its validity, reliability, fairness and flexibility; • collect appropriate evidence and match compatibility to the unit of competency; • incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies; • evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency; • consult and work with other staff, or technical experts involved in the assessment process; • record details of evidence collected; and • make a judgement about the student's competence based on the evidence and the relevant unit(s) of competency.
	– **Step 5: Provide feedback on the assessment**. The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with: • clear and constructive feedback on the assessment decision; • information on ways of overcoming any identified gaps in competency revealed by the assessment; • the opportunity to discuss the assessment process and outcome; and • information on reassessment and the appeals processes if applicable.
	– **Step 6: Record and report the result.** The assessor must: • record the assessment outcome according to the policies and procedures • maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures; • maintain the confidentiality of the assessment outcome; and • report the assessment outcome to CBC.
	– **Step 7: Review the assessment process.** On completion of the assessment process, the assessor must: ▪ review the assessment process; ▪ report on the positive and negative features of the assessment to those responsible for the assessment procedures; and • if necessary, suggest to CBC management ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled management meeting or assessment validation.

	– **Step 8: Participate in the reassessment and appeals process.** The assessor must: ▪ provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options; ▪ provide the student with information on the reassessment and appeals process; ▪ report any assessment decision that is disputed by the student to the appropriate personnel; and • participate in the reassessment or appeal according to the policies and procedures.
	Assessment validation process The processes used to validate assessment activity in this program are: **1. <u>Pre-assessment</u>** Assessment strategies are developed through consultation with industry representatives to ensure assessment methods are consistent with industry needs. Assessment tools and activities are validated by assessors from within the RTO or from another RTO that delivers the same or a similar course, or from external industry representatives. Validation before assessment focuses on: • the design of assessment activities; • the assessment methods that are to be used; • the benchmarks against which each participant is assessed. **2. <u>Post-assessment</u>** In order to ensure that assessment outcomes are reliable across a range of assessors, over a range of contexts and over time, Canterbury Business College conducts post-assessment validation. The Post-assessment Validation process focuses on: • The assessment tasks and the assessment process; • The evidence of participants' performance; • The assessment decisions made on the samples of evidence provided; • Reporting and record keeping. It includes the following activities: • Validation meetings; • Moderation process; • Student and Trainer/Assessor's Feedback; **Assessment Moderation Process** The Head Trainer/Assessor conducts Assessment moderation at the end of each term by collecting samples of assessment evidence from all assessors for the same unit of competency, and compares the outcomes of the assessment process against the assessment and unit requirements. Feedback from students and trainers/assessor is collected to support the continuous improvement of the assessment process and assessment tools used by the RTO.

	Other requirements • All staff (including full time, part time and casual) involved in the delivery and assessment of this qualification, have direct access to the current version of the SIT-Tourism, Travel and Hospitality Training Package, including the appropriate units of competency, assessment guidelines and qualification structure through the TGA website. • All staff (including full time, part time and casual) involved in delivering the program, have access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment. • All assessors have access to point and electronic copies of the assessment tools used in this program. Learning resources are supplied to all students • The RTO has access to staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reasonable adjustment procedures. (Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else.) • The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement the program. • Classrooms for the delivery of Theory based Units - Tables & Chairs, Whiteboard or Flipchart - Data projector - Computers with Internet access / WIFI • Office Equipment for practical demonstration assessments - Desks or work stations with Ergonomic Chairs - Computers with Internet Access - Photocopier • Text books and reference library Please refer to **Appendix 2** for Resource Material / Textbooks

	Recording assessment evidence and candidate feedback It is mandatory that assessors record detailed evidence of the student's demonstrated knowledge and skills. The comments fields within the assessment tools are to be used to record detailed commentary on the knowledge and skills demonstrated by the student. The Assessment Summary Report is to be used to record the overall assessment finding and the feedback that is provided to the student. These comments should be as detailed as possible. This completed assessment record will be retained by CBC in archive and may be accessed in the future as part of a review of the quality of evidence being gathered by CBC relating to a particular unit of competency or as part of a general audit of CBC's assessment strategy. Candidates should be given a chance to comment on their performance prior to getting feedback from the assessor. At the conclusion of the assessment, the assessor will complete the Assessment Summary Report for each candidate and indicate whether the candidate is competent or not yet competent. The Assessment Summary Report together with all assessment materials should be retained and filed within the student's academic record. **Re-assessment** Students who are assessed as not yet competent are to be provided with detailed feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment. For more information, please refer to Resit / Re-assessment procedure section in the Student Handbook.
Benchmarks for assessment	In accordance with the Tourism, Travel and Hospitality Training Package, the endorsed unit of competency is the benchmark for assessment. As such, the unit of competency being assessed in these assessment activities has been unpacked to identify the required knowledge and skills to be demonstrated by the student. These are represented in the observation assessment criteria, and written knowledge questions which have been developed by analysing the whole unit including elements of competence, performance criteria, range information, required knowledge and skills and the evidence guide. These have been represented in the sequence this work is usually performed. The assessor is required to facilitate the observation of these knowledge and skills and is required to record what was actually observed to evidence these benchmarks of assessment.

Third Party Arrangement	Canterbury Business College has an agreement with **Cogninet Australia Pty Ltd** to provide training and assessment services which include trainer's management and compliance services. **Contact details:** Cogninet Australia Pty Ltd Level 5, 29-35 Bellevue St Surry Hills, NSW 2010 Email: info@cogninet.com.au Web: www.cogninet.com.au
Learner's rights for training and assessment	**Please read** Student Handbook **for learner's rights and obligation under Tuition Protection Scheme section. A copy of** Student Hand Book **can be downloaded from CBC website (www.cbc.nsw.edu.au)**
Industry Consultation	Canterbury Business College has liaised with the following organization / individuals for its industry consultation for the Tourism, Travel and Hospitality Training Package. Minutes of meeting / discussion are available for review on request. **Muthu MENON** *Business Development Manager* **Traveland** 30 Langston Pl, Epping NSW 2121 Mobile: 0413 127 727

CEO's endorsement:	**Gajinder Paul**	Date:	**10 January 2017**

Appendix 1 - Evidence gathering techniques / Assessment tools

Assessment Plan for SIT30116 Certificate III in Tourism

Cluster Name	Demonstration	Projects		Report Writing	Portfolio	Case Scenario - Problem Solving	Written Exam	Research Documentation		Role Play	Presentation	Discussion	Oral Questioning
	Assessment Tools												
Tourism 1													
SITTIND001 Source and use information on the tourism and travel industry		√			√		√				√		√
SITXCOM001 Source and present information				√		√	√	√		√			
SITTTSL001 Operate online information systems		√		√			√	√					
SITXCCS002 Provide visitor information					√		√	√		√			√
SITTTSL004 Provide advice on Australian destinations		√		√	√			√		√			

SITXCCS006 Provide service to customers					√		√						√
SITXCOM002 Show social and cultural sensitivity	√	√					√			√			√
Tourism 2													
BSBSUS201 Participate in environmentally sustainable work practices	√			√		√	√					√	
SITXWHS001 Participate in safe work practices				√			√	√		√			√
BSBWOR203 Work effectively with others				√		√	√	√					√
SITXHRM001 Coach others in job skills	√				√		√			√			√
SITTTSL002 Access and interpret product information		√		√			√	√					
BSBITU202 Create and use spreadsheets	√	√					√						
BSBITU301 Create and use databases	√	√					√						
BSBITU306 Design and produce business documents	√	√		√			√	√				√	

Appendix 1 – Resource Material / Textbooks

SIT30116 Certificate III in Tourism		Resource Provider
1	SITTIND001 Source and use information on the tourism and travel industry	- Canterbury Business College - Smallprint - Cogninet Australia
2	SITXCOM001 Source and present information	- Canterbury Business College - Smallprint - Cogninet Australia
3	SITTTSL001 Operate online information systems	- Canterbury Business College - Smallprint - Cogninet Australia
4	SITXCCS002 Provide visitor information	- Canterbury Business College - Smallprint - Cogninet Australia
5	SITTTSL004 Provide advice on Australian destinations	- Canterbury Business College - Smallprint - Cogninet Australia
6	SITXCCS006 Provide service to customers	- Canterbury Business College - Smallprint - Cogninet Australia
7	SITXCOM002 Show social and cultural sensitivity	- Canterbury Business College - Smallprint - Cogninet Australia
8	BSBSUS201 Participate in environmentally sustainable work practices	- Canterbury Business College - Smallprint - Cogninet Australia

9	SITXWHS001 Participate in safe work practices	- Canterbury Business College - Smallprint - Cogninet Australia
10	BSBWOR203 Work effectively with others	- Canterbury Business College - Smallprint - Cogninet Australia
11	SITXHRM001 Coach others in job skills	- Canterbury Business College - Smallprint - Cogninet Australia
12	SITTTSL002 Access and interpret product information	- Canterbury Business College - Smallprint - Cogninet Australia
13	BSBITU202 Create and use spreadsheets	- Canterbury Business College - Smallprint - Cogninet Australia
14	BSBITU301 Create and use databases	- Canterbury Business College - Smallprint - Cogninet Australia
15	BSBITU306 Design and produce business documents	- Canterbury Business College - Smallprint - Cogninet Australia