



Stage 6 Syllabus

Tourism and Events Curriculum Framework

Part A

Course Structures and Requirements

for implementation from 2012

Tourism and Events (120 indicative hours)
Tourism and Events (240 indicative hours)
Tourism and Events Specialisation Study (60 or 120 indicative hours)

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1 Introduction to Industry Curriculum Frameworks

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on nationally endorsed Training Packages. They specify the range of industry-developed units of competency from the relevant Training Packages which are suitable for the HSC. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses to gain unit credit for the HSC.

This Industry Curriculum Framework document contains the HSC Tourism and Events VET courses to be delivered for the HSC by schools, TAFE NSW colleges and other Registered Training Organisations (RTOs) on behalf of schools or TAFE NSW colleges.

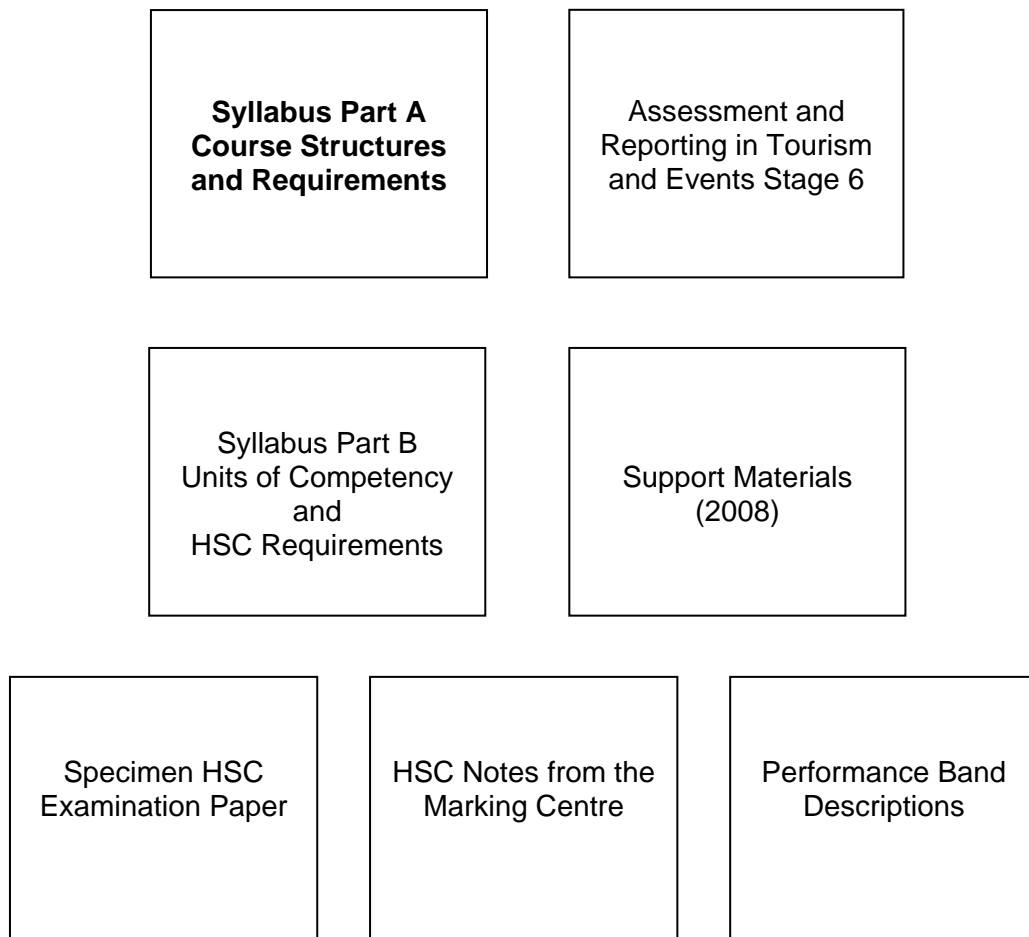
2 Documents Associated with Industry Curriculum Frameworks

The purpose of the industry curriculum framework documents is to assist teachers and trainers to develop teaching and assessment programs, and to help manage competency achievement by HSC candidates.

Part A of the *Tourism and Events Curriculum Framework Stage 6 Syllabus* describes how students may achieve unit credit towards the HSC and credit towards a vocational qualification. It contains general advice about the Tourism and Events Curriculum Framework and describes course structures and requirements, including work placement. This document should be used as the first reference when planning to implement courses for the HSC.

The set of documents associated with the Framework is shown below.

2.1 Industry Curriculum Framework documents



3 The Higher School Certificate Program of Study

The purpose of the HSC program of study is to:

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

4 Vocational Education and Training (VET) in the NSW HSC

4.1 The national context

VET programs offered for the HSC are consistent with the National Training Framework (NTF). The NTF is the system of vocational education and training that:

- applies nationally
- is made up of the VET Quality Framework [formally referred to as the Australian Quality Training Framework (AQTF)] and nationally endorsed Training Packages. The VET Quality Framework is the agreed quality framework for the national VET system.

The Australian Qualification Framework (AQF) is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.

4.2 Determination of AQF VET qualifications for HSC students

The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. These AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as *qualification packaging rules*. The qualification packaging rules describe the number and range of units of competency required for eligibility for an AQF VET qualification.

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

The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course than are required for successful completion of the AQF VET qualification.

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

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

The qualification packaging rules for the AQF VET qualification pathways in this Framework are available from the *Tourism, Hospitality and Events Training Package (SIT07)* at www.training.gov.au and on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/tourism-and-events.html and should be consulted when selecting elective units of competency.

5 Rationale

The tourism industry is one of the largest industries in Australia comprising leisure travel as well as travel for business, health, education, religious and other reasons. The tourism industry comprises both domestic and international travel as well as items consumed or purchased by tourists.

Direct tourism demands also affect other industries such as transport, accommodation, cafes, restaurants, take away food outlets and retail trade. The Australian, state, territory and local governments contribute to the tourism industry through the provision of facilities and services such as airports, ports, railways, construction and maintenance of roads, national parks, immigration and customs services, tourism promotion, information services and recreation facilities.

Australia-wide, there are over 550,000 people employed in the tourism industry, with almost half in NSW. A significant proportion of the tourism workforce are young people, some of whom combine work with part-time study.

The meetings, conferences, exhibitions and events industries are a sector of the tourism industry. These industries manage a range of services including management of domestic and international conferences and meetings, destination and incentive tourism management and special event management such as sporting, cultural, historical, performing arts, agricultural, horticultural and community development events.¹

The *Tourism, Hospitality and Events Training Package (SIT07)* offers qualifications from Certificate I to Advanced Diploma and specifies the competencies required for retail travel sales, tour wholesaling, visitor information services, guiding and events. The Tourism and Events Curriculum Framework is based on units of competency from this Training Package.

The inclusion of courses in Tourism and Events in the HSC based on industry-recognised AQF VET qualifications will allow students to access both long-term and short-term employment opportunities. Courses within the Tourism and Events Curriculum Framework provide an opportunity for students to gain Certificates I, II and III and/or Statement of Attainment towards Certificate III as part of their HSC. Apart from being nationally recognised, these AQF VET qualifications articulate into higher-level qualifications in the tourism and events industries, including those which underpin traineeship pathways, which students may pursue post-school.

The Framework also provides an optional HSC examination, which allows results from the Tourism and Events (240 indicative hours) course to contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Learning in each HSC course within the Tourism and Events Curriculum Framework provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in tourism and events industries. It also provides skills, knowledge and experiences – such as teamwork, communication and occupational health and safety – that are transferable to other industry areas.

¹ www.abs.gov.au (Australian Bureau of Statistics); www.myfuture.edu.au; (myfuture); <http://corporate.tourism.nsw.gov.au> (Tourism NSW); www.tourismtraining.com.au (Tourism Training Australia).

6 Aim

The Tourism and Events Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the tourism and/or events industries. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

7 Tourism and Events Curriculum Framework

7.1 Training Package qualifications

The Tourism and Events Curriculum Framework is based on the national *Tourism, Hospitality and Events Training Package (SIT07)*.

The Tourism, Hospitality and Events Training Package incorporates six nationally recognised qualification levels ranging from AQF Certificate I in Tourism (Australian Indigenous Culture) to an Advanced Diploma of Tourism or Events.

7.2 AQF VET qualifications available in the Tourism and Events Curriculum Framework

The Tourism and Events Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed *Tourism, Hospitality and Events Training Package (SIT07)*.

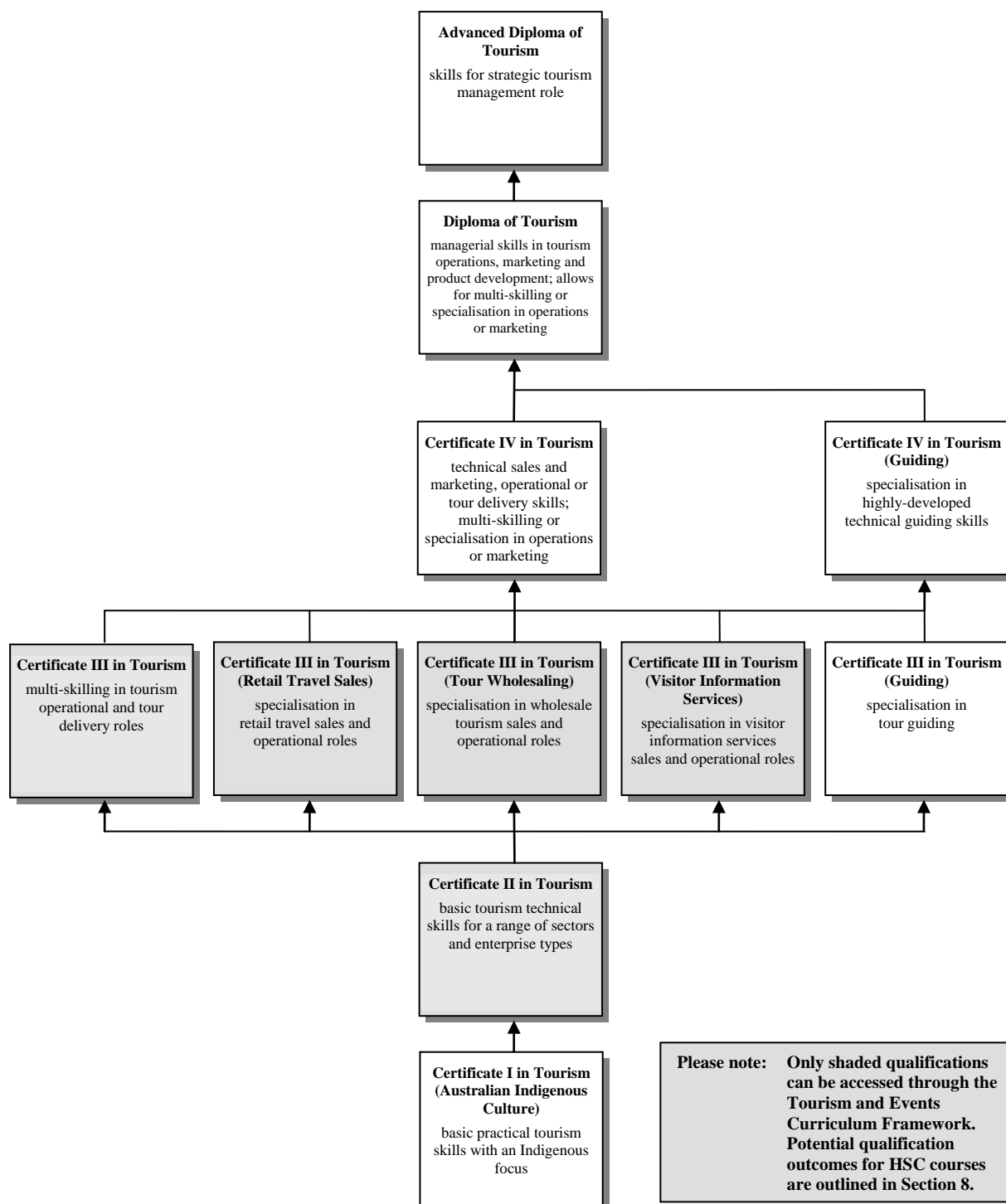
The AQF VET qualifications available in the Tourism and Events Curriculum Framework are:

- Certificate II in Tourism (SIT20107)
- Certificate III in Tourism (SIT30107)
- Certificate III in Tourism (Retail Travel Sales) (SIT30207) (Statement of Attainment only)
- Certificate III in Tourism (Tour Wholesaling) (SIT30307) (Statement of Attainment only)
- Certificate III in Tourism (Visitor Information Services) (SIT30407)
- Certificate III in Events (SIT30607).

7.3 Qualification pathways in tourism

The following information is drawn from the *Tourism, Hospitality and Events Training Package (SIT07)*.²

The following summary chart provides examples of common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The tourism qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable significant credit transfer between qualifications.

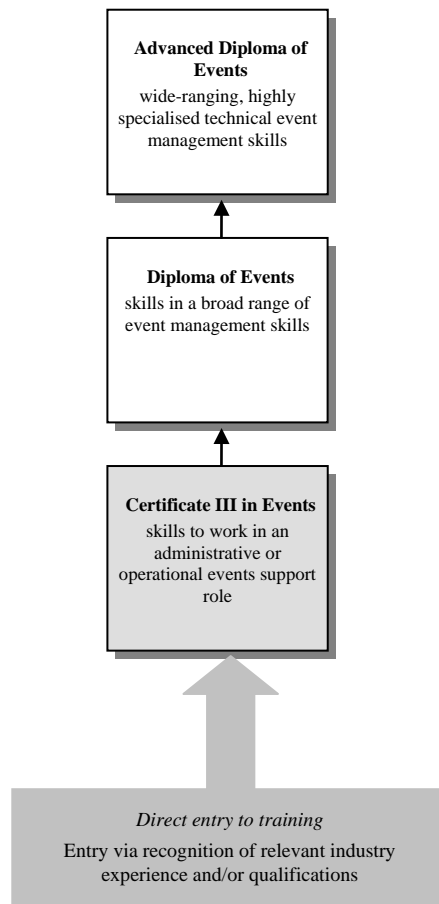


² DEEWR, 2007, *Tourism, Hospitality and Events Training Package (SIT07)*, Volume 1.

7.4 Qualification pathways in events

The following information is drawn from the *Tourism, Hospitality and Events Training Package (SIT07)*.³

The following summary chart provides examples of common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The events qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including via relevant industry experience or qualifications. They enable significant credit transfer between qualifications, including from related industry areas.



Please note: Only shaded qualifications can be accessed through the Tourism and Events Curriculum Framework. Potential qualification outcomes for HSC courses are outlined in Section 8.

³ DEEWR, 2007, *Tourism, Hospitality and Events Training Package (SIT07)*, Volume 1.

8 Course Structures

8.1 Courses within the Tourism and Events Curriculum Framework

An industry curriculum framework describes the units of competency that have been identified as being suitable for the purposes of the HSC. Units of competency in the Tourism and Events Curriculum Framework are detailed in **Sections 8.4, 8.5 and 8.6**.

Each course in a framework describes how the available units of competency can be grouped to gain units of credit towards the HSC.

The Tourism and Events Curriculum Framework contains the following courses:

- Tourism and Events (120 indicative hours)
- Tourism and Events (240 indicative hours)
- Tourism and Events Specialisation Study (60 or 120 indicative hours).

The maximum number of Preliminary and/or HSC units available from this Framework is six units. That is, courses can total up to 360 hours.

Compulsory units of competency are those that all students must attempt in their study of the HSC course (refer to Section 8, Tables 1 and 2).

Examinable units of competency are those that can be examined in the optional HSC examination (refer to Section 11.4).

Core units of competency are those required by the Tourism, Hospitality and Events Training Package for a student to be eligible for the vocational qualification (refer to Section 15).

8.1.1 The selection of units of competency

Units of competency should be selected within course structures to maximise students' eligibility for AQF VET qualifications and an occupational outcome. **Tables 7 and 8** (pp 44–51) list the status of each unit of competency in relation to the qualifications. This information should be consulted when selecting elective units of competency.

An integrated or holistic approach to course delivery and assessment should be adopted. Examples of integrated approaches to programming and assessment strategies that may be used to support the delivery of courses within the Tourism and Events Curriculum Framework are contained in the *Tourism and Events Curriculum Framework Support Document* (www.boardofstudies.nsw.edu.au). This information is provided as a guide to RTOs delivering HSC courses within the Framework.

8.2 Allocation of HSC indicative hours of credit

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

However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the indicative hours allocated, only the delivery hours.

It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.

Tables 1– 5 (Section 8) list the indicative hours assigned to each unit of competency included in the Tourism and Events Curriculum Framework for the purpose of unit credit towards the HSC.

8.3 Recognition of Prior Learning (RPL) and credit transfer

Recognition of Prior Learning (RPL) and credit transfer refer to the acknowledgement of evidence of a student's achievement of competencies or learning outcomes. They are processes that allow students to have their previous learning – both formal and informal – count towards their HSC VET courses and AQF VET qualifications.

RPL is an assessment process that assesses the individual student's non-formal and informal learning to determine the extent to which that individual has achieved the competency standards. **Where the outcomes of this process indicate that the student is competent, structured training is not required.**

Credit transfer is a process that provides credit for a unit of competency previously achieved. **Students should be given recognition for units of competency already held. Structured training or assessment for these units is not required.**

The RPL requirements of the VET Quality Framework (formerly referred to as the AQTF) must be met.

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

Students undertaking HSC courses within the Tourism and Events Curriculum Framework may already hold units of competency or have current knowledge, skills and experience relevant to the units of competency within the courses.

Students can be granted credit (recognition of prior learning or credit transfer) for:

- units of competency within AQF VET qualifications
- HSC VET course outcomes and content as defined by the indicative hour requirements of HSC VET courses
- mandatory work placement requirements.

Further information about the arrangements for RPL and credit transfer within VET courses, including processes, application forms and examples of possible scenarios, is available on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/rpl.html.

8.4 Tourism and Events (120 indicative hours)

Purpose

The purpose of this course is to provide students with an opportunity to develop basic knowledge and skills to be competent in routine tasks in various tourism settings.

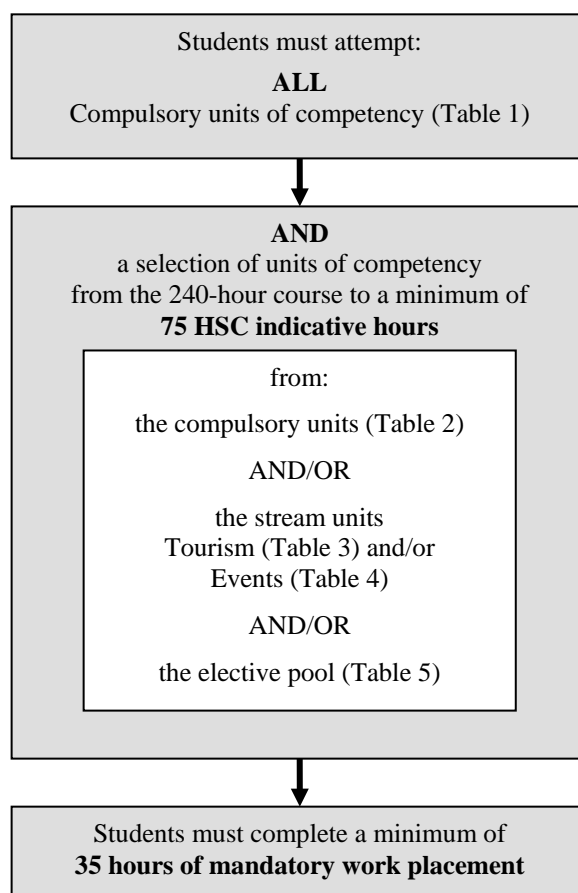
Course structure

This course comprises three compulsory units of competency and a selection of units of competency from the 240-hour course.

Tables 7 and 8 (pp 44–51) list the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome sought, local industry requirements and the characteristics of the qualification outcome.

120 indicative hour courses are accredited for a total of 2 units at the Preliminary and/or HSC level.

Course requirements – Tourism and Events (120 indicative hours)



AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the *Tourism, Hospitality and Events Training Package (SIT07)*. A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcome is:

- Statement of Attainment towards Certificate II in Tourism (SIT20107).

Qualification packaging rules are available from the *Tourism, Hospitality and Events Training Package (SIT07)* at www.training.gov.au and on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/tourism-and-events.html.

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Tourism and Events Stage 6*.

Table 1 Tourism and Events (120 indicative hours) – compulsory units of competency

COMPULSORY Attempt ALL units of competency			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
SITTIND001B	Develop and update tourism industry knowledge	Nil	20
SITXCOM001A	Work with colleagues and customers	Nil	15
SITXOHS001B	Follow health, safety and security procedures	Nil	10
Total HSC indicative hours for compulsory units of competency			45

ELECTIVE UNITS Attempt units of competency to a minimum value of 75 indicative hours
Elective units may include any unit of competency from the 240-hour course which has not already been undertaken (refer to Section 8.5, Tables 2–5).

8.5 Tourism and Events (240 indicative hours)

Purpose

The purpose of this course is to provide students with the opportunity to gain knowledge and skills to enable the individual to be competent in a range of tourism and/or events sales, administrative and operational support roles.

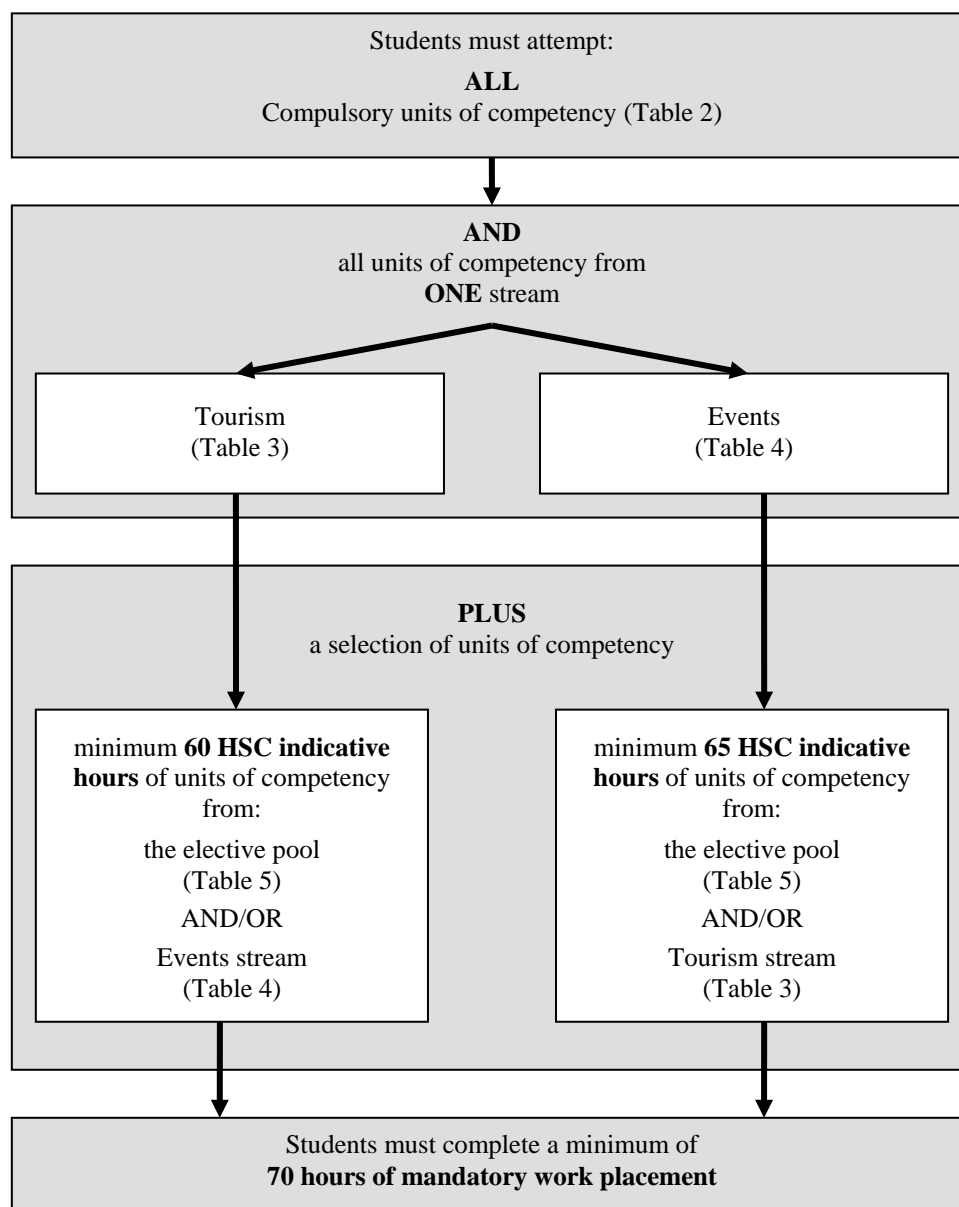
Course structure

This course comprises eight compulsory units of competency, a choice of two streams – Tourism (containing three units of competency) and Events (containing three units of competency) – and an elective pool with 34 elective units of competency.

Tables 7 and 8 (pp 44–51) list the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome sought, local industry requirements and the characteristics of the qualification outcome.

240 indicative hour courses are accredited for a total of 4 units at the Preliminary and/or HSC level.

Course requirements – Tourism and Events (240 indicative hours)



An external written Higher School Certificate examination will be conducted for this course. This examination is optional. In the year they will complete the course, students will specify whether or not they choose to undertake the external written examination (refer to Sections 11.3 and 11.4).

The units of competency for the optional HSC examination are listed in the HSC exam specifications in Section 11.4 of this document.

AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the *Tourism, Hospitality and Events Training Package (SIT07)*. A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate II in Tourism (SIT20107)
- Certificate III in Tourism (SIT30107)
- Statement of Attainment towards Certificate III in Tourism (Retail Travel Sales) (SIT30207)
- Statement of Attainment towards Certificate III in Tourism (Tour Wholesaling) (SIT30307)
- Statement of Attainment towards Certificate III in Tourism (Visitor Information Services) (SIT30407)
- Certificate III in Events (SIT30607).

Qualification packaging rules are available from the *Tourism, Hospitality and Events Training Package (SIT07)* at www.training.gov.au and on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/tourism-and-events.html.

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Tourism and Events Stage 6*.

Table 2 Tourism and Events (240 indicative hours) – compulsory units of competency

COMPULSORY Attempt ALL units of competency			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
SITTIND001B	Develop and update tourism industry knowledge	Nil	20
SITTTSL004A	Source and provide Australian destination information and advice	Nil	25
SITXADM001A	Perform office procedures	Nil	15
SITXCOM001A	Work with colleagues and customers	Nil	15
SITXCOM002A	Work in a socially diverse environment	Nil	10
SITXENV001A	Participate in environmentally sustainable work practices	Nil	15
SITXOHS001B	Follow health, safety and security procedures	Nil	10
SITTTSL001A	Operate an online information system	Nil	15
Total HSC indicative hours for compulsory units of competency			125

AND one of the following streams:

Table 3 Tourism Stream

Attempt ALL units of competency			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
SITTTSL002A	Access and interpret product information	Nil	20
SITTTSL005A	Sell tourism products and services	SITTTSL002A	20
SITTTSL006B	Prepare quotations	SITTTSL002A	15
Total HSC indicative hours for Tourism Stream			55

OR

Table 4 Events Stream

Attempt ALL units of competency			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
SITXEVT001B	Develop and update event industry knowledge	Nil	20
SITXEVT003B	Process and monitor event registrations	Nil	15
SITXEVT004B	Coordinate on-site event registrations	Nil	15
Total HSC indicative hours for Events Stream			50

PLUS a selection of unit/s of competency from the stream not already undertaken by students **AND/OR** the elective pool.

For:

- the Tourism Stream students must undertake a minimum of 60 HSC indicative hours
- the Events Stream students must undertake a minimum of 65 HSC indicative hours.

Table 5 Elective pool

ELECTIVE POOL			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
Administration			
BSBRES401A	Analyse and present research information	Nil	15
SITXADM002A	Source and present information	Nil	10
Client and Customer Service			
SIRXCCS001A	Apply point-of-sale handling procedures	Nil	20
SITXCCS001B	Provide visitor information	Nil	15
Communication and Teamwork			
SITXCOM003A	Deal with conflict situations	Nil	15
SITXCOM004A	Communicate on the telephone	Nil	5
SITXCOM006A	Address protocol requirements	Nil	15
Computer Operations and ICT Management			
BSBITU302A	Create electronic presentations	Nil	20
BSBITU102A	Develop keyboard skills	Nil	15
BSBWOR204A	Use business technology	Nil	15
BSBITU201A	Produce simple word processed documents	Nil	20
BSBITU202A	Create and use spreadsheets	Nil	15
BSBITU306A	Design and produce business documents	Nil	25
BSBITU203A	Communicate electronically	Nil	15
Creative and Technical Production			
CUETGE15B	Handle physical elements safely during bump-in/bump-out	Nil	20
Events			
SITXEVT002B	Provide event staging support	Nil	20
Finance			
SITXFIN001A	Process financial transactions	Nil	15
First Aid			
HLTFA301B	Apply first aid	Nil	20

Table 5 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
Guiding			
SITTGDE008A	Research and share general information on Australian Indigenous cultures	Nil	25
SITTGDE009A	Interpret aspects of local Australian Indigenous culture	Nil	25
Inventory			
SITXINV001A	Receive and store stock	Nil	10
Merchandising			
SIRXMER001A	Merchandise products	Nil	20
Planning and Product Development			
SITTPPD003B	Source and package tourism products	SITTTSL006B	20
Risk Management and Security			
SITXCCS305A	Provide lost and found facility	Nil	5
SIRXRSK001A	Minimise theft	Nil	10
Sales			
SIRXSLS001A	Sell products and services	Nil	15
SIRXSLS002A	Advise on products and services	Nil	20
Tourism Sales and Office Operations			
SITTTSL003A	Source and provide international destination information and advice	Nil	30
SITTTSL007B	Receive and process reservations	Nil	25
SITTTSL008B	Book and coordinate supplier services	SITTTSL002A	10
SITTTSL009B	Process travel-related documentation	SITTTSL002A	25
Venue and Facility Operations			
CUEFOH04C	Usher patrons	Nil	10
SITTVAF001A	Provide venue information and assistance	Nil	15
SITTVAF002A	Provide a briefing or scripted commentary	Nil	10

8.6 Tourism and Events Specialisation Study (60 or 120 indicative hours)

Purpose

The purpose of the Tourism and Events Specialisation Study is to provide students with the opportunity to gain further credit towards Certificate III qualifications.

Course eligibility

The Tourism and Events Specialisation Study is only available to students who are currently entered in, or have completed, the Tourism and Events (240 indicative hours) course.

Before offering the Tourism and Events Specialisation Study, schools should ensure that the RTO undertaking delivery has the scope to deliver the relevant qualification or relevant units of competency.

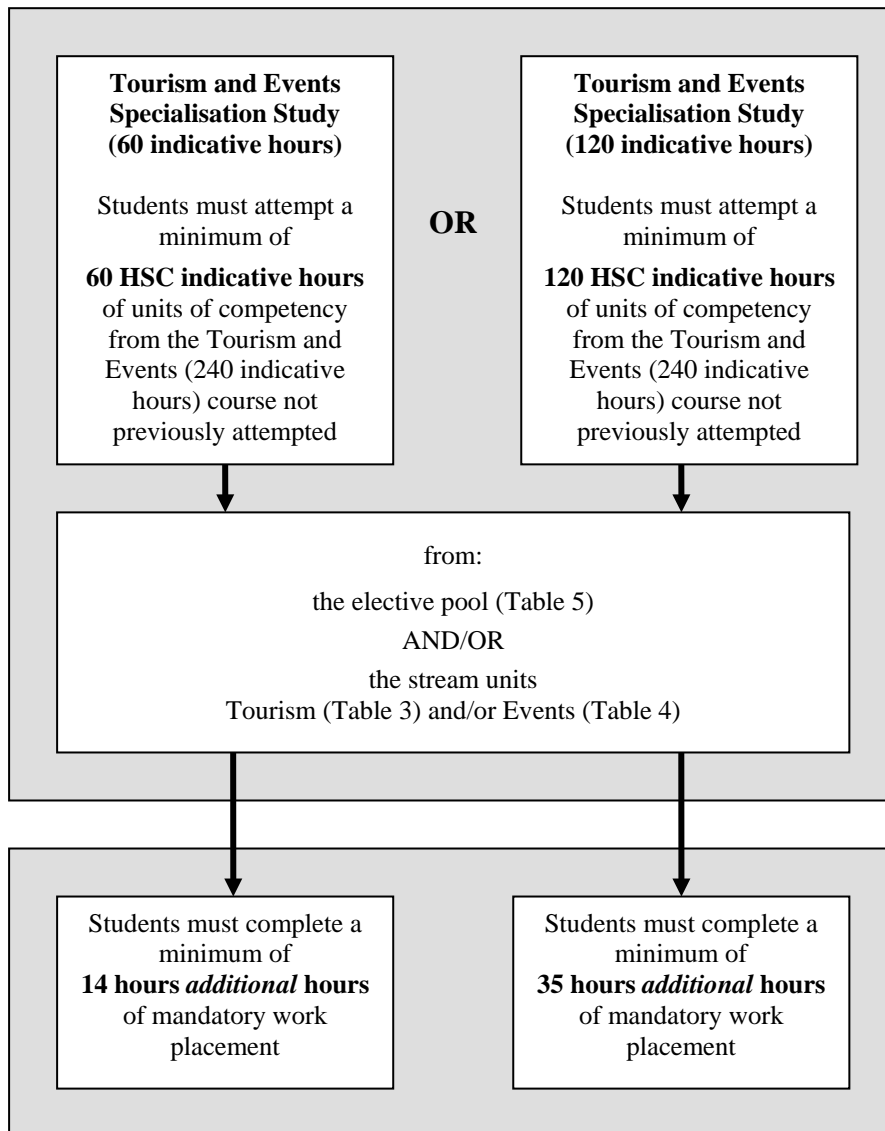
Course structure

The Tourism and Events Specialisation Study consists of units of competency drawn from the Tourism and Events 240-hour course (Tables 3–5).

Tables 7 and 8 (pp 44–51) list the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome sought, local industry requirements and the characteristics of the qualification outcome.

The Tourism and Events Specialisation Study (60 indicative hours) course is accredited for 1 unit at the Preliminary or HSC level. The Tourism and Events Specialisation Study (120 indicative hours) course is accredited for a total of 2 units at the Preliminary and/or HSC level.

**Course requirements – Tourism and Events Specialisation Study
(60 or 120 indicative hours)**



AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the *Tourism, Hospitality and Events Training Package (SIT07)*. A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcome is:

- Certificate III in Tourism (SIT30107)
- Statement of Attainment towards Certificate III in Tourism (Retail Travel Sales) (SIT30207)
- Statement of Attainment towards Certificate III in Tourism (Tour Wholesaling) (SIT30307)
- Certificate III in Tourism (Visitor Information Services) (SIT30407)
- Certificate III in Events (SIT30607).

Qualification packaging rules are available from the *Tourism, Hospitality and Events Training Package (SIT07)* at www.training.gov.au and on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/tourism-and-events.html.

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Tourism and Events Stage 6*.

9 Outcomes and Content

9.1 Units of competency

The units of competency in the Tourism and Events (120 and 240 indicative hours) courses are listed in Tables 1–5.

Part B of this Syllabus contains details of these units of competency reproduced directly from the *Tourism, Hospitality and Events Training Package (SIT07)*. For each unit of competency the details consist of:

- elements of competency
- performance criteria
- a range statement
- required skills and knowledge
- an evidence guide, containing:
 - critical aspects for assessment and evidence required to demonstrate competency in this unit
 - context of and specific resources for assessment
 - methods of assessment
 - assessing employability skills.

In addition, in Part B there is a column headed *HSC Requirements and Advice* that prescribes the scope of learning and the minimum learning experiences expected for each examinable unit of competency for the purposes of the HSC. These must be addressed by all students undertaking the Tourism and Events (120 and 240 indicative hours) courses.

The units of competency that can be delivered and assessed are determined by the scope of the registration of each RTO. **Teachers and trainers should check their RTO's scope of registration before determining which units of competency are to be included in their teaching and assessment programs. School principals should seek documentary evidence of the scope of any external RTO delivering an HSC VET course.** Scope of registration can be checked at www.training.gov.au.

Information about the delivery of VET courses for the HSC by RTOs other than schools or TAFE NSW colleges are contained in the Board of Studies [Assessment, Certification and Examination \(ACE\) Manual](#) and relevant Board of Studies Official Notices.

9.2 Course delivery

RTOs offering training programs that deliver HSC Tourism and Events Framework courses must consult Part B of this Syllabus and take into consideration the details provided in the *HSC Requirements and Advice* column (including key terms and concepts) as well as the following requirements for each unit of competency:

- the elements of competency
- the performance criteria
- the range statement
- the required skills and knowledge
- all aspects of the evidence guide.

RTOs should pay particular attention to the information under *Prerequisite units* (to ensure these requirements have been met) and *Required skills and knowledge*.

Learning experiences that are compulsory learning for the Training Package are compulsory learning for the HSC. So, in the examinable units of competency, where the range statement uses the words ‘must include’, the relevant matter has not been repeated in the *HSC Requirements and Advice*. However, the range statement also uses the words ‘may include’. The *HSC Requirements and Advice* specifies which of these learning experiences must be included for the HSC.

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

10 Work Placement

Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to each course.

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise and apply skills acquired in the classroom or workshop
- develop additional skills and knowledge, including the employability skills (refer to Section 13.2)

The mandatory work placement requirements for courses in this Framework are not intended to indicate the time required for the achievement of units of competency. The amount of learning in the workplace that is needed to achieve a unit of competency will vary.

10.1 Work placement requirements

Students must complete the following work placement for Tourism and Events Curriculum Framework courses:

- Tourism and Events (120 indicative hours) – a minimum of 35 hours in a workplace
- Tourism and Events (240 indicative hours) – a minimum of 70 hours in a workplace
- Tourism and Events Specialisation Study (60 indicative hours) – a minimum of 14 *additional* hours in a workplace
- Tourism and Events Specialisation Study (120 indicative hours) – a minimum of 35 *additional* hours in a workplace.

Non-completion of work placement is grounds for withholding the course. Schools are advised to follow the issuing of ‘N’ determinations as outlined in the Board of Studies [*Assessment, Certification and Examination \(ACE\) Manual*](#).

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

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

10.2 Part-time work

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

11 Assessment Requirements and Advice

11.1 Competency-based assessment

The VET courses within the Tourism and Events Curriculum Framework are competency-based. Advice on appropriate assessment practice in relation to the Tourism and Events Curriculum Framework is contained in the *Assessment and Reporting in Tourism and Events Stage 6* document.

This document, as well as other resources and advice related to assessment in Tourism and Events Stage 6, is available at the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/tourism-and-events.html.

11.2 Environments, contexts and resources for assessment in the Tourism, Hospitality and Events industries

The *Tourism, Hospitality and Events Training Package (SIT07)* outlines specific advice regarding environments, contexts and resources for assessment. This information is provided in Appendix 1 of Part B of the Syllabus (reproduced directly from the Training Package).

This information should be read in conjunction with the assessment advice provided in the evidence guide of each unit of competency.

11.3 HSC examination: Tourism and Events

The HSC examination in Tourism and Events is optional. Only students who have completed the Tourism and Events (240 indicative hours) course are eligible to sit for the HSC examination. Students who undertake the examination can have their HSC mark contribute to their ATAR.

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

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

11.4 Examinable outcomes and content

The HSC examination in Tourism and Events is based on a set of examinable units of competency from the Tourism and Events (240 indicative hours) course and the associated employability skills for Certificate II in Tourism (refer to qualification packaging rules at www.training.gov.au).

The HSC examination is based on the following components of each examinable unit of competency:

- elements of competency
- performance criteria
- range statement⁴
- required skills and knowledge
- evidence guide, including:
 - critical aspects for assessment and evidence required to demonstrate competency in this unit
 - context of and specific resources for assessment
 - methods of assessment
 - assessing employability skills
- minimum prescribed learning contained in HSC requirements and advice, described as:
 - key terms and concepts, and
 - learning experiences that must be addressed for the HSC.

⁴ The range statement frequently uses the term 'may include'. This has been clarified in the *HSC Requirements and Advice* column to specify the learning experiences that must be included for the examinable units of competency. Only the learning that is compulsory according to the Training Package and/or *HSC Requirements and Advice* can be examined.

The examinable units of competency are:

Common

SITTIND001B	Develop and update tourism industry knowledge	SITXCOM002A	Work in a socially diverse environment
SITTTSL004A	Source and provide Australian destination information and advice	SITXENV001A	Participate in environmentally sustainable work practices
SITXADM001A	Perform office procedures	SITXOHS001B	Follow health, safety and security procedures
SITXCOM001A	Work with colleagues and customers	SITTTSL001A	Operate an online information system

AND one of the following streams:

Tourism Stream

SITTTSL002A	Access and interpret product information
SITTTSL005A	Sell tourism products and services
SITTTSL006B	Prepare quotations

OR

Events Stream

SITXEVT001B	Develop and update event industry knowledge
SITXEVT003B	Process and monitor event registrations
SITXEVT004B	Coordinate on-site event registrations

The text of the examinable units of competency, including the HSC requirements and advice, is contained in the *Tourism and Events Curriculum Framework Stage 6 Syllabus – Part B*.

12 HSC Requirements and Certification

12.1 Course completion requirements

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

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

Refer to the Board's [*Assessment, Certification and Examination \(ACE\) Manual*](#) for further information.

12.2 Preliminary and HSC unit credit

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

12.3 Reporting achievement in the HSC

Advice on reporting achievement in relation to the Tourism and Events Curriculum Framework is contained in the *Assessment and Reporting in Tourism and Events Stage 6* document.

This document is available at the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/tourism-and-events.html.

13 Other Information

13.1 Providing for all students

13.1.1 Students with special education needs

Courses in the Tourism and Events Curriculum Framework are available to all students.

Students with special education needs may access:

- all courses within the Tourism and Events Curriculum Framework under regular course arrangements
- OR**
- units of competency selected through the collaborative curriculum planning process from the relevant course units of competency detailed in Sections 8.4 and 8.5 of this document.

Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence. Reasonable adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the SIT07 Training Package.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability.

An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable.⁵

Reasonable adjustments should be based upon the individual student's needs and abilities.

The appropriate units of competency should be selected through the collaborative curriculum planning process to work towards the achievement of an AQF VET Certificate and an occupational outcome.

It is recommended that the collaborative curriculum planning should prioritise units of competency that provide essential foundation skills for employment in the Tourism and Events industries.

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

- collaborative curriculum planning to meet individual needs
- appropriate learning and assessment strategies
- appropriate consultation on strategies to support the mandatory work placement
- ongoing partnerships between schools, students, parents, teachers, employers and others in the community.

⁵ Training Package Development Handbook Guidelines: Training Packages, www.tpdh.deewr.gov.au

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

Further advice on the implementation of the Tourism and Events Curriculum Framework for students with special education needs is contained in the *Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs (2005)*. This document is available on the Board of Studies website (www.boardofstudies.nsw.edu.au).

Work placement

Students with special education needs **must** undertake the minimum work placement requirements for courses within the Tourism and Events Curriculum Framework, described in Section 8 and Section 10 of this document.

Assessment

Students with special education needs are subject to the assessment requirements detailed in Section 11 of this document and in the document *Assessment and Reporting in Tourism and Events Stage 6*.

AQF VET qualifications

Eligibility for AQF VET qualifications is the same for all students. To receive AQF VET qualifications, students with special education needs must meet the assessment requirements of the *Tourism, Hospitality and Events Training Package (SIT07)*. A qualified assessor must conduct the assessment.

13.1.2 Gender and cultural considerations

Industry curriculum frameworks address the needs of a broad range of students. Material developed for teaching and assessment programs in the Tourism and Events Curriculum Framework must not contain any bias related to a student's gender or cultural background. Case studies, illustrative examples and other materials used for teaching and assessment should be selected such that they do not reinforce gender or cultural stereotypes.

13.1.3 School-based trainees

The Tourism and Events Curriculum Framework includes provision for school-based trainees to gain unit credit towards the HSC for the formal training component of their traineeship.

Information on requirements and arrangements for NSW school-based traineeships in the tourism and events industries are available at www.training.nsw.gov.au/individuals/apprenticeships_traineeships/school_based/index.html.

Students may choose to complete the Board endorsed *Stage 6 Industry-based Learning Course* enabling them to gain HSC credit for the on-the-job training component of the school-based traineeship. Details of the course requirements are contained in the [Industry-based Learning](#) course description.

Further information is available on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/apprenticeships-traineeships.html.

13.2 Employability Skills⁶

The Employability Skills build on and replace the Mayer Key Competencies (developed in 1992) which attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), in consultation with other peak employer bodies, produced the *Employability Skills for the Future* report which was officially released in May 2002. The report indicated that business and industry required a broader range of skills than the Mayer Key Competencies Framework provided and recommended the following eight Employability Skills:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report described how Employability Skills can be more appropriately described for particular occupational and industry contexts by sets of ‘facets’ or important work skills. The following table contains the Employability Skills and facets identified in the report:

Table 6 Employability skills

Skill	Facets
<p>Communication that contributes to productive and harmonious relations across employees and customers</p>	<p>Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.</p> <ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
<p>Teamwork that contributes to productive working relationships and outcomes</p>	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations, eg planning and problem-solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback

⁶ 13.2 Employability Skills is adapted from DEEWR, 2007, *Tourism, Hospitality and Events Training Package* (SIT07), Volume 1.

Table 6 cont/d

Skill	Facets
<p>Problem-solving that contributes to productive outcomes</p>	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem-solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
<p>Initiative and enterprise that contribute to innovative outcomes</p>	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
<p>Planning and organising that contribute to long-term and short-term strategic planning</p>	<ul style="list-style-type: none"> • managing time and priorities – setting timelines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
<p>Self-management that contributes to employee satisfaction and growth</p>	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
<p>Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes</p>	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (eg learning about products) and people issues (eg interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change

Table 6 cont/d

Skill	Facets
<p>Technology that contributes to the effective carrying out of tasks</p>	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

There is an *Employability Skills Summary* for each qualification available in the *Tourism, Hospitality and Events Training Package (SIT07)*. These summaries capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The Employability Skills Summaries for the qualifications available in the Framework are included with the packaging rules at www.training.gov.au and on the Board’s website at www.boardofstudies.nsw.edu.au/syllabus_hsc/tourism-and-events.html.

Employability skills are essential features of each of the qualifications available in the Framework and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.

The following is important information for trainers and assessors about Employability Skills Summaries:

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The details in Employability Skills Summaries vary according to the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners’ understanding of industry and workplace expectations.

14 AQF VET Qualifications

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

Industry curriculum frameworks relate to Certificates I to III. Brief descriptions of Certificates I, II and III, from the *Australian Qualifications Framework Implementation Handbook*⁷, are provided below.

Certificate I

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities, most of which may be routine and predictable.

Applications may include a variety of employment-related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

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

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills such as the use of relevant tools
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

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

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

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

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

⁷ Australian Qualifications Framework (AQF) Advisory Board, 2007, *Australian Qualifications Framework Implementation Handbook*, Fourth Edition, Carlton, VIC.

Certificate III

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

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.

An individual demonstrating these competencies would be able to:

- demonstrate some relevant theoretical knowledge
- apply a range of well developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

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

15 Minimum Requirements for AQF VET Qualifications

The qualification packaging rules for the AQF VET qualification pathways in this Framework are available from the *Tourism, Hospitality and Events Training Package (SIT07)* at www.training.gov.au and on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/tourism-and-events.html.

The packaging rules set out the minimum requirements for achieving a particular industry qualification. Students who meet these requirements will be eligible for the relevant AQF VET Certificate, whether or not they have met the additional requirements of the HSC course.

A Statement of Attainment will be issued for achievement of single or multiple units of competency. At a later date, a person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for an AQF VET qualification. RTOs must recognise and give credit for competencies recorded on a Statement of Attainment.

Table 7 Status of units of competency from the Tourism and Events HSC courses for Certificate II in Tourism and Certificates III in Tourism and Tourism (Retail Travel Sales)

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Tourism and Events Curriculum Framework	Certificate II in Tourism (SIT20107)	Certificate III in Tourism (SIT30107)	Certificate III in Tourism (Retail Travel Sales) (SIT30207)
<i>Qualification packaging rules</i>					- 4 core - 7 electives (min 3 listed)	- 5 core - 10 electives (min 6 listed)	- 15 core - 7 electives (min 3 listed)
SITTIND001B	Develop and update tourism industry knowledge	Nil	20	compulsory (120 & 240)	core	core	core
SITTTSL004A	Source and provide Australian destination information and advice	Nil	25	compulsory (240) elective (120)	listed elective	listed elective	core
SITXADM001A	Perform office procedures	Nil	15	compulsory (240) elective (120)	listed elective	listed elective	listed elective
SITXCOM001A	Work with colleagues and customers	Nil	15	compulsory (120 & 240)	core	core	core
SITXCOM002A	Work in a socially diverse environment	Nil	10	compulsory (240) elective (120)	core	core	core
SITXENV001A	Participate in environmentally sustainable work practices	Nil	15	compulsory (240) elective (120)	listed elective	other elective	other elective
SITXOHS001B	Follow health, safety and security procedures	Nil	10	compulsory (120 & 240)	core	core	core
SITTTSL001A	Operate an online information system	Nil	15	compulsory (240) elective (120 & SS)	listed elective	listed elective	core
SITTTSL002A	Access and interpret product information	Nil	20	T stream (240) elective (120, 240 & SS)	listed elective	listed elective	core
SITTTSL005A	Sell tourism products and services	SITTTSL002A	20	T stream (240) elective (120, 240 & SS)	other elective	listed elective	core
SITTTSL006B	Prepare quotations	SITTTSL002A	15	T stream (240) elective (120, 240 & SS)	other elective	listed elective	core

Table 7 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Tourism and Events Curriculum Framework	Certificate II in Tourism	Certificate III in Tourism	Certificate III in Tourism (Retail Travel Sales) *
SITXEVT001B	Develop and update event industry knowledge	Nil	20	E stream (240) elective (120, 240 & SS)	other elective	listed elective	listed elective
SITXEVT003B	Process and monitor event registrations	Nil	15	E stream (240) elective (120, 240 & SS)	listed elective	listed elective	listed elective
SITXEVT004B	Coordinate on-site event registrations	Nil	15	E stream (240) elective (120, 240 & SS)	other elective	listed elective	listed elective
BSBRES401A	Analyse and present research information	Nil	15	elective (120, 240 & SS)	other elective	listed elective	other elective
SITXADM002A	Source and present information	Nil	10	elective (120, 240 & SS)	listed elective	listed elective	other elective
SIRXCCS001A	Apply point-of-sale handling procedures	Nil	20	elective (120, 240 & SS)	listed elective	listed elective	other elective
SITXCCS001B	Provide visitor information	Nil	15	elective (120, 240 & SS)	listed elective	core	other elective
SITXCOM003A	Deal with conflict situations	Nil	15	elective (120, 240 & SS)	other elective	listed elective	listed elective
SITXCOM004A	Communicate on the telephone	Nil	5	elective (120, 240 & SS)	listed elective	listed elective	listed elective
SITXCOM006A	Address protocol requirements	Nil	15	elective (120, 240 & SS)	other elective	other elective	other elective
BSBITU302A	Create electronic presentations	Nil	20	elective (120, 240 & SS)	other elective	listed elective	listed elective
BSBITU102A	Develop keyboard skills	Nil	15	elective (120, 240 & SS)	listed elective	listed elective	listed elective
BSBWOR204A	Use business technology	Nil	15	elective (120, 240 & SS)	listed elective	listed elective	listed elective

Table 7 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Tourism and Events Curriculum Framework	Certificate II in Tourism	Certificate III in Tourism	Certificate III in Tourism (Retail Travel Sales) *
BSBITU201A	Produce simple word processed documents	Nil	20	elective (120, 240 & SS)	listed elective	listed elective	other elective
BSBITU202A	Create and use spreadsheets	Nil	15	elective (120, 240 & SS)	listed elective	other elective	other elective
BSBITU306A	Design and produce business documents	Nil	25	elective (120, 240 & SS)	other elective	listed elective	listed elective
BSBITU203A	Communicate electronically	Nil	15	elective (120, 240 & SS)	other elective	listed elective	listed elective
CUETGE15B	Handle physical elements safely during bump-in/bump-out	Nil	20	elective (120, 240 & SS)	other elective	other elective	other elective
SITXEVT002B	Provide event staging support	Nil	20	elective (120, 240 & SS)	other elective	listed elective	listed elective
SITXFIN001A	Process financial transactions	Nil	15	elective (120, 240 & SS)	listed elective	listed elective	listed elective
HLTFA301B	Apply first aid	Nil	20	elective (120, 240 & SS)	listed elective	listed elective	other elective
SITTGDE008A	Research and share general information on Australian Indigenous cultures	Nil	25	elective (120, 240 & SS)	listed elective	listed elective	other elective
SITTGDE009A	Interpret aspects of local Australian Indigenous culture	Nil	25	elective (120, 240 & SS)	listed elective	listed elective	other elective
SITXINV001A	Receive and store stock	Nil	10	elective (120, 240 & SS)	listed elective	listed elective	other elective
SIRXMER001A	Merchandise products	Nil	20	elective (120, 240 & SS)	other elective	listed elective	other elective
SITTPPD003B	Source and package tourism products	SITTTSL006B	20	elective (120, 240 & SS)	other elective	other elective	listed elective

Table 7 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Tourism and Events Curriculum Framework	Certificate II in Tourism	Certificate III in Tourism	Certificate III in Tourism (Retail Travel Sales)*
SITXCCS305A	Provide lost and found facility	Nil	5	elective (120, 240 & SS)	other elective	listed elective	other elective
SIRXRSK001A	Minimise theft	Nil	10	elective (120, 240 & SS)	listed elective	listed elective	other elective
SIRXSLS001A	Sell products and services	Nil	15	elective (120, 240 & SS)	listed elective	listed elective	other elective
SIRXSLS002A	Advise on products and services	Nil	20	elective (120, 240 & SS)	listed elective	listed elective	other elective
SITTTSL003A	Source and provide international destination information and advice	Nil	30	elective (120, 240 & SS)	listed elective	listed elective	core
SITTTSL007B	Receive and process reservations	Nil	25	elective (120, 240 & SS)	listed elective	listed elective	listed elective
SITTTSL008B	Book and coordinate supplier services	SITTTSL002A	10	elective (120, 240 & SS)	other elective	listed elective	core
SITTTSL009B	Process travel-related documentation	SITTTSL002A	25	elective (120, 240 & SS)	listed elective	listed elective	core
CUEFOH04C	Usher patrons	Nil	10	elective (120, 240 & SS)	other elective	other elective	other elective
SITTVAF001A	Provide venue information and assistance	Nil	15	elective (120, 240 & SS)	other elective	other elective	other elective
SITTVAF002A	Provide a briefing or scripted commentary	Nil	10	elective (120, 240 & SS)	listed elective	listed elective	other elective

Table 8 Status of units of competency from the Tourism and Events HSC courses for Certificates III in Tourism (Tour Wholesaling), Tourism (Visitor Information Services) and Events

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Tourism and Events Curriculum Framework	Certificate III in Tourism (Tour Wholesaling) (SIT30307)	Certificate III in Tourism (Visitor Information Services) (SIT30407)	Certificate III in Events (SIT30607)
<i>Qualification packaging rules</i>					- 16 core - 3 electives (min 2 listed)	- 13 core - 5 electives (min 3 listed)	- 5 core - 10 electives
SITTIND001B	Develop and update tourism industry knowledge	Nil	20	compulsory (120 & 240)	core	core	other elective
SITTTSL004A	Source and provide Australian destination information and advice	Nil	25	compulsory (240) elective (120)	optional core (choose 1 of 2) or listed elective	core	listed elective
SITXADM001A	Perform office procedures	Nil	15	compulsory (240) elective (120)	core	core	other elective
SITXCOM001A	Work with colleagues and customers	Nil	15	compulsory (120 & 240)	core	core	core
SITXCOM002A	Work in a socially diverse environment	Nil	10	compulsory (240) elective (120)	core	core	core
SITXENV001A	Participate in environmentally sustainable work practices	Nil	15	compulsory (240) elective (120)	other elective	other elective	other elective
SITXOHS001B	Follow health, safety and security procedures	Nil	10	compulsory (120 & 240)	core	core	core
SITTTSL001A	Operate an online information system	Nil	15	compulsory (240) elective (120 & SS)	core	core	listed elective
SITTTSL002A	Access and interpret product information	Nil	20	T stream (240) elective (120, 240 & SS)	core	core	listed elective
SITTTSL005A	Sell tourism products and services	SITTTSL002A	20	T stream (240) elective (120, 240 & SS)	core	core	other elective
SITTTSL006B	Prepare quotations	SITTTSL002A	15	T stream (240) elective (120, 240 & SS)	core	listed elective	listed elective

Table 8 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Tourism and Events Curriculum Framework	Certificate III in Tourism (Tour Wholesaling)	Certificate III in Tourism (Visitor Information Services)	Certificate III in Events
SITXEVT001B	Develop and update event industry knowledge	Nil	20	E stream (240) elective (120, 240 & SS)	listed elective	listed elective	core
SITXEVT003B	Process and monitor event registrations	Nil	15	E stream (240) elective (120, 240 & SS)	listed elective	listed elective	listed elective
SITXEVT004B	Coordinate on-site event registrations	Nil	15	E stream (240) elective (120, 240 & SS)	listed elective	listed elective	listed elective
BSBRES401A	Analyse and present research information	Nil	5	elective (120, 240 & SS)	other elective	other elective	other elective
SITXADM002A	Source and present information	Nil	10	elective (120, 240 & SS)	listed elective	other elective	other elective
SIRXCCS001A	Apply point-of-sale handling procedures	Nil	20	elective (120, 240 & SS)	other elective	listed elective	other elective
SITXCCS001B	Provide visitor information	Nil	15	elective (120, 240 & SS)	other elective	core	other elective
SITXCOM003A	Deal with conflict situations	Nil	15	elective (120, 240 & SS)	listed elective	listed elective	other elective
SITXCOM004A	Communicate on the telephone	Nil	5	elective (120, 240 & SS)	core	core	other elective
SITXCOM006A	Address protocol requirements	Nil	15	elective (120, 240 & SS)	listed elective	listed elective	listed elective
BSBITU302A	Create electronic presentations	Nil	20	elective (120, 240 & SS)	listed elective	listed elective	listed elective
BSBITU102A	Develop keyboard skills	Nil	15	elective (120, 240 & SS)	listed elective	listed elective	other elective
BSBWOR204A	Use business technology	Nil	15	elective (120, 240 & SS)	core	core	listed elective

Table 8 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Tourism and Events Curriculum Framework	Certificate III in Tourism (Tour Wholesaling)	Certificate III in Tourism (Visitor Information Services)	Certificate III in Events
BSBITU201A	Produce simple word processed documents	Nil	20	elective (120, 240 & SS)	other elective	other elective	listed elective
BSBITU202A	Create and use spreadsheets	Nil	15	elective (120, 240 & SS)	other elective	other elective	other elective
BSBITU306A	Design and produce business documents	Nil	25	elective (120, 240 & SS)	core	core	listed elective
BSBITU203A	Communicate electronically	Nil	15	elective (120, 240 & SS)	listed elective	listed elective	other elective
CUETGE15B	Handle physical elements safely during bump-in/bump-out	Nil	20	elective (120, 240 & SS)	other elective	other elective	listed elective
SITXEVT002B	Provide event staging support	Nil	20	elective (120, 240 & SS)	listed elective	listed elective	core
SITXFIN001A	Process financial transactions	Nil	15	elective (120, 240 & SS)	listed elective	listed elective	other elective
HLTFA301B	Apply first aid	Nil	20	elective (120, 240 & SS)	other elective	other elective	other elective
SITTGDE008A	Research and share general information on Australian Indigenous cultures	Nil	25	elective (120, 240 & SS)	other elective	other elective	other elective
SITTGDE009A	Interpret aspects of local Australian Indigenous culture	Nil	25	elective (120, 240 & SS)	other elective	other elective	other elective
SITXINV001A	Receive and store stock	Nil	10	elective (120, 240 & SS)	other elective	listed elective	other elective
SIRXMER001A	Merchandise products	Nil	20	elective (120, 240 & SS)	other elective	listed elective	other elective
SITPPD003B	Source and package tourism products	SITTTSL006B	20	elective (120, 240 & SS)	listed elective	listed elective	other elective
SITXCCS305A	Provide lost and found facility	Nil	5	elective (120, 240 & SS)	other elective	other elective	other elective

Table 8 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Tourism and Events Curriculum Framework	Certificate III in Tourism (Tour Wholesaling)	Certificate III in Tourism (Visitor Information Services)	Certificate III in Events
SIRXRSK001A	Minimise theft	Nil	10	elective (120, 240 & SS)	other elective	other elective	other elective
SIRXSLS001A	Sell products and services	Nil	15	elective (120, 240 & SS)	other elective	listed elective	other elective
SIRXSLS002A	Advise on products and services	Nil	20	elective (120, 240 & SS)	other elective	listed elective	other elective
SITTTSL003A	Source and provide international destination information and advice	Nil	30	elective (120, 240 & SS)	optional core (choose 1 of 2) or listed elective	other elective	other elective
SITTTSL007B	Receive and process reservations	Nil	25	elective (120, 240 & SS)	listed elective	listed elective	other elective
SITTTSL008B	Book and coordinate supplier services	SITTTSL002A	10	elective (120, 240 & SS)	core	listed elective	listed elective
SITTTSL009B	Process travel-related documentation	SITTTSL002A	25	elective (120, 240 & SS)	core	listed elective	listed elective
CUEFOH04C	Usher patrons	Nil	10	elective (120, 240 & SS)	other elective	other elective	listed elective
SITTVAF001A	Provide venue information and assistance	Nil	15	elective (120, 240 & SS)	other elective	other elective	listed elective
SITTVAF002A	Provide a briefing or scripted commentary	Nil	10	elective (120, 240 & SS)	other elective	listed elective	other elective

16 Glossary

AQF	Australian Qualifications Framework The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.
AQTF	See VET Quality Framework
assessment guidelines	An endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.
Australian Apprenticeships	Formerly known as ‘New Apprenticeships’. Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based. (www.australianapprenticeships.gov.au)
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
competency	The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.
competency standard	Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualification.
compulsory units of competency	Units that must be studied for the Higher School Certificate.
core units of competency	Units of competency required by the Training Package to be eligible for the AQF VET qualification.
DEEWR	Department of Education, Employment and Workplace Relations (Commonwealth)
elements of competency	The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.
examinable units of competency	Units of competency that can be examined in the optional HSC examination.

Industry Skills Councils (national)	<p>The Industry Skills Councils have two key roles:</p> <ul style="list-style-type: none"> • providing accurate industry intelligence to the VET sector about current and future skill needs and training requirements; and • supporting the development, implementation and continuous improvement of quality nationally recognised training products and services, including Training Packages.
ITAB (state)	<p>Industry Training Advisory Body Independent incorporated associations or companies that assist with the development of training.</p>
national recognition	<p>National recognition is:</p> <ul style="list-style-type: none"> • recognition by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person • recognition by each state and territory’s registering body of the training organisations registered by any other state or territory’s registering body and of its registration decisions • recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory’s course-accrediting body and of its accreditation decisions.
OHS qualification	<p>Occupational Health and Safety</p> <p>Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification, as specified by:</p> <ul style="list-style-type: none"> • a nationally endorsed Training Package, or • an accredited course that provides training for the qualification.
recognition of prior learning (RPL)	<p>An assessment process that assesses an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.</p>
RTO	<p>Registered Training Organisation A training organisation registered by a registering body in accordance with the AQTF, within a defined scope of registration (RTOs include TAFE NSW, private providers and schools.).</p>
scope of registration	<p>The particular services and products an RTO is registered to provide. The RTO’s scope defines the specific AQF qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:</p> <ul style="list-style-type: none"> • both training delivery and assessment services, and to issue the relevant AQF qualifications and statements of attainment, or • only assessment services, and to issue AQF qualifications and statements of attainment.

Statement of Attainment	May be issued in the vocational education and training sector by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualifications(s)/ courses(s).
training.gov.au	www.training.gov.au The national register for recording information about RTO's, Training packages and accredited courses.
Training Package	A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.
training plan	A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.
unit of competency	Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.
VET	Vocational Education and Training
VET Quality Framework	VET Quality Framework The VET Quality Framework comprises: <ul style="list-style-type: none">• the Standards for NVR Registered Training Organisations• The Fit and Proper Person Requirements• The Financial Viability Risk Assessment Requirements• The Data Provision Requirements and• The Australian Qualifications Framework. The VET Quality Framework replaces references to the Australian Quality training Framework (AQTF)
VTO	Vocational Training Order