

VET in the VCE HOSPITALITY (OPERATIONS)

Incorporating
THH21802
CERTIFICATE II in HOSPITALITY (OPERATIONS)

and selected units of competence leading to
THH33002
CERTIFICATE III in HOSPITALITY (OPERATIONS)

August 2002

**This program booklet must be used in conjunction with the
nationally endorsed THH02 Hospitality Training Package**

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'Can Opener' 1998 (detail)
Ink, gouache and oil stick on paper
188 x 152.5 cm

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Introduction

VCE VET programs are vocational studies approved by the Victorian Curriculum and Assessment Authority (VCAA) as appropriate for senior secondary school students.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate.

VCE VET programs:

- are fully recognised as having equal status with other VCE studies within the Unit 1–4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE.
- function within the National Training Framework.

National Training Framework

Under the National Training Framework there are no credit transfer arrangements as they existed in the past for VET in Schools programs.

The two key elements of the National Training Framework are the Australian Quality Training Framework (AQTF, the name given to the revised Australian Recognition Framework) and Training Packages. Under the AQTF, Registered Training Organisations (RTOs) are responsible for the assessment and issuing of certificates against training qualifications, regardless of whether programs are curriculum-based or based on training packages.

National training packages are agreed to by Industry Training Advisory Bodies and endorsed by the Australian National Training Authority (ANTA). Training packages consist of a set of competency standards, assessment guidelines and national qualifications that apply across an industry. These packages underpin delivery of training by RTOs and industry.

Training packages will progressively replace the current mix of competency standards and accredited curriculum-based courses and their related qualifications.

The VCE VET Certificate II in Hospitality (Operations) program is drawn from the revised national Hospitality Training Package – THH02.

Program revision

This booklet replaces the VCE VET THH21897 Certificate II in Hospitality (Operations) program published in November 1999. This revised program, drawn from the revised Hospitality Training Package (THH02) developed by Tourism Training Australia the national Industry Training Advisory Body and endorsed by ANTA, is essentially unchanged in structure. However, there are changes in:

- program duration
- the elective bank for the minimum Certificate II program
- the list of units of competence available for selection in the Unit 3–4 sequence
- the nominal hours attached to some units of competence

There are modifications to individual units of competence in the revised training package. The table following summarises these modifications.

Summary of modifications to competency standards

The following information is drawn from Appendix A of the Hospitality training package. All units in the revised training package contain clarification and strengthening of assessment requirements. Other changes include:

THHBKA04B	Clean and maintain kitchen premises	Customisation of 'generic' requirements on nutrition, occupational health and safety, team building etc. Expanded detail in Range Statements. Minor change to title and greater kitchen focus to differentiate between this unit and the generic unit Clean Premises and Equipment.
THHBFB11B	Develop and update food and beverage knowledge	Clarification of knowledge requirements.
THHHCO01B	Develop and update hospitality industry knowledge	Requirement for general awareness of Responsible Service of Alcohol legislation added.
THHGCS01B	Develop and update local knowledge	Greater specification of local knowledge requirement.
THHBKA01B	Organise and prepare food	Customisation of 'generic' requirements on nutrition, occupational health and safety, team building etc. Expanded detail in Range Statements.
THHGGA02B	Perform office procedures	Minor change to unit title (was previously Perform clerical procedures).
THHBFB12A	Prepare and serve espresso coffee	New unit.
THHBCC02B	Prepare appetisers and salads	Customisation of 'generic' requirements on nutrition, occupational health and safety, team building etc. Expanded detail in Range Statements.
THHBCAT01B	Prepare foods according to dietary and cultural needs	Lessened focus on cooking for therapeutic diets and made relevant to all cooks.
THHBCC00B	Prepare sandwiches	Customisation of 'generic' requirements on nutrition, occupational health and safety, team building etc. Expanded detail in Range Statements. Re-coded (was previously THHBCC02aA).
THHBCC03B	Prepare stocks, sauces and soups	Customisation of 'generic' requirements on nutrition, occupational health and safety, team building etc. Expanded detail in Range Statements. Incorporated unit Prepare Soups.
THHBCC04B	Prepare vegetables, eggs and farinaceous dishes	Customisation of 'generic' requirements on nutrition, occupational health and safety, team building etc. Expanded detail in Range Statements.
THHBKA02B	Present food	Customisation of 'generic' requirements on nutrition, occupational health and safety, team building etc. Expanded detail in Range Statements.
THHGFA01B	Process financial transactions	Unit expanded.
THHBFB02B	Provide a link between kitchen and service areas	Minor change to code to achieve streamlining.
THHGHS03B	Provide first aid	Amended in line with national guideline first aid standards.
THHBFB03B	Provide food and beverage service	Minor change to code to achieve streamlining. Added requirement for awareness of dietary and cultural requirements of customers.
THHBFB09B	Provide responsible service of alcohol	Minor changes to meet current licensing requirements for all States and Territories
THHBKA03B	Receive and store kitchen supplies	Minor change to title and greater kitchen focus to differentiate between this unit and the generic unit Receive and Store Stock.
THHBCC01B	Use basic methods of cookery	Increased rigour in assessment requirements.
THHCOR01B	Work with colleagues and customers	Increased detail in knowledge requirements. Included reference to communications media.
	Maintain financial records	Unit has been altered and is no longer appropriate at AQF level.

Transition arrangements for continuing students

1. Students enrolled in 2002 or earlier in Program 1, THH21897 Certificate II in Hospitality (Operations), who wish to complete the certificate in 2003, may do so under the arrangements outlined in the VCE VET Certificate II in Hospitality (Operations) program booklet published in November 1999.
2. Students enrolled in 2002 or earlier who wish to undertake Program 2, the VCE VET Unit 3–4 sequence, in 2003, must transfer to the revised Program 2, both for contribution to satisfactory completion and for access to a Study Score.

Students commencing in 2003

All students enrolling in the VCE VET THH21802 Certificate II in Hospitality (Operations) program in 2003 must comply with the requirements outlined in this booklet.

Program details

Aims

The aims of this program are to:

- provide participants with training and skill development for the achievement of competence in areas such as commercial cookery, front office management, housekeeping and food and beverage service.
- provide access to a range of potential career paths within the hospitality industry.

Program structure

The following information needs to be read in conjunction with the revised Hospitality Training Package (THH02). The Hospitality Training Package makes provision for a wide range of programs based on choices from a large bank of units of competence grouped in functional (industry) areas and general areas. The units of competence on which the VCE VET program is based are drawn only from the following areas:

Hospitality functional areas	General areas
Food and Beverage Front Office Housekeeping Commercial Cookery	Customer Service, Sales and Marketing Computer Technology Hygiene, Health, Safety and Security General Administration Financial Administration

The VCE VET Hospitality (Operations) program is based on a specific selection of the available units of competence in these areas, a selection presented in this booklet as two distinct programs. The programs allow two exit points for VCE VET students, each with different completion requirements and VCE unit entitlements.

Program 1: Minimum Certificate II program

Program 1 consists of a minimum of 11 units of competence. Five of these are core units of competence that must be achieved by all students undertaking the program. At least six further units of competence are to be selected from the list of electives provided. In choosing electives, two requirements must be met:

- at least four of the six electives must be drawn from units of competence in the Hospitality functional areas
- together with the core units the electives must make up a program of at least **185** nominal hours.

On successful completion of this program, students are eligible for:

- the award of THH21802 Certificate II in Hospitality (Operations)
- recognition for two VCE VET units at Unit 1–2 level.

Program 2: Extended program

Program 2 consists of:

- five core units of competence and a minimum of six elective units of competence, selected as prescribed for Program 1, with a minimum of 185 nominal hours
- additional units of competence selected from the list designated as the Unit 3–4 sequence, comprising 185–215 nominal hours.

The total program must involve between 375 and 400 nominal hours.

On successful completion of this program, students are eligible for:

- the award of THH21802 Certificate II in Hospitality (Operations)
- the award of a Statement of Attainment documenting achievement of units of competence that can contribute to completion of Certificate III or a higher qualification
- recognition for four VCE VET units, two at Unit 1–2 level and two at Unit 3–4 level.

Completion requirements

To successfully complete either program, students must undertake the training required and be assessed competent in all the units of competence selected for their program.

Program 2 (extended) involves achievement of units of competence beyond the requirements of the training package for Certificate II. It is therefore possible to meet the completion requirements for Certificate II having only partially completed Program 2, provided that the student has achieved the five core units of competence and a selection of six electives, four of which must be drawn from the Hospitality functional areas.

Program duration

The VCE VET Certificate II in Hospitality program has a nominal duration of:

Program 1	Certificate II in Hospitality (Operations) minimum of 185 hours
Program 2	Certificate II in Hospitality (Operations) with selected units of competence leading to Certificate III in Hospitality (Operations) 375–400 hours

The nominal hours attached to each unit of competence are calculated by the Office of Training and Tertiary Education (OTTE) for funding purposes. They are a guide only, and the actual duration of the training required is affected by students' readiness to be assessed for that particular unit of competence.

It is important to note that the allocation of nominal hours for each unit of competence is intended to cover both delivery of the training and assessment.

Program 1: Minimum Certificate II

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Core		
THHCOR01B	Work with Colleagues and Customers	20
THHCOR02B	Work in a Socially Diverse Environment	20
THHCOR03B	Follow Health, Safety and Security Procedures	5
THHHCO01B	Develop and Update Hospitality Industry Knowledge	25
THHGHS01B	Follow Workplace Hygiene Procedures	15
Electives: choose six units of competence, four of which must be selected from the following		
THHBCC01B	Use Basic Methods of Cookery	45
THHBKA01B	Organise and Prepare Food	20
THHBKA02B	Present Food	6
THHBKA04B	Clean and Maintain Kitchen Premises	10
*THHBCC00B	Prepare Sandwiches	6
THHBFB09B	Provide Responsible Service of Alcohol	10
THHBFO10B	Provide Porter Services	10
THHBH01B	Provide Housekeeping Services to Guests	10
THHBH03B	Prepare Rooms for Guests	25
Additional electives: up to two units of competence may be selected from the following		
THHGFA01B	Process Financial Transactions	25
THHGHS03B	Provide First Aid	24
THHGGA01B	Communicate on the Telephone	10
*THHGCS01B	Develop and Update Local Knowledge	10
THHGGA02B	Perform Office Procedures	20
BSBCMN213A	Produce Simple Word Processed Documents	60
Core and electives together must make up a minimum of:		185 hours

*New unit of competence in the VCE VET program

Program 2: Extended program

VCE VET Units 1–2		
Code	Unit of competence	Nominal hours
Core		
THHCOR01B	Work with Colleagues and Customers	20
THHCOR02B	Work in a Socially Diverse Environment	20
THHCOR03B	Follow Health, Safety and Security Procedures	5
THHCO01B	Develop and Update Hospitality Industry Knowledge	25
THHGHS01B	Follow Workplace Hygiene Procedures	15
Electives: choose six units of competence, four of which must be selected from the following		
THHBCC01B	Use Basic Methods of Cookery	45
THHBKA01B	Organise and Prepare Food	20
THHBKA02B	Present Food	6
THHBKA04B	Clean and Maintain Kitchen Premises	10
*THHBCC00B	Prepare Sandwiches	6
THHBFB09B	Provide Responsible Service of Alcohol	10
THHGGA02B	Perform Office Procedures	20
THHBFO10B	Provide Porter Services	10
THHBH01B	Provide Housekeeping Services to Guests	10
THHBH03B	Prepare Rooms for Guests	25
Additional electives: up to two units of competence may be selected from the following		
THHGFA01B	Process Financial Transactions	25
THHGHS03B	Provide First Aid	24
THHGGA01B	Communicate on the Telephone	10
*THHGCS01B	Develop and Update Local Knowledge	10
BSBCMN213A	Produce Simple Word Processed Documents	60
Core and electives together must make up a minimum of:		185 hours
VCE VET Units 3–4		
The total nominal hours for the Unit 3–4 sequence must be a minimum of 185 hours and a maximum of 215 hours		
THHBFB03B	Provide Food and Beverage Service	110
THHBFB10B	Prepare and Serve Non-alcoholic Beverages	15
THHBFB02B	Provide a Link between Kitchen and Service Areas	10
THHBFB11B	Develop and Update Food and Beverage Knowledge	50
*THHBFB12A	Prepare and Serve Espresso Coffee	30
THHBCC02B	Prepare Appetisers and Salads	25
THHBCC03B	Prepare Stocks, Sauces and Soups	35
THHBCC04B	Prepare Vegetables, Eggs and Farinaceous Dishes	45
THHBKA03B	Receive and Store Kitchen Supplies	10
THHGHS02B	Clean Premises and Equipment	12
*THHBCAT01B	Prepare foods according to dietary and cultural needs	70
TOTAL		370–400

* New unit of competence in the VCE VET program

In the selection of units of competence to make up the Unit 3–4 sequence, care must be taken to ensure that students wishing to gain access to a Study Score, are undertaking the units of competence on which the end-of-year examination will be based.

Sequence

Students undertaking Program 2 (extended) will be working on units of competence designated as a Unit 3–4 sequence. For students to be able to satisfactorily complete the Unit 3–4 sequence in a single year, the units of competence designated as Unit 3–4 level must be available to be undertaken in the same enrolment year.

While a range of delivery sequences is possible the selected delivery schedule must ensure that students are enrolled in, or have achieved, the core units of competence (Work with Colleagues and Customers; Work in a Socially Diverse Environment; Follow Health, Safety and Security Procedures; Develop and Update Hospitality Industry Knowledge; Follow Workplace Hygiene Procedures) before undertaking the units of competence designated as the Unit 3–4 sequence in the Program 2 (extended).

Study Score

A Study Score is available for Program 2. To be eligible for a Study Score students must:

- achieve all the units of competence selected, up to the maximum nominal hours specified for the program
- be assessed in accordance with the tools and procedures specified in the current *Hospitality (Operations) Assessment Guide*
- undertake an examination in the November examination period, based on the underpinning knowledge and skills for a selection of units of competence advised by the VCAA. Further details are provided in the current *Hospitality (Operations) Assessment Guide*.

Work placement

The VCAA has determined that work placement is an appropriate and important component of all VCE VET programs.

Work placement complements the structured training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competence as determined by the RTO
- increased employment marketability.

The VCAA strongly recommends that students be given the opportunity to gain an understanding of the industry and to enhance their acquisition of skills and knowledge through work placement. The minimum recommended work placement for Program 1 is ten days. The minimum recommended work placement for Program 2 is 20 days.

Work placement can be spread over two years.

Occupational Health and Safety

Schools should ensure that students are placed only in workplaces that comply with occupational health and safety regulations particular to the industry.

THHCOR03B Follow Health, Safety and Security Procedures and THHGHS01B Follow Workplace Hygiene Procedures should be delivered prior to students beginning work placement.

Alcohol-related units of competence

The *Liquor Control Act 1987* provides that:

- Persons under 18 are allowed on licensed premises while they are engaged in a recognised training program in Hospitality (please refer to paragraph below).
- Persons under 18 may sell or dispose of liquor on licensed premises, provided they are engaged in a recognised training program that has been approved by the Minister responsible for the Liquor Control Act.

The Minister responsible for the Liquor Control Act has granted approval for students undertaking VCE VET programs in Hospitality to work within the provisions of the Act, provided that supervision is adequate while they are on licensed premises and serving liquor. It is recommended that prior to enrolment in units of competence that involve training on licensed premises, schools obtain parental permission.

Recognition within the VCE

VCE VET unit entitlement

The VCE VET Hospitality (Operations) program is designated a Group B study.

Students undertaking Program 1 are eligible for up to two VCE VET units on their VCE Statement of Results. These units are at Unit 1–2 level.

Students undertaking Program 2 are eligible for credit of up to four VCE VET units on their VCE Statement of Results: two units at Unit 1–2 level and two units at Unit 3–4 level.

Students may accumulate VCE VET units over more than one year.

Duplication

VCE VET units may only make the maximum available contribution towards satisfactory completion of the VCE where no significant duplication exists between the VCE VET program and VCE studies or another VCE VET certificate in a student's program. Where significant duplication does exist, students may enrol in the VCE VET program and the VCE studies or other VET certificate identified, but a reduced VCE VET unit entitlement will then apply.

No significant duplication has been identified between the VCE VET Hospitality (Operations) program and VCE studies or another VCE VET certificate.

Equivalent National Tertiary Entrance Rank (ENTER)

The ENTER is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE, and using the Study Scores students have received for a specified set of VCE studies.

Students completing the minimum Certificate II in Hospitality (Operations) program (Program 1) are not eligible for any ENTER contribution.

The contribution of the extended Certificate II in Hospitality (Operations) (Program 2) to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the specified Unit 3–4 sequence.
- A Study Score is available for this program. The Study Score will contribute directly to the ENTER, either as one of the student's best four studies ('the primary four') or as a fifth or sixth study.
- A contribution to the ENTER is subject to receiving a Study Score.
- Students may choose not to receive a Study Score, but in that case will not be eligible for any ENTER contribution.

For further information on the calculation of the ENTER, contact VTAC.

Delivery and assessment

VCE VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Role of Registered Training Organisations

Under the AQTF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs.

RTOs are responsible for issuing qualifications and a Statement of Attainment.

The AQTF has a number of requirements of RTOs including the following:

- documented systems for quality training and assessment
- conduct of an internal audit at least annually
- documented agreements with other organisations when they provide training or assessment in partnership
- written procedures for recruitment, induction and professional development of staff, as well as induction programs
- use of trainers and assessors with specified competencies
- explicit requirements for quality assurance in assessment.

The detailed standards for RTOs under the AQTF are available from the following website: www.anta.gov.au/aqtfStandards.asp

RTOs may be TAFE Institutes, private providers, group training companies, industry organisations, schools and enterprises.

Assessment may be conducted only by or under the auspices of an RTO. Cooperative arrangements may be established between schools and RTOs for the delivery and assessment of components of a training program. A school not registered as an RTO but intending to deliver training must do so under the auspices of an RTO.

Schools need to be assured that training providers are registered before entering an arrangement. A list of RTOs is available from Department of Education and Training regional offices, the Office of Training and Tertiary Education (OTTE) or the National Training and Information Service: www.ntis.gov.au

For further information refer to 'Registration', on page 19.

Delivery options

Schools may consider two main options for the delivery of VCE VET programs.

Option 1: School and RTO partnerships

School and RTO partnerships may work in the following ways:

- shared delivery
- delivery on behalf of the school by the RTO
- delivery by the school of the whole program, under the auspices of the RTO.

Schools can negotiate with an RTO to deliver components of the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school to gather evidence for assessment or to conduct assessment of the components delivered by the school. A school may arrange for an RTO to deliver and assess the entire program.

Schools are responsible for enrolling their students with the VCAA and for entering student results on the Victorian Assessment Software System (VASS) according to VCE timelines. A school in partnership with an RTO is not required to register as a training organisation, because any delivery by the school will be auspiced by the RTO.

Option 2: Schools as RTOs

Schools may apply to OTTE through a Training Recognition Consultant (TRC) to become RTOs for the provision of specified qualifications. A summary of registration requirements and contact details for registration is provided later in this booklet.

Schools that register to deliver VET programs become responsible for all elements of delivery, assessment and quality assurance, as well as the issuing of Certificates and Statements of Attainment.

A school registered as an RTO is responsible for enrolling its students with the VCAA in the relevant Certificate and units of competence and for entering results on VASS when units of competence have been achieved. The school is also responsible for provision of enrolment, results and other data within the training sector.

Delivery in schools

Two modes of delivery are possible in the school context:

1. The delivery may be conducted through separate, timetabled classes dedicated to VET training, where there are enough students enrolled in the specific VCE VET program.
2. The school may timetable the delivery of training within the time allocated to one or more VCE studies which provide an appropriate delivery setting for the VET training. Students need not necessarily be enrolled in these VCE studies. This is most suited to provision for a small group of students wishing to complete a VET certificate. The school must ensure that the VET training requirements are met separately from the VCE outcomes. The assessment tasks and evidence of achievement of units of competence must be separately demonstrated and recorded.

This option may work in two ways:

- The VCE studies may offer an appropriate delivery setting for achievement of the units of competence. Some aspects of both the VCE and VET may be integrated, while others may have to be delivered through separate learning activities.
- Where there is a high degree of comparability between the VET certificate outcomes and the VCE unit outcomes, the delivery of the VET training may be integrated with the VCE study. Students must undertake separate assessments in order to meet the VET requirements and VCE outcomes. The gathering of evidence for the achievement of units of competence may occur within the school if the RTO partner is satisfied that the school has the necessary resources and expertise.

It is the responsibility of the RTO to ensure that all units of competence required for a particular VET qualification are achieved to the standard specified by the performance criteria and are assessed according to the assessment guidelines specified in the training package.

It is possible for providers to deliver the training programs in an appropriately simulated environment, as long as the contexts for assessment as described in the training package are complied with.

Note: When simulations are used for assessing competence, it is vital that they are set up to reflect real activities and conditions. Simulations must be devised, set up and operated with care, as simulations are a source of performance evidence of how the activity was carried out. The costs of setting up a valid simulation can be considerable and simulations should therefore not be considered as a cheap alternative.

Some elements of units of competence may be best delivered and assessed in the workplace. This may be facilitated through work placement arrangements or projects.

The following table provides advice on the VCE studies and VCE VET programs that may provide an appropriate context for delivery of some components of the training. Information provided is based on current practice. All such arrangements are subject to agreement with the RTO responsible for issuing the certificate. Schools may negotiate with RTOs to deliver other components of the training within VCE resources, if training and quality assurance requirements can be met. The RTO remains responsible for all assessment.

Unit of competence		Appropriate delivery context
THHBCAT01B	Prepare foods according to dietary and cultural needs	VCE Food and Technology
THHGHS01B	Follow Workplace Hygiene Procedures	
THHBCC01B	Use basic methods of cookery	
THHBKA01B	Organise and Prepare Food	
THHGHS03B	Provide First Aid	VCE VET Sport and Recreation
THHGFA01B	Process Financial Transactions	VCE VET Financial Services
THHGGA01B	Communicate on the Telephone	VCE VET Business Administration
BSBCM213A	Produce Simple Word processed Documents	

Delivery in the workplace

Schools and RTOs may arrange for delivery of training and assessment to occur in the workplace.

If a school or RTO wishes particular components of the training to be delivered and outcomes assessed in the workplace, the following industry requirements apply:

- Delivery and assessment strategies and relevant responsibilities should be clearly communicated to all parties (school, RTO, employer and student) to ensure that all roles in the delivery and assessment process are understood.
- There is appropriate workplace supervision and training in relation to the specific units of competence delivered in the workplace.
- The person responsible for the workplace training must have competence at the certificate level being delivered or higher.
- Assessment in the workplace requires a qualified Workplace Assessor with relevant industry experience, or the assessment may be conducted by a Workplace Assessor in cooperation with the workplace supervisor.

Assessment

Training packages have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed in the training package under Guidelines for Assessment and in each unit of competence under the sub-headings Performance Criteria, Range of Variables and Evidence Guide. Teachers should give careful consideration to the details of these sections when planning programs.

Assessment of units of competence is the responsibility of the RTO. A school that is not an RTO may be auspiced by an RTO to conduct the assessments, either in an appropriate simulated environment or in conjunction with the supervisor in the workplace.

A qualified assessor must conduct assessment of competence. A qualified assessor will have:

- achieved the National Competency Standards for Assessment, or demonstrated equivalent competencies
- industry expertise (be competent in the units of competence being assessed)
- current, relevant industry experience (will understand the competency standards and their use as benchmarks for assessment within the context and culture of the enterprise/industry).

For further information, refer to AQTF Standard 7. A copy of the Standards can be downloaded from the AQTF website: www.anta.gov.au/aqtfStandards.asp

Refer to the Hospitality Training Package for further details on assessor qualifications and the ways of meeting the requirement to use a qualified assessor. A school and RTO may form an assessment team whereby two or three people together may satisfy all the requirements for the assessment process.

Resources

Program providers require access to the revised Hospitality Training Package (THH02).

A wide range of teaching, learning and workplace resources is available to support the delivery and assessment of the VCE VET Hospitality (Operations) program. Examples of learning resources include Learner Guides, Trainer Guides, Assessment Instruments (including Training Record Log). These resources are commonly referred to as support materials or *non-endorsed materials* supporting the implementation of the training package.

All delivery resources and examples should be industry-focused and relevant to current industry practice.

Other resource requirements specific to each unit of competence are listed in the relevant evidence guide.

Details of websites that provide more information on learning resources are listed in 'Useful contacts and information sources' on page 20.

Physical resources

The functional units of competence require industry compliant training facilities, as documented in the training package. Some providers may overcome this problem by negotiating access to the use of commercial facilities for training purposes, and qualified trainers for those particular units of competence. Arrangements of this nature may be negotiated with the RTO.

Schools are referred to Tourism Training Victoria for further details regarding the resources and industry requirements for individual units of competence.

Administration

Enrolments

It is the responsibility of the student's home school to administer the VCE VET program and all aspects of VCE VET enrolment and results on VASS. A student must be enrolled in all units of competence by the home school, regardless of where the training is delivered and competence assessed.

Schools must enrol students in the VCE VET program as follows:

1. Enrol all students in THH21802 Certificate II in Hospitality (Operations).
2. Enrol all students in the units of competence they are expecting to achieve in that year. If a student does not achieve a unit of competence and wishes to continue in a following year, the student must be re-enrolled in that year.
3. Ensure that students expecting to satisfactorily complete the Unit 3–4 sequence are enrolled in all the units of competence selected from the designated Unit 3–4 level.
4. Refer to the current *Hospitality (Operations) Assessment Guide* for any further information on enrolment processes related to the availability of a Study Score for Program 2.

Schools do not need to enrol students in VCE VET units. Enrolment or withdrawal of a student from a VCE VET unit occurs automatically via enrolment in or withdrawal from the units of competence.

Recording results

Achievement of units of competence

To achieve a unit of competence, a student must be assessed competent for all the elements of that unit. Schools are required to record the student's achievement of all units of competence on VASS.

Results must be entered on VASS in time to meet the VCAA deadlines. Refer to the current VCE Administrative Handbook for the due date. It is the responsibility of the home school to ensure that all results from other providers are accurate and received in time to be entered on VASS.

Schools and RTOs must ensure that records are kept of individual student achievement for all units of competence in the program.

VCE VET unit completion

Enrolment in units of competence automatically leads to enrolment in VCE VET units. As units of competence are recorded as completed, completion of VCE VET units is automatic.

Reporting

VCE VET units are reported on the student's VCE Statement of Results, together with other VCE units completed. Students will also receive from the VCAA a separate VCE VET Statement of Results listing all units of competence achieved.

The student receives 'S' for each unit of competence achieved. The VET Statement of Results includes only units of competence for which the student has been awarded an 'S'.

The VCE Statement of Results will include a Study Score for the Program 2 (extended). Two grades will be reported, one for coursework and one for the examination.

Certification

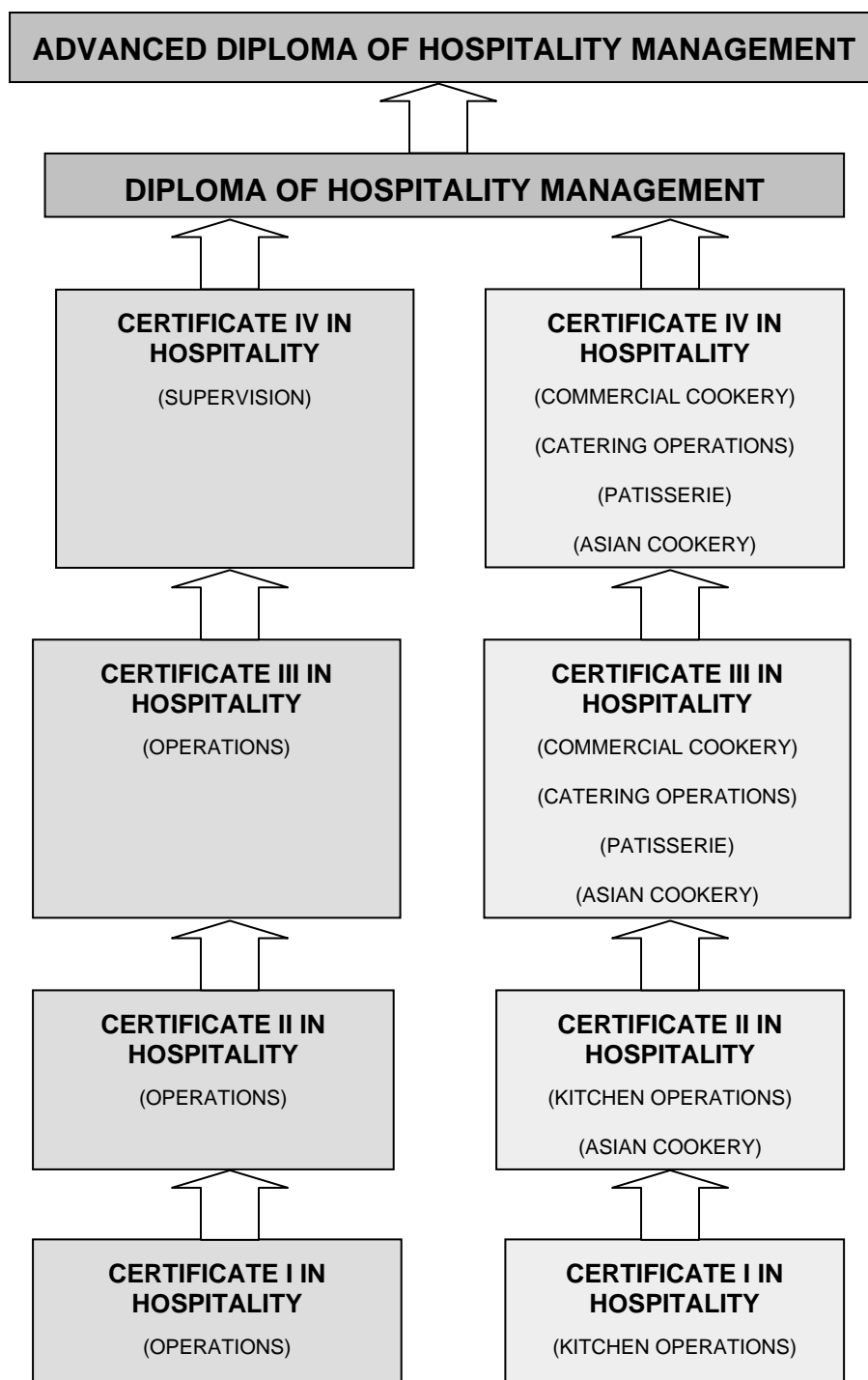
Students who complete all the requirements of a program will be awarded a certificate by the RTO. Partial completion is recorded on a Statement of Attainment issued by the RTO.

Articulation and pathways

Completion of this VCE VET program leads to the award of a qualification and Statement of Attainment that articulate directly with the Certificates III and IV in Hospitality.

The following diagram has been reproduced from the revised Hospitality Training Package (Volume 1, page 3).

Hospitality Qualifications at a Glance



Registration

Under the AQTF, only RTOs may issue VET qualifications.

In order to comply with the AQTF, a school involved with VCE VET programs has two options: to form a partnership with an RTO, or to register through the OTTE as an RTO in its own right.

Registration of training organisations in Victoria is the responsibility of the Victorian Qualifications Authority (VQA). RTOs are subject to guidelines and procedures promulgated by the VQA, which are administered by OTTE.

If a school elects to become an RTO, the OTTE registration requirements must be met. There are two elements to the registration requirements:

- qualification-specific information (teacher qualifications, facilities, equipment)
- infrastructure (including reporting and recording systems, codes of practice, grievance procedures, policies for Recognition of Current Competence/Prior Learning).

The application form for RTO registration and conditions of registration are available from:

Office of Training and Tertiary Education.

Quality Assurance and Review Division

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Further information is also available from the OTTE website:

www.otte.vic.gov.au/provider/index.htm

Useful contacts and information sources

Nationally endorsed Training Package

Schools intending to offer the VCE VET Hospitality (Operations) program are required to use the nationally endorsed THH02 Hospitality Training Package.

The training package provides the details on each unit of competence, packaging rules and assessment requirements. Schools may obtain the training package and training and assessment support materials at the following addresses:

Tourism Training Victoria

Level 5/315 Flinders Lane
MELBOURNE VIC 3000
Tel: (03) 9621 1777
Fax: (03) 9620 4366
Email: info@tourismtrainingvic.com.au
Website: www.tourismtrainingvic.com.au

Australian Training Products

Level 25
150 Lonsdale Street
MELBOURNE VIC 3000
Tel: (03) 9655 0600
Fax: (03) 9639 4684
Email: sales@atpl.net.au
Website: www.atpl.net.au

Victorian Purchasing (Implementation) Guide for the Hospitality Training Package

The Curriculum Maintenance Manager is responsible for the Victorian Purchasing Guide for the Hospitality Training Package. The current contact details are:

Ms Frances Lamb
Victoria University
Newport Campus
PO Box 197
Footscray 3011
Tel: (03) 9284 8368
Fax: (03) 9284 8345
Email: Frances.Lamb@vu.edu.au

The full text of the Victorian Purchasing Guide can be accessed through the Training Support Network website: <http://trainingsupport.otte.vic.gov.au/default.cfm>

The following is a list of contacts for additional information and advice.

VCE VET program structure

Victorian Curriculum and Assessment Authority

Curriculum Branch – Vocational Education
Tel: (03) 9651 4458
Fax: (03) 9651 4324
Email: vet.vcaa@edumail.vic.gov.au
Website: www.vcaa.vic.edu.au/vet/Overview.htm

Student enrolment

Victorian Curriculum and Assessment Authority

VASS Unit

Hotline (metro): (03) 9651 4482

Hotline (country): 1800 801 402

Fax: (03) 9651 4324

VCE certification/eligibility

Victorian Curriculum and Assessment Authority

Student Records and Results Unit

Hotline (metro): (03) 9651 4402

Hotline (country): 1800 653 045

Fax: (03) 9651 4324

VET certification/eligibility

The Registered Training Organisation is responsible for certification.

Program support

Department of Education and Training (DE&T)

Pathways and VET Strategy Team

Office of School Education

Tel: (03) 9637 2314

Fax: (03) 9637 2160

Website: www.sofweb.vic.edu.au/voced

Registration

Office of Training and Tertiary Education, (OTTE)

Quality Assurance and Review Division

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.otte.vic.gov.au

Tertiary entrance requirements

Victorian Tertiary Admissions Centre (VTAC)

Tel: 1300 364 133

Website: www.vtac.edu.au

Victorian Curriculum and Assessment Authority publications

The *VCE Bulletin* (published monthly excluding January) provides administrative information and documents developments in VET in the VCE. Schools should ensure relevant information is circulated to appropriate staff.

VCE Administrative Handbook (for the current year)

2002 VASS Data Entry of School Assessments Booklet

Also refer to VASS Help screens for advice

Glossary

Auspice

A process whereby an RTO authorises delivery and/or assessment to be carried out by industry, individual enterprises or schools.

Australian Quality Training Framework (AQTF)

A set of nationally agreed standards ensuring the quality of vocational education and training services throughout Australia. Includes processes for registering training organisations as a quality assurance mechanism for the training system. The AQTF is the name given to the revised Australian Recognition Framework.

Australian Qualifications Framework (AQF)

A set of descriptors that determine the level of the qualification. Level depends on the depth and complexity of the work and the degree of autonomy involved.

Competency standards

Competency standards are statements which define the skills and knowledge needed for effective work performance at the standard required in the workplace. These standards have been agreed nationally by industry advisory bodies across Australia and are part of the national training packages endorsed by the ANTA. The standards define the required training outcomes and outline what must be demonstrated before a candidate may be assessed competent.

Curriculum Maintenance Managers (CMMs)

The CMM role is to maintain the stock of Victorian crown copyright curriculum and to provide advice on training packages. The CMM function is carried out by staff located within TAFE Institutes in Victoria. They are recognised as officers of OTTE and are responsible for seven industry areas.

Industry Training Boards (ITBs)

Bodies with responsibility for identifying and representing the training needs of specific industries at the state level. National responsibility for representing the training needs of specific industries rests with ITABs.

National Training Framework

Industry based, flexible regulatory arrangements. Includes training packages and the AQTF.

Office of Training and Tertiary Education (OTTE)

OTTE (formerly ETTE) is responsible for the planning, regulation and delivery of a range of education and training programs and services in Victoria.

Registered Training Organisation (RTO)

A nationally recognised provider of training registered with the relevant State/Territory Training Authority (in Victoria, through OTTE).

Training package

A set of documents that sets out the training framework determined by industry for an industry sector. National competency standards, assessment guidelines and national qualifications form the endorsed components of training packages. Assessment materials, learning strategies, and professional development materials may support these as non-endorsed components.

Unit of competence

A distinct work performance specified in terms of what should be done and the standard to which it must be performed, as required in industry. Units of competence are divided into elements, each with performance criteria and a guide to the evidence on which assessment of competence should be based.

Victorian Assessment Software System (VASS)

Victorian Assessment Software System.

VCE unit

A unit of study within the VCE, normally undertaken over one school semester and contributing towards the satisfactory completion of VCE.

VCE VET unit

A group of VET units of competence or curriculum based modules deemed to be equivalent to one VCE unit.

Vocational Education and Training (VET)

Vocational Education and Training is a generic term applying both to the training sector generally and to a variety of forms of post-compulsory education and training which focus on the development of work-related competencies and provide pathways into employment and further training.

VET in the VCE

A set of vocational programs approved by the VCAA as appropriate for delivery within a school's VCE program. This is part of the Victorian implementation of a national initiative, supporting the provision of vocational education programs for secondary school students.

Victorian Qualifications Authority (VQA)

The Victorian Qualifications Authority is responsible for all qualifications issued in Victoria, the registration of training providers and accreditation of all post-compulsory courses except higher education courses.